

Stage One

Stage Two



# UNIVERSITY OF VETERINARY MEDICINE AND PHARMACY IN KOŠICE



**EVALUATION REPORT FOR EAEVE REVISIT –  
STAGE 1 AND STAGE 2**

**KOŠICE 2016**

**UNIVERSITY OF VETERINARY MEDICINE AND PHARMACY  
IN KOŠICE**



**EVALUATION REPORT FOR EAEVE REVISIT –  
STAGE 1 AND STAGE 2**

---

Prof. Jana Mojžišová, DVM, PhD  
Rector

July 2016, Košice, Slovak Republic

## Content

Introduction .....	5
1 STAGE 1 .....	6
1.1 MAJOR DEFICIENCIES .....	6
1.1.1 Inadequate equine isolation unit .....	6
1.1.2 Lack of mandatory clinical rotations for emergency and out-of-hours services ..	6
1.1.3 Insufficient (computerised) clinical records (especially in English) and insufficient involvement of undergraduate students in the completion of these records ...	7
1.2 POTENTIAL DEFICIENCIES .....	8
1.3 SUGGESTIONS .....	8
2 STAGE 2 .....	14
2.1 MAJOR DEFICIENCY .....	14
2.2 SUGESTIONS .....	14
3 CONCLUSION .....	17
4 ANNEXES .....	18
4.1 Layout of equine isolation unit .....	18
4.2 Screenshots of ProVet .....	19
4.3 Written protocols .....	25
4.3.1 Protocol for practical lessons .....	25
4.3.2 Protocol of laboratory examination of meat products .....	30
4.3.3 Protocol of laboratory examination of fats .....	31
4.3.4 Protocol of laboratory examination of aid tests .....	32
4.3.5 Protocol of sensory evaluation of meat products .....	33
4.4 Internal Regulation No 57 „Internal system of Quality Assurance at the University of Veterinary Medicine and Pharmacy in Košice .....	37
4.5 The members of QA committee .....	51
4.6 Student assessment of the teacher and the subject .....	52

## **Abbreviations used in the document**

**AIS:** Academic Information System

**CE:** Continuing education

**EAEVE:** European Association of Establishments for Veterinary Education

**ECOVE:** European Committee on Veterinary Education

**ECTS:** European Credit Transfer System

**ENQA:** European Association for Quality Assurance in Higher Education

**GPs:** General practitioners

**GMP:** Good manufacturing practice

**GVM:** General Veterinary Medicine

**HACCP:** Hazard Analysis and Critical Control Points

**IPEVS:** Institute of Postgraduate Education of Veterinary Surgeons in Košice

**JBPAS:** Joint Bachelor Programme in Animal Science

**MOODLE:** Open Source Learning Platform

**PDCA:** Plan – Do – Check – Act Cycle

**QA:** Quality assessment

**QR:** QR code

**SOP:** Standard operating procedure

**SS:** Summer semester

**SVFA:** State Veterinary and Food Administration of the Slovak Republic

**UVMP in Košice:** University of Veterinary Medicine and Pharmacy in Košice

**WS:** Winter semester

## Introduction

The evaluation of UVMP in Košice was performed on 26 – 30 October 2015 by the EAEVE expert group:

- Visitor on Training in Basic Sciences (CAMPION Deirdre, Dublin, Ireland),
- Visitor on Training in Clinical Sciences (Academic) (FJELDBORG Julie, Copenhagen, Denmark),
- Visitor on Training in Clinical Sciences (Practitioner) (ROMANO Giovanna, Moncalieri, Italy),
- Visitor on Training in Animal Production (CHAMBON Thierry (CHAIRPERSON), Brest, France),
- Visitor on Training in Food Safety & Quality (ROS BERRUEZO Gaspar, Murcia, Spain)
- Student Member (POISSONNIER Camille, Maisons-Alfort, France),
- EAEVE Coordinator (LEKEUX Pierre, Liege, Belgium)

Based on the visit, the expert group prepared the Report on the Stage 1 Visitation to the University of Veterinary Medicine in Košice.

On behalf of ECOVE, who met on 11 May 2016, the director of the ESEVT (Prof. Pierre Lekeux) informed the rector of UVMP (Prof. Jana Mojžišová, DVM, PhD) of the evaluation result, based on the Stage 1 visitation on 26 - 30 October 2015. The Committee concluded that the following Major Deficiencies had been identified:

- *Inadequate equine isolation unit*
- *Lack of mandatory clinical rotations for emergency and out-of-hours services*
- *Insufficient (computerised) clinical records and insufficient involvement of undergraduate students in the completion of these clinical records, particularly but not exclusively for those on the English-speaking programme.*

Therefore, in accordance with the Standards and based on the educational requirements of the EC Directive 2005/36, Article 38, **the status of the University of Veterinary Medicine and Pharmacy in Kosice is 'NOT-APPROVED'**.

The stage 2 evaluation of UVMP was performed on 26 – 30 October 2015 by the EAEVE expert group:

- FORNI Monica, Bologna, Italy (Expert Visitor 1)
- RUOHONIEMI Mirja, Helsinki, Finland (Expert Visitor 2)

Based on the visit, the expert group prepared a draft of the Report on the Stage 2 Visitation to the University of Veterinary Medicine and Pharmacy in Košice.

The expert group informed the rector of UVMP (Prof. Jana Mojžišová, DVM, PhD) of the evaluation result, based on the Stage 2 visitation to our establishment on 26 - 30 October 2015. The expert group concluded that the following Major Deficiency had been identified:

*The principal suggestions for improvements, in order to be in agreement with the EAEVE SOP and European framework for QA in Higher education, consist of the implementation of formal procedures that must include the complete quality loop (PDCA).*

The evaluations of the AP proposed by the experts were:

AP1: non satisfactory

AP2: less satisfactory

AP3 to AP12: satisfactory.

The recommendation to ECOVE was to classify the Establishment as holding the status of: **'CONDITIONAL ACCREDITATION'**.

Based on the evaluation report, UVMP prepared an action plan for correction of the deficiencies. This report contains a brief description of all corrective steps that have been taken.

# 1 STAGE 1

## 1.1 MAJOR DEFICIENCIES

### 1.1.1 Inadequate equine isolation unit

A new isolation unit for horses has been created in the building P 29, following the suitable and approved isolation facilities for other species - ruminants, pigs, dogs and cats. The equine isolation unit consists of two separate boxes independent of each other with access for both animals and staff from the outside from a separate fenced area. The spaces for the boxes have been completely renovated to enable the mechanical cleaning and disinfection (floor and walls). Waste water is removed into a separate sump (cesspool) intended for isolation stables, and manure from the boxes is stored in a separate closable container intended for the isolation boxes. This prevents leakage of the waste material. In each box there is a feeder and a drinking water bowl. From the isolation boxes a common handling corridor can be accessed, where there is a tool box with the necessary personal protective equipment for persons working with the animals, taking biological materials, performing treatment, etc. The entire area with the isolation boxes for animals is enclosed and there are also containers for manure and a septic system for collecting and storing liquid waste (see layout of the equine isolation unit in Annex 4.1).

### 1.1.2 Lack of mandatory clinical rotations for emergency and out-of-hours services

The teaching process of clinical subjects is based on the clinical rotations for emergency and out-of-hours services. All students will be divided in four groups (A, B, C and D). The study schedule for the 6<sup>th</sup> year GVM in 2016/2017 is in Table 1.

**Table 1 Study schedule for the 6th year GVM in 2016/2017**

<b>Block</b>	<b>Time period</b>	<b>Number of weeks</b>	<b>Content of block teaching</b>
I.	5. 9. 2016 - 16. 9. 2016	2	Lectures of WS and SS from clinical subjects
II.	19. 9. 2016 - 26. 10. 2016	6*	Clinical practice and state exams subjects: Group A - Diseases of ruminants, Group B - Diseases of pigs, Group C - Diseases of small animals, Group D - Diseases of horses
III.	31. 10. 2016 - 7. 12. 2016	6*	Clinical practice and state exams subjects: Group A - Diseases of horses, Group B - Diseases of ruminants, Group C - Diseases of pigs, Group D - Diseases of small animals
IV.	12. 12. 2016 - 16. 12. 2016	1	Optional subjects and clinical practice
V.	19. 12. 2016 - 13. 1. 2017	4	Preparation of diploma thesis and clinical practice
VI.	16. 1. 2017 - 17. 2. 2017	5	Optional subjects and clinical practice

VII.	20.2.2017 - 28. 3. 2017	6*	Clinical practice and state exams subjects: Group A - Diseases of small animals, Group B - Diseases of horses, Group C - Diseases of ruminants, Group D - Diseases of pigs
VIII.	3. 4. 2017 - 14. 4. 2017	2	Clinical practice
IX.	18. 4. 2017 - 23. 5. 2017	6*	Clinical practice and state exams subjects: Group A - Diseases of pigs, Group B - Diseases of small animals, Group C - Diseases of horses, Group D - Diseases of ruminants
X.	29. 5. 2017 - 9. 6. 2017	2	Diploma thesis defence

\* Include clinical practice, preparation for state exam and state exam

### **1.1.3 Insufficient (computerised) clinical records (especially in English) and insufficient involvement of undergraduate students in the completion of these records**

A computerised clinical record system using a special software program ProVet has been introduced at all university clinics, including the Clinic of Swine and Clinic of Ruminants, at which only written records were formerly used. ProVet system consists of two separate server application systems (one for clinics, one for students) and two separate multi-language databases (one for the full operation of clinics, one for students). This program works in Slovak and English versions. The number of computers with installed software has increased at each clinic to allow more students access to the corresponding programs in practical exercises and clinical practice. The students are involved in completion of records, they have access to the database system at the clinics not only under supervision of a teacher or a surgeon on duty at the clinics, but have also the possibility to work in the system independently, recording a patient's daily health status during their clinical practice. The students can now participate in recording clinical records at all clinics in both Slovak and English and are thus trained to write medical records. A self-study student version of ProVet can be accessed by students from the dormitories or from the computers at the campus. Screenshots from the English interface of ProVet are in Annex 4.2.

## 1.2 POTENTIAL DEFICIENCIES

- **insufficient mandatory hands-on surgical practice for undergraduate students**  
By opening the new clinical facilities the students will have more opportunity for compulsory, practical, hands-on training.
- **insufficient large animal cadavers for necropsy training and lack of refrigeration storage capacity for entire large animal cadavers**  
A cooling trailer has been purchased for short-term storage of large animal cadavers. The trailer is equipped with a lifting platform and a winch.
- **insufficient integrated strategy for biosecurity, both on campus and in external facilities**  
As regards biosecurity, additional measures have been taken to ensure better information about health hazards and safety within the university and outside the university, especially at the university farm. Additional posters with instructions about cleaning, disinfection or biosecurity measures have been displayed in places that lacked such instructions and also in other areas with a potential health and safety risk.

## 1.3 SUGGESTIONS

### 1 OBJECTIVES & STRATEGY

#### (1.3) Suggestions

- **The long-term objectives regarding the JBPAS must be officially harmonised and clarified.**  
JBPAS was accredited by both Slovak and Norwegian education authorities. Graduates of JBPAS may continue in post-BSc study for additional three years and complete the GVM education. Graduates of the GVM programme can specialize in aquaculture and continue in their education in a PhD programme which is currently in preparation. Harmonisation of the long-term objectives will be part of a Long-Term Strategic Plan for 2018-2023.

### 4 CURRICULUM

#### (4.1.3.) Suggestions

- **Subject leaders should regularly review the prerequisites for their modules.**  
The suggestion has been acted on. The prerequisites are regularly reviewed before a new academic year starts.

#### (4.2.3.) Suggestions

- **The JBPAS curriculum could be improved by commencing basic anatomical training in the second or third semester of the course, in order to assist students to related structure (anatomy) to function (physiology) and also to better prepare the students for the transition to the more intensive anatomical studies in UVMP.**  
It will be reviewed at the end of the study cycle (3-year cycle).



#### **(4.3.3.) Suggestions**

- **The equivalence between the GVM and the JBPAS curriculum in animal production should be improved.**

Better adjustment and optimization of the JBPAS and the GVM curricula will be implemented from the academic year 2016/2017.

- **The training in animal welfare should also involve the clinics, in order to improve the impact of a regular welfare assessment of the animals.**

It will be implemented into the new curriculum from the academic year 2019/2020 (with the new cycle).

- **Even if the students are aware of hazards and protective clothing use, it would be desirable to have posters to explain processes clearly, not only in necropsy rooms, but also in every other place where biosecurity measures are necessary.**

Posters with instructions about cleaning, disinfection or biosecurity measures have been displayed in places that lacked such instructions and also in other areas with a potential health and safety risk.

#### **(4.4.3.) Suggestions**

- **The number of compulsory, practical, hands-on hours for the students in the clinics must be increased.**

The new clinical facilities and a new system of clinical rotations provide more opportunity for compulsory, practical hands-on training.

- **Students must be insured during their activities at the Faculty and during extramural practice.**

Students at UVMP in Košice are insured by a commercial insurance company. This insurance is mediated by UVMP in Košice.

- **The students should be more active in the clinics and motivated by the teachers and establishment of a clear plan for the clinical teaching. A rotation system with at least one-week duration in each clinic should be implemented.**

From the academic year 2016/2017, the new clinical rotations system will be implemented (See Chapter 1.1.2).

- **The Clinic of Exotic Animals should follow the health and safety rules in relation to radiography.**

The Radiography at the Clinic of Exotic Animals fulfils all requirements laid down by Slovak regulations.

- **The Equine Mobile Practice should have a rigid separator or closure between trunk and passenger seat.**

The Equine Mobile Practice has been equipped with a rigid separator.

#### **(4.5.3.) Suggestions**

- **Although Department laboratories are adequate in number for the load of students and the specific training provided, the laboratories present some safety deficiencies regarding the materials used. It is suggested that in the future the laboratories will replace or renovate the potential inflammable counters with safer ones as well as replace obsolete materials. Regarding security procedures and biosecurity, although the students receive specific information and training, there was a lack of information displayed to reinforce the warnings about self-protection to avoid accidents for students as well as teachers and staff in the laboratories and especially at the slaughterhouses. It is suggested to display adequate and normalised signposting and the students trained properly. For slaughterhouse training the material used is adequate and used properly but the use of boots will be much better to provide security during the training. To improve the practical training of the students it is suggested to provide to the students with written protocols to know in advance the objective of the training, with security measurements to follow, equipment and reagents required, detailed steps in the procedure, interpretation and any other relevant information required. Especially for the slaughterhouse training it is important to follow precise protocols and for HACCP, animal welfare evaluation and others assessments to follow written protocols that allow the students to perform a precise evaluation of the training. Also it is important that the students report on the practical training and generate evidences of training for auditing and evaluation. Regarding slaughterhouses, the currently available ones are adequate for the basic training but the capacity and infrastructural conditions are limited. Although we are aware of the difficulties to identify new and large capacity and with updated conditions for slaughtering, it will be preferable for the students to be exposed to the design and hygienic conditions of other modern abattoirs.**

In the laboratories, inflammable counters have been removed and renovation with replacement of obsolete materials will be performed in near future.

Security procedures and warnings are clearly displayed in the laboratories to improve self-protection and to avoid accidents in students. The students are trained in safety at work. Boots for students are available in the slaughterhouse.

During practical training, students are provided with written protocols for activities in the slaughterhouse, including hygiene requirements in the slaughterhouse, layout, dressing of carcasses and all technological steps from receiving live animals to dispatching meat and offal, GMP and HACCP, animal identification, animal welfare, food chain information, ante-mortem and post-mortem inspection, judgement and enforcement procedures, grading of carcasses and handling of meat (See Annex 4.3.1). Students generate reports describing all activities performed during the practical training for the purpose of control and evaluation (See Annexes 4.3.2 – 4.3.5).

## **5 TEACHING QUALITY & EVALUATION**

- **A new methodology based on accessible QR system of evaluation has been recently implemented for teacher's teaching skills. Suggestion is to track the use of this system and to promote the use this tool by all students, and make it understandable mainly to the international students.**

The system is operated by the Ministry of Education, Science, Research and Sport of the Slovak Republic, however, the international students have opportunity to evaluate the teaching process and the teachers using the Academic Information System and/or a paper questionnaire.

- **For an accessible and global education of the students of UVMP the new technologies (IT) provide powerful tools. Some of them are already in use and other under definition and development. E-learning is a promising one that needs further implementation for the students of UVMP and it is suggested to work on the development of an intranet platform through the e-learning, that currently is in a blended model providing internet access to some of the resources but not in a proper e-learning model.**

An e-learning team has been established with the objective to extend e-learning activities through the MOODLE platform.

### **(5.2.3.) Suggestions**

- **A continuous system of examination and assessment of the progression of acknowledgement and capacities of the students will be helpful for a more accurate evaluation of the students and the work effort made in the subject. This methodology will encourage also the students to work on a regular basis on the different topics. Also it could be a useful tool to contain and reduce the significant number of students that drop out in the first academic years.**

To provide confidence in the oral examination method and the maximum objectiveness, it would have to provide an assurance in the procedure. During oral examinations, having two examiners would be beneficial as well as provide with evidence of the content of the answerers to the students.

'External examiners' role in any academic process is to monitor standards to ensure that the assessments are fair, rigorous, appropriate and consistent. The inclusion of these external examiners is important and recommended for better examination procedures. A way to begin with this implementation could be the State Examination and based on that, implement in other subjects.

New study guidelines of UVMP in Košice allowing students to choose an examiner have been implemented.

According to Slovak legislation the student has an opportunity to apply for a comissional examination. For state examination, a committee of at least four experts has to be established, of whom at least one is an external examiner.

### **(5.3.3.) Suggestions**

- **One of the commitments of the University is to promote an atmosphere for the integration of the students particularly international. Although UVMP is acting in this direction, it is recommended to increase the opportunities and activities of interaction of the national and international students.**

All activities for students organized at UVMP or by UVMP are scheduled for both Slovak and foreign students. This also applies to the student clubs (the Aqua Terra Club, the Flora Club, Cynological Club, Hunting Cynology Club, Breeders' Club, Small Mammal and Exotic Bird Breeders' Club, Falconry and Raptor Rehabilitation Club, Bee Breeders' Club), culture events (a matriculation ball for students commencing their studies, a ball for students in the 4th year of study in the study programme GVM, a banquet for students in the 6th year of the GVM study, "Veterinary Days", the "Health Day", the " Student Blood Drop" campaign), and sports activities ("Opening the river Hornad", the Cassovia Health Cup football tournament, rafting and hiking for students, minifootball and table tennis for students, the UVMP Ironman – strength competition). To optimize their communication abilities, Slovak language will become a compulsory subject for foreign students from the academic year 2016/2017. In order to improve communication of foreign students with

technicians, English language courses for technical staff have been running since April 2016.

- **Some of the concerns of some of the students are relating to their confidentiality and privacy. It is that “good practice” is maintained regarding confidentiality of students’ personal information and privacy be preserved, especially in the classroom setting.**  
According to Slovak legislation data privacy must be preserved. All personal data including study results are communicated only personally or via the Academic Information System (AIS).
- **As a suggestion for the students protection against infectious professional diseases like tetanus it would be a good practice to check that all are vaccinated and to promote a systematic programme of vaccination if needed.**  
Tetanus vaccination in Slovakia is obligatory under the state control and under the supervision of GPs.

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

### **7.3. Suggestions**

- **It is suggested to organise the practical training in advance at the beginning of the semester, having a set schedule in order to give to the students the opportunity to organise the other lectures (optional lectures) and/or different practical hours (like ambulatory calls).**  
Practical training, the clinical rotation system and field practice are included in the study plan. They are part of the Study Schedule and are announced at the beginning of each semester. This gives the students the opportunity to organize their clinical practical training individually in advance from the beginning of an academic year.

## **11 CONTINUING EDUCATION**

### **(11.3.) Suggestions**

- **It would be very important to the both the Establishment staff and the Private Veterinarians or State Veterinarians to introduce in CE programmes international speakers, possibly EVBS Diplomates in the different specialities, to favourite a wider exchange of concepts.**

## **12 POSTGRADUATE EDUCATION**

### **(12.3.) Suggestions**

- **The UVMP should develop residency programmes in attracting EBVS Diplomates or in giving teachers the opportunity for training abroad, particularly in clinical activities, in order to improve the level of studies for students.**

For suggestions 11.3 and 12.3

Extending participation of foreign speakers from different areas of specialization as part of the continuing education has already been under way by inviting various experts as lecturers. An ophthalmology conference, for example, will be organized in September with Prof. Ron Ofri, DVM, PhD, Dipl. ECVO from the Hebrew University of Jerusalem as the lecturer. Two new experts are going to join the university staff in the summer of this academic year:

- Zdenek Žert, DVM, PhD, DipIECVM from the Czech Republic (European Veterinary Specialist in Large Animal Surgery; Member of European College of Veterinary Surgeons). He is competent to educate EBVS Diplomates.
- Marcel Kovalík DVM, PhD, DipECVD, MRCVS, board-certified by the European College of Veterinary Dermatology and a member of European College of Veterinary Dermatology and the European Society of Veterinary Dermatology.

Our clinical teachers also work in private practice as members of CVS and participate in postgraduate education organized by IPEVS.

The practical surgeons are members of state examination committees, committees for thesis defence, and cooperate in the organisation of extramural practice. As members of the pedagogical committee of UVMP in Košice, they can comment on the study plans. The Director General of the SVFA and the President of the CVS are members of the Scientific Board of UVMP in Košice. A member of CVS is a member of the Administrative Board of UVMP in Košice.

## **2 STAGE 2**

### **2.1 MAJOR DEFICIENCY**

**The principal suggestions for improvements, in order to be in agreement with the EAEVE SOP and European framework for QA in Higher education, consist of the implementation of formal procedures that must include the complete quality loop (PDCA).**

UVMP in Košice adopted an amendment to the internal regulation No 57 'Internal System of Quality Assurance at the University of Veterinary Medicine and Pharmacy in Košice' which includes the complete quality loop (PDCA) (see Annex 4.4).

### **2.2 SUGGESTIONS**

#### **Chapter 1. POLICY FOR QUALITY ASSURANCE**

##### **1.3 Suggestions**

**Create a proper attitude to QA in agreement with ENQA recommendations: a cross sectional approach, with information reaching every Department and every student (including those enrolled in English taught courses).**

**Findings should be linked to the achievement of quality targets, which need to be well-defined in Action Plans included in the annual reports.**

**Increase the number of students in the QA committee.**

**Define the precise role of the QA committee; it should be not a decision making body but the body in charge of monitoring the process by which decisions are taken. The QA committee should write procedures that will subsequently be approved by the respective responsible body.**

- UVMP in Košice adopted the amendment to the internal regulation No 57 'Internal System of Quality Assurance at the University of Veterinary Medicine and Pharmacy in Košice', which includes the complete quality loop (PDCA) (see Annex 4.4).
- An annual quality report consists of quality assessment of education, scientific and research activities, clinical activities and other activities of UVMP in Košice.
- The UVMP increased the number of students in the QA committee (See Annex 4.5).
- A precise role of the QA committee is defined in the amended internal regulation No 57 'Internal System of Quality Assurance at the University of Veterinary Medicine and Pharmacy in Košice'.

#### **Chapter 2. ASSESSMENT OF STUDENTS, POST GRADUATE EDUCATION AND STUDENT WELFARE**

##### **2.1.3 Suggestions**

**Based on transparency rules, students should have the right to be informed if/when some of the first year exams are used as a filter for continuation of studies. The establishment should also check if the examinations that it currently uses for filtering are the most appropriate to predict a successful completion of study.**

**Students must be aware of their likely inability to successfully complete their studies. Low scoring students in the entrance examination must be offered a specific tutoring programme.**

**Assessment strategies must be based on published learning outcomes for each subject.**

At UVMP in Košice the system of prerequisites is implemented. The subjects in a student's study plan are divided into:

- a) subjects without prerequisites, whose registration is not subject to completing other subjects
- b) subjects with prerequisites, whose registration is subject to completing another subject or subjects.
- c) For this purpose a new position of class supervisor has been established for the newcomers. His/her role is specified in the Study Guidelines. Consultations with teachers and subject heads are arranged especially for low scoring students (however, this applies to all students who are interested).
- d) all assessment criteria are published in advance, and are part of the Study Guidelines.

### **2.3.3 Suggestions**

**The Establishment is encouraged to cooperate with other organisations to find possible means to develop European College Residency training.**

Recently, UVMP in Košice has employed the following experts in the field:

- Zdenek Žert, DVM, PhD, DipIECVM from the Czech Republic (European Veterinary Specialist in Large Animal Surgery; Member of European College of Veterinary Surgeons). He is competent to educate EBVS Diplomates.
- Marcel Kovalík DVM, PhD, DipECVD, MRCVS, board-certified by the European College of Veterinary Dermatology and a member of European College of Veterinary Dermatology and the European Society of Veterinary Dermatology.

### **2.4.3 Suggestions**

**The Establishment should examine ways in which the integration of the foreign students could be improved.**

All activities for students organized at UVMP or by UVMP are scheduled for both Slovak and foreign students. This also applies to the student clubs (the Aqua Terra Club, the Flora Club, Cynological Club, Hunting Cynology Club, Breeders' Club, Small Mammal and Exotic Bird Breeders' Club, Falconry and Raptor Rehabilitation Club, Bee Breeders' Club), culture events (a matriculation ball for students commencing their studies, a ball for students in the 4th year of study in the study programme GVM, a banquet for students in the 6th year of the GVM study, "Veterinary Days", the "Health Day", the " Student Blood Drop" campaign), and sports activities ("Opening the river Hornad", the Cassovia Health Cup football tournament, rafting and hiking for students, minifootball and table tennis for students, the UVMP Ironman – strength competition). To optimize their communication abilities, Slovak language will become a compulsory subject for foreign students from the academic year 2016/2017. In order to improve communication of foreign students with technicians, English language courses for technical staff have been running since April 2016.

## **Chapter 3. ASSESSMENT OF TEACHING STAFF**

### **3.3 Suggestions**

**The Establishment should discover ways to improve the response rate of students.**

The students of UVMP in Košice have more opportunities to evaluate the teachers and subjects with enhanced anonymity. The new questionnaires have been prepared and will be implemented from the following academic year (see Annex 4.5).

## **Chapter 4. ASSESSMENT OF LEARNING OPPORTUNITIES**

### **4.3 Suggestions**

**UVMP should develop and implement an E-learning strategy, and more efficiently utilise the electronic platform for the distribution of teaching materials to better support the development of the self-directed learning skills necessary for lifelong learning.**

An e-learning team was established with the objective to extend e-learning activities through the MOODLE platform.

## **Chapter 5. ASSESSMENT OF TRAINING PROGRAMMES AND THE AWARD OF THE TITLE OF VETERINARIAN**

### **5.3 Suggestions**

**Students' actual workload in relation to the ECTS credits needs to be checked.**

Currently in progress.

## **CHAPTER 7. ASSESSMENT OF CONTINUING EDUCATION**

### **7.3 Suggestions**

**At least the evaluation of UVMP teachers involved in continuing education events, should be collected by the organising institution.**

IPEVS as the organising institution of continuing education collects the evaluation of UVMP teachers involved in continuing education.

## **Chapter 10. ASSESSMENT OF CO-OPERATION WITH STAKEHOLDERS AND SOCIETY**

### **10.3 Suggestions**

**The implementation of the English version of the web is required.**

The English version of the web is regularly updated.



### **3 CONCLUSION**

UVMP in Košice has eliminated all major deficiencies and some of the potential deficiencies, and acted on some of the suggestions. The report contains a brief description of correction of the deficiencies including the relevant evidence.

To overcome the three major deficiencies mentioned by the EAEVE Report, the following corrective measures have been taken:

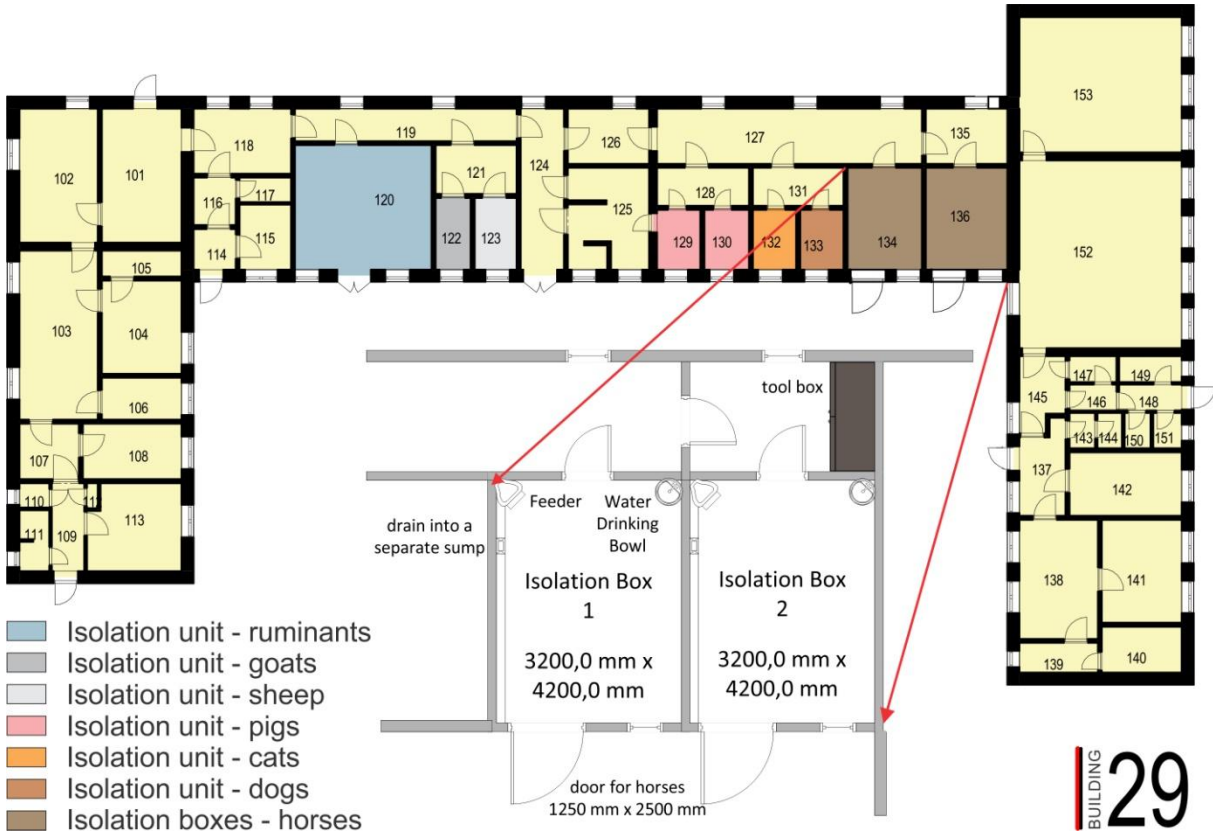
- a new isolation unit for horses has been created,
- the teaching of clinical subjects is based on the clinical rotations for emergency and out-of-hours services,
- a computerised clinical record system using a special software program ProVet has been introduced at all university clinics. ProVet system consists of two separate server application systems (one for the clinics, one for students) and two separate multi-language databases (one for the full operation of the clinics, one for students). This program works in the Slovak and English versions.

The suggestions to which we did not respond in the report are being dealt with and some will be part of the Long-Term Strategic Plan for 2018-2023.

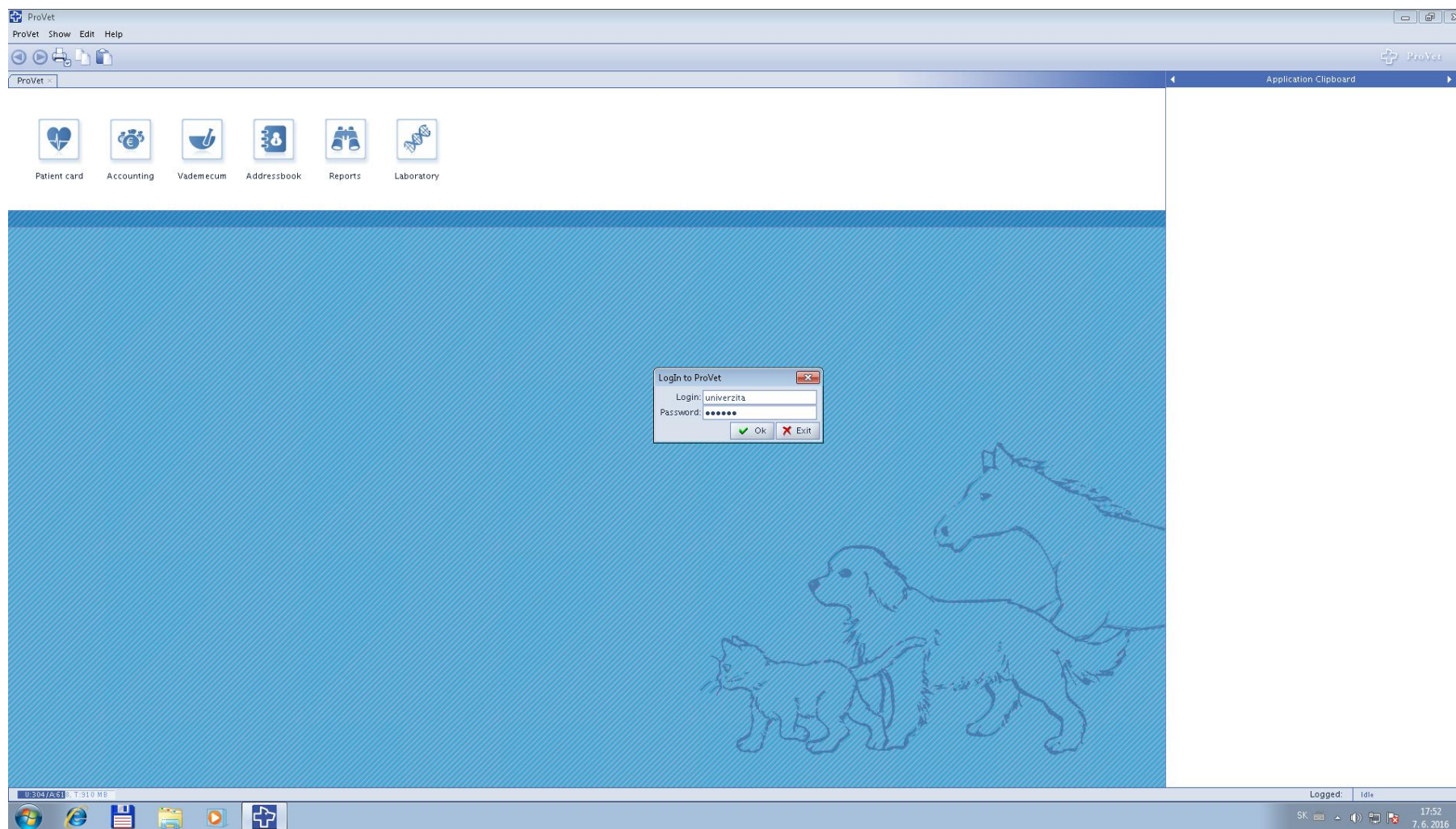
The defined major deficiencies, the potential deficiencies and the suggestions reported in the EAEVE Report have encouraged us to improve the quality of teaching at UVMP in Košice.

# 4 ANNEXES

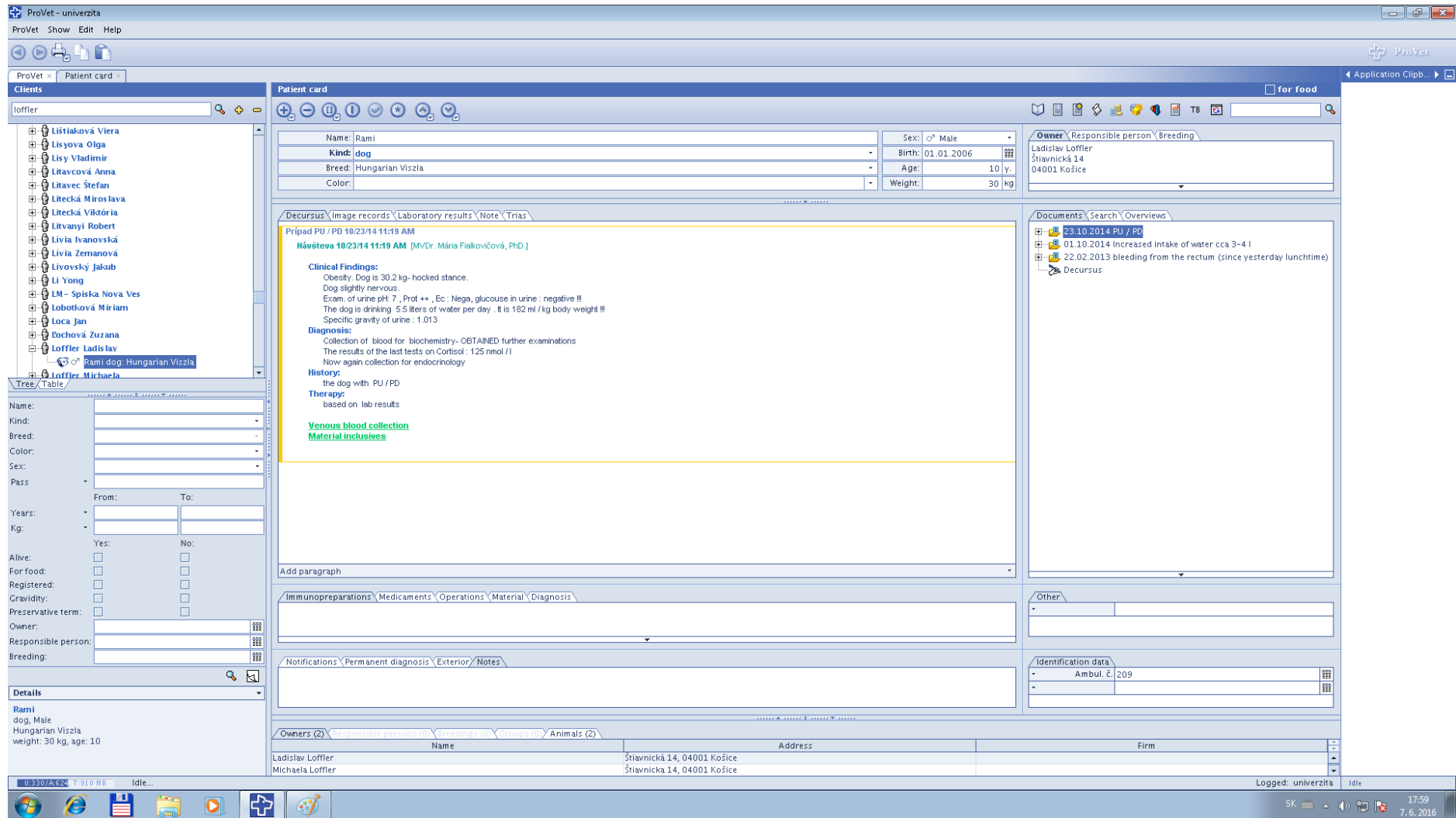
## 4.1 Layout of equine isolation unit



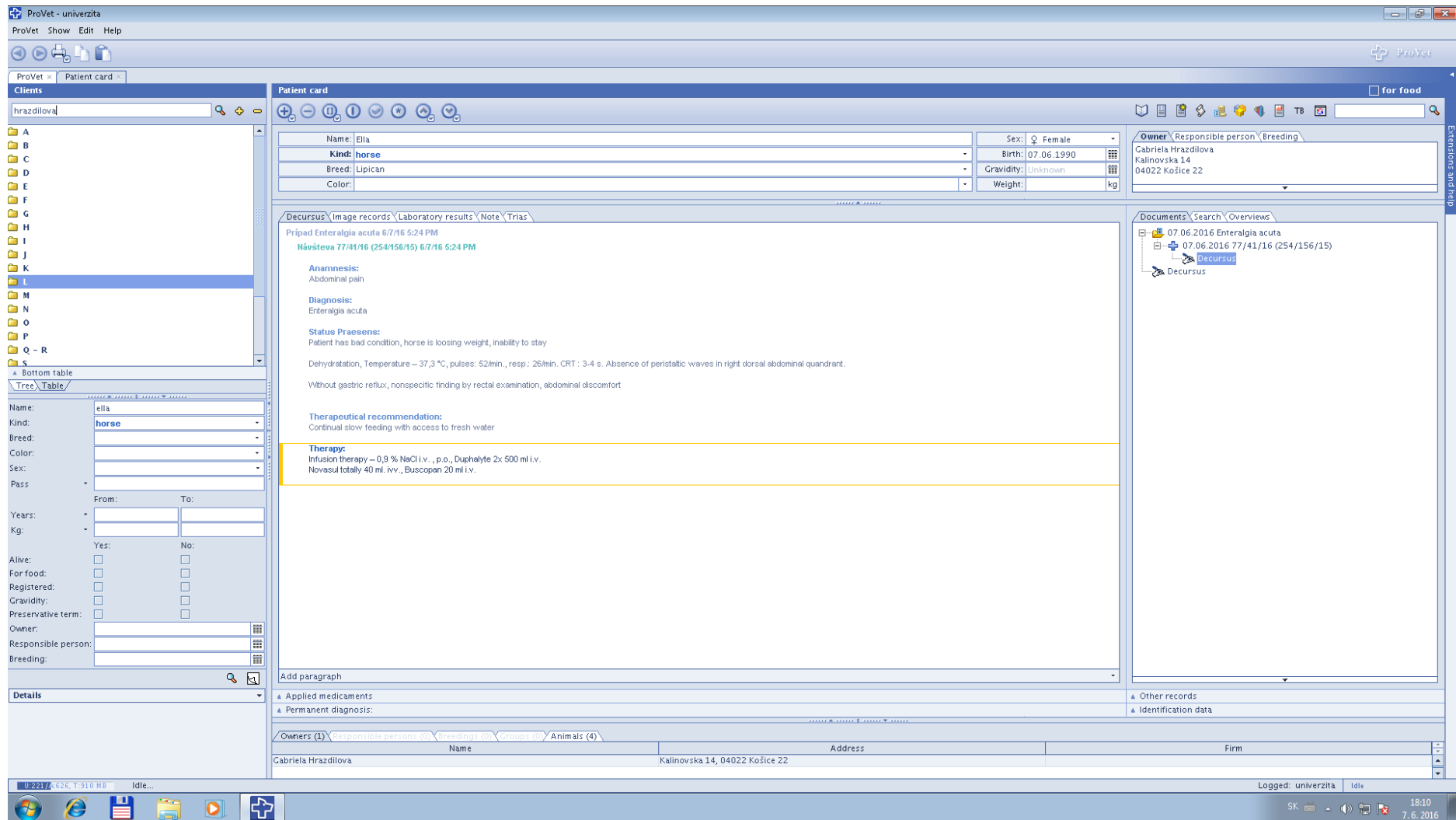
## 4.2 Screenshots of ProVet



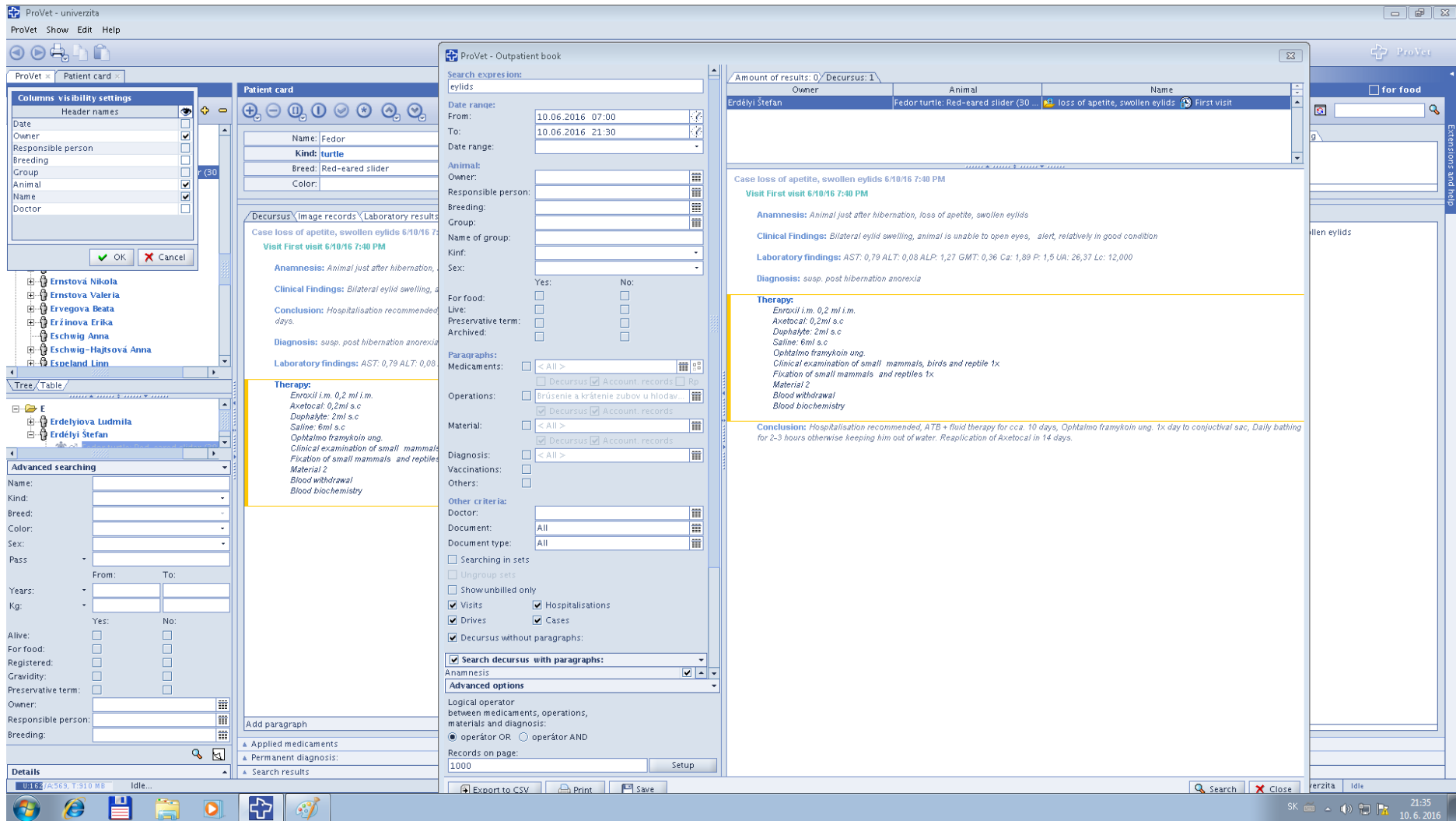
**Pic. 1: LOGIN screen in English user interface**



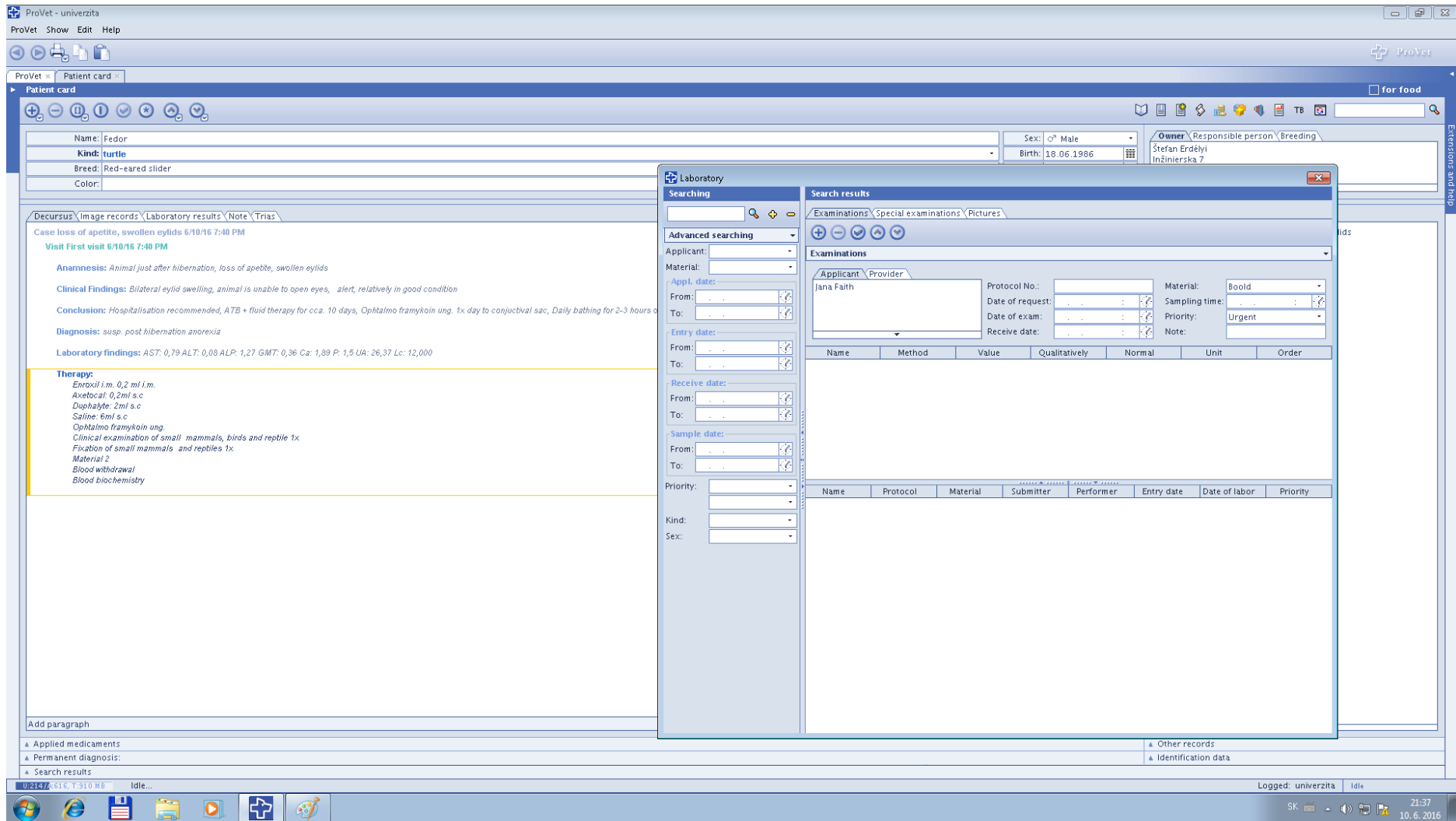
Pic. 2: Clinical record - dog



Pic. 3: Clinical record - horse

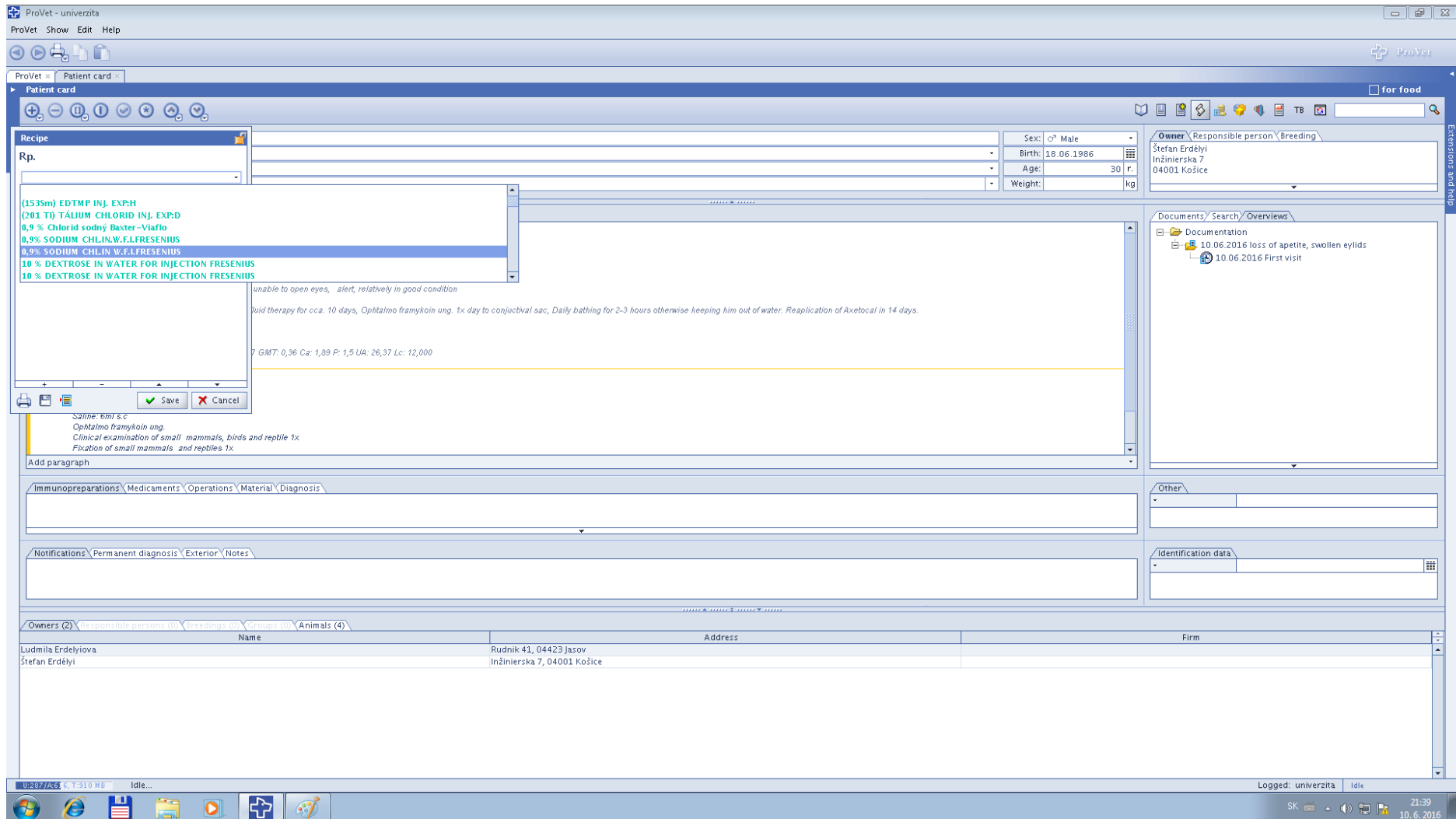


Pic. 4: Clinical record - turtle



Pic. 5: Laboratory examination search





Pic. 6: Creation of recipe



### 4.3 Written protocols

#### 4.3.1 Protocol for practical lessons

Week/Date	Location	Topic	Activities	Done (✓)	Personal notes	To be discussed	Done
	Dept. Meat Hyg. & Technol.	Safety at work	Safety at work rules read and signed				
			Personal hygiene rules explained				
			Food (meat) safety rules explained				
		OV duties list	OV daily duties list explained				
	Abattoir	Animal welfare at abattoir	Handling of animals observed				
			Immobilization of animals observed				
			Stunning of animals observed				
			Bleeding of animals observed				
			Dressing of animals observed				
	Abattoir	Animal ID check	IFC checked				
			ID and transport documents checked				
			Animal identity checked				
		A. M. examination	Behaviour & health status checked				
			Cleanliness checked				

				Decision about the animal done				
				Decision about the animal presented				
				Results of the A. M. recorded:				
				Animal:				
				Animal:				
				Animal:				
		Abattoir	Technol. & hygiene of dressing	Swine scalding & dehairing observed				
				Swine scorching observed				
				Swine evisceration observed				
				Swine carcass splitting observed				
				Swine final toilette observed				
		Abattoir	P. M. examination	Swine digestive tract examined				
				Swine pluck examined				
				Swine carcass examined				
				Trichinella sampled				
				Decision about the meat done				
				Rejected:	Reason:	Weight:		
				Decision about the meat presented				

				Results of the P. M. recorded				
				Carcass surface sampled				
		Abattoir	Technol. & hygiene of dressing	Cattle low legs removal observed				
				Cattle skinning observed				
				Cattle evisceration observed				
				Cattle carcass splitting observed				
				Cattle SRM removal and final toilette observed				
		Abattoir	P. M. examination	Cattle head examined				
				Cattle digestive tract examined				
				Cattle lungs examined				
				Cattle heart examined				
				Cattle diaphragma examined				
				Cattle carcass examined				
				SRM removal checked				
				TSE sampled				
				Decision about the meat done				
				Rejected:	Reason:	Weight:		
						Weight:		
				Decision about the meat presented				
				Results of the P. M. recorded				
		Abattoir	Technol. &	Sheep low legs removal				

			hygiene of dressing	observed				
				Sheep skinning observed				
				Sheep evisceration observed				
				Sheep carcass splitting observed				
				Sheep SRM removal and final toilette observed				
		Abattoir	P. M. examination	Sheep head examined				
				Sheep digestive tract examined				
				Sheep lungs examined				
				Sheep heart examined				
				Sheep diaphragm examined				
				Sheep carcass examined				
				SRM removal checked				
				TSE sampled				
				Decision about the meat done				
				Rejected:	Reason:	Weight:		
						Weight:		
				Decision about the meat presented				
				Results of the P. M. recorded				
		Abattoir	Inspection	Animal welfare rules established				
				Animal welfare rules				

				followed				
				Slaughter GMP planned				
				Slaughter GMP plan followed				
				ABP collection & storage planned				
				ABP handling plan followed				
				Meat chill store checked				
				Detained meat chill store checked				
				Dispatch area checked				
		Abattoir	Laboratory sampling	NPRFC				
		...						
To be discussed in deeper details:								
To be added to the course:								
To be removed from the course:								
General evaluation of the course:								

#### 4.3.2 Protocol of laboratory examination of meat products

<b>DETERMINATION</b>	<b>SAMPLE:</b>
<b>WATER CONTENT</b>	
<b>SALT CONTENT</b>	
<b>NITRITES CONTENT</b>	
<b>WATER ACTIVITY</b>	
<b>STARCH PRESENCE</b>	
<b>UNDERCOOKING ESTIMATION</b>	
<b>WATER HOLDING CAPACITY</b>	
<b>Protein content</b>	<b>KJELDAHL METHOD</b>
<b>Fat content</b>	<b>SOXHLET METHOD</b>
<b>Collagen content</b>	<b>HYDROXYPROLINE ESTIMATION</b>
<b>Date:</b>	
<b>Signature:</b>	

Comments:

### 4.3.3 Protocol of laboratory examination of fats

<b>DETERMINATION</b>	<b>SAMPLE:</b>
<b>WATER CONTENT</b>	
<b>ACETIC VALUE</b>	
<b>PEROXIDE VALUE</b>	
<b>TBARS</b>	
<b>ANTIOXIDANTS</b>	
<b>SENSORY EVALUATION</b>	
<b>Fatty acids profile</b>	<b>GAS CHROMATOGRAPHY</b>
<b>Date:</b>	
<b>Signature:</b>	

Comments:

#### 4.3.4 Protocol of laboratory examination of aid tests

<b>Analysis</b>	<b>Result</b>
pH	
Colour	
Hydraemia – compressoric method	
Ammonia content	
Insufficient bleeding	
Acetone	
Icterus	
Boiling method	
<b>Date:</b>  <b>Signatures:</b>	

Remarks:



### 4.3.5 Protocol of sensory evaluation of meat products

#### PROTOCOL: SENSORY EVALUATION OF MEAT PRODUCTS

5-point score sheet

Parameter	DIFFERENCE TEST					
	Boiled			Grilled		
	1	2	3	1	2	3
Taste						
Odour						
Juiciness						
Appearance						
SUM						

Comments:

Parameter	TRIANGLE TEST					
	A	B	C	A	B	C
Taste						
Odour						
Juiciness						
Appearance						
SUM						

**IDENTIFY SAMPLE WHICH IS DIFFERENT**

Comments:

#### PROTOCOL: SENSORY EVALUATION OF MEAT PRODUCTS

5-point score sheet

Parameter	DIFFERENCE TEST					
	Frankfurter			Sausage		
	1	2	Comment	1	2	Comment
Taste						
Odour						
Juiciness						
Appearance						
SUM						

**PROTOCOL: SENSORY EVALUATION OF MEAT PRODUCTS**  
5-point score sheet

Parameter	DIFFERENCE TEST					
	Frankfurter			Sausage		
	1	2	Comment	1	2	Comment
Taste						
Odour						
Juiciness						
Appearance						
SUM						

**PROTOCOL: SENSORY EVALUATION OF MEAT PRODUCTS**  
5-point score sheet

Parameter	DIFFERENCE TEST					
	Frankfurter			Sausage		
	1	2	Comment	1	2	Comment
Taste						
Odour						
Juiciness						
Appearance						
SUM						

**TASTING COMMENTS**

Clean Flavor – Good Spice Presence – Good Smoke Balance – Garlic After Taste – well seasoned  
 Smokey Sweet Aroma – Brine is overpowering  
 Bite ok – soft - no snap – a bit mealy  
 Good snap on exterior,tender interior  
 Spices are visible, appears rustic, appetizing  
 Chunks inside of sausage – gritty, greasy  
 Not fully emulsified  
 Sweet notes too strong  
 Left unpleasant fatty coating in my mouth  
 Pleasant, juicy  
 Tastes less processed, more natural  
 Looks plump, moist  
 Very spicy – lots of heat to the sausage – unpleasant strong spice flavor – strong celery flavor – too much white pepper –almost burns a bit – after burn alters pure taste  
 Highly seasoned – salty – spiciness leaves after taste  
 Smoky, meaty aroma – slightly chemical aroma  
 Fatty – chunks of fat visible – a bit greasy –good chew. Pleasant mouth-feel – smooth - more even grind, looks more  
 Pleasant mouth-feel – smooth - more even grind, looks more processed – nice firm emulsion

Color unnatural - spotty on outside – too dark – very pink and reddish inside  
Bite is missing snap, but ok – good bite – very moist  
Pleasant smoky and meaty aroma – more spicy than smoky

Good overall flavor – grilling brings out smoky flavor – better taste than boiled – overall very flavorful - balanced

Grilling helped counter balancing sweetness – nice smoky aroma – mild and pleasant  
Firmer, better texture – a little spongy – would like to see more snap – improved mouth-feel over boiled – somewhat more snap – improved mouth-feel over boiled – somewhat rubbery texture – fairly even texture - the exterior seemed a little tough to break down  
Bite is still too soft – a little spongy – no snap  
Good moisture - not as moist as boiled, but still pleasant –some fat melted, made it a little dry

Too salty – confusing flavor profile – late spiciness – lack of meat flavor – leaves spicy after taste burn

Better grilled than boiled – chemical smell disappeared when grilled – grilling accentuates the smokiness – not very aromatic – pleasant, grill adds nice dimension  
Appearance too dark, purple – color looks fake  
Very firm texture – too chewy, almost dry – good emulsion  
Smokiness is overpowered by spices - spicy and smoky flavor  
Better snap, but too dry – bite too firm – rubbery

### 5 POINT SCORE

Parameter	SCORE				
	5	4	3	2	1
<b>Taste</b>	Taste associated with a typical sausage taste, very pleasant, spicy, meaty	Taste associated with a typical sausage taste, pleasant, spicy, meaty	Taste associated with a typical sausage taste, less pronounced, slightly strange taste	Non-typical taste, strongly strange taste	Faint, with foreign flavour, unpleasant taste
<b>Aroma</b>	Aroma associated with a typical sausage aroma, very pleasant, spicy, meaty	Aroma associated with a typical sausage aroma, pleasant, spicy, meaty	Aroma associated with a typical sausage aroma, less pronounced, slightly strange aroma	Non-typical aroma, strongly strange aroma	Faint, with foreign flavour, unpleasant
<b>Juiciness</b>	Very juicy, corresponding to the type and processing. Tender and soft	Juicy, slightly fibrous, tender and soft	Less juicy, thicker fibrous, less tender and firm	More dry than juicy, coarsely fibrous, tough meat	Dry, coarsely fibrous, tough and firm
<b>Appearance</b>	Surface smooth, uniform colours, no dirty smoke sticks marks, uniform diameter. Slice uniform, no fat, gelatin or air pockets.	Surface wrinkled, uniform colours, no dirties, uniform diameter. No fat, gelatine or air pockets.	Surface wrinkled, no dirties, irregular diameter. Small number of fat, gelatine or air pockets.	Surface strongly wrinkled, irregular colours (too dark or too pale) and irregular diameter, dirties. Fat, gelatine and air pockets. Fat not fully emulsified.	Surface irregular, unnatural colours, contaminated. Lots of fat, gelatine and air pockets. Fat not emulsified, greasy.

**4.4 Internal Regulation No 57 „Internal system of Quality Assurance at the University of Veterinary Medicine and Pharmacy in Košice**

**University of Veterinary Medicine and Pharmacy in Košice**

**Internal Quality System  
at the University of Veterinary Medicine and Pharmacy in Košice**

**Internal Rule No. 57**

**Article 1**  
**Introductory provision**

1. The Internal Quality System at the University of Veterinary Medicine and Pharmacy in Košice (hereinafter referred to as “UVMP“) is based on the statutory provisions defined in Section 87a of the Act No 131/2002 Coll. on Universities and on amendments and supplementations of certain acts, as amended (hereinafter referred to as “Act on Universities“), and on the quality assessment criteria.
2. Application of the UVMP Internal Quality System is mandatory for all UVMP employees and students.

**Article 2**  
**Objective of the UVMP Quality Assurance**

1. The main objective of the UVMP quality assurance is to develop the importance of quality and the assurance thereof within individual activities carried out by the university.

**Article 3**  
**Internal Quality System Organisation**

1. Internal Quality System organisation is ensured, at the UVMP level, by the following academic self-administration bodies and committees:
  - a) rector,
  - b) Academic Senate,
  - c) Scientific Council,
  - d) Quality Assessment Committee,
  - e) Pedagogical Committee,
  - f) Committee for Scientific and Research Activities,
  - g) Committee for Clinical Activities.

**Article 4**  
**Quality Assessment Committee**

1. Quality Assessment Committee activities are governed by the Quality Assessment Committee Statute (Annex No. 1).

**Article 5**  
**Contents of the UVMP Internal Quality System**

1. UVMP Internal Quality System includes:
  - a) the UVMP policy for university education quality assurance (hereinafter referred to as "Quality Assurance"),
  - b) UVMP Quality Assurance procedures.

**Article 6**  
**Quality Assurance**

1. The UVMP quality assurance policy contains:
  - a) basic tools for the achievement of the main objective of the Internal Quality System (Annex No. 2),

- b) characteristics of the relationship between university education and the research, developmental, and other creative activities at the UVMP (Annex No. 3),
  - c) Internal Quality System organisation,
  - d) distribution of quality assurance responsibilities among the UVMP units (Annex No. 4),
  - e) characteristics of the student engagement in the Internal Quality System (Annex No. 5),
  - f) methods of implementation, use, monitoring, and revaluation of the UVMP quality assurance principles (Annex No. 6).
2. The objective of the UVMP Internal Quality System is to ensure the fulfilment of the university's key mission defined in the university's long-term strategy. Specific methods are elaborated, as the tools, for the evaluation of the educational activities and the scientific and research activities.
  3. Quality Assurance is based on the interconnection between the scientific and research activities and the educational activities, with the efficient transfer of new knowledge to the teaching process.
  4. UVMP Internal Quality System organisation is based on clearly defined relations and on the transfer of information between individual system sections, which is subject to regular evaluation.
  5. UVMP, as the mono-faculty university, has defined the distribution of responsibilities and competencies among individual Internal Quality System sections.
  6. UVMP has elaborated the procedures for the engagement of students in the activities aimed at ensuring the university education quality assurance. Each student is entitled to evaluate anonymously the quality of study subjects, quality of teachers, and submit suggestions for potential changes leading to the quality improvement.
  7. UVMP has elaborated the procedures for the implementation, use, monitoring, and revaluation of quality assurance principles.

## **Article 7**

### **Quality Assurance Procedures**

1. Quality Assurance procedures are elaborated and applied in the following areas:
  - a) creation, approvals, monitoring, and regular evaluation of study programmes,
  - b) criteria and rules for evaluation of students,
  - c) university teachers quality assurance,
  - d) other employees quality assurance,
  - e) ensuring material, technical, and information resources to support education of students, corresponding to the students' needs,
  - f) collection, analysis, and use of information required for the efficient management of study programme performance,
  - g) regular publishing of the latest, objective, quantitative, and qualitative information regarding study programmes and graduates.
2. Individual study programmes are regularly evaluated at the Scientific Council meetings and in the Pedagogical Committee, which adopt measures for the study programme quality increase.
3. UVMP has elaborated transparent and publicly accessible criteria and rules for the evaluation of students. They are defined in the UVMP Study Regulations and are based on the wording of the Act on Universities and the relevant implementing rules for the execution thereof. Within the meaning of the Study Regulations, the UVMP has determined and implemented efficient, clearly formulated, and consistent policy for the

selection, processes, competences, and responsibilities of the members of examination and evaluation committees. The UVMP Study Regulations also contain the rules and requirements for the advancement to higher levels of education and for granting an academic degree. UVMP regularly evaluates the success rate of the provided university education, results achieved by students, student engagement in the research, developmental, and other creative activities, mobility programmes, and other activities of the university, mainly within annual reports.

4. UVMP has elaborated rules and requirements for the university teachers quality assurance, for the teachers qualification advancement, and for the evaluation of the competency level of new teachers. Adherence to the rules and the results of the qualification advancement are regularly evaluated at the Scientific Council meetings. Evaluation of teachers also includes the use of the results of teacher evaluation by students. To ensure the qualification advancement, development, and improvement of their pedagogical skills, UVMP creates adequate conditions for teachers.
5. UVMP has elaborated rules and requirements for assurance of quality of other employees, their qualification advancement and evaluation of their competency level.
6. In annual reports, the UVMP regularly evaluates assurance of material, technical, and information resources for the support of education of students in their study programmes. The pedagogical process also includes the cooperation with external subjects within the assurance of physical and human resources to support the education of students, corresponding to the requirements of the study programmes.
7. UVMP has established and uses the systems for the collection, analysis, and use of the information required for the efficient management of study programmes performance. The university has also created the information system for the collection of data on quality, success rate, and profiles of students, performances and results of students, and on the rate of graduates' success on the labour market.
8. UVMP regularly publishes the latest information on the offered study programmes and education outputs, as well as quantitative and qualitative information on study programme graduates.
9. In compliance with the European quality assessment framework in the field of university education, UVMP performs the Quality Assessment by performing official procedures containing the complete qualitative cycle (PDCA – Planning, Doing, Checking, Acting) (Annex No. 7).

## **Article 8** **Concluding Provisions**

1. Annexes No. 1 to 7 represent integral parts hereof.
2. This Internal Rule becomes effective and enters into force on the execution date.
3. This Internal Rule supersedes the Internal Rule No. 57 – Internal Quality System at the University of Veterinary Medicine and Pharmacy in Košice, dated 19 December 2013.

In Košice, on 29 March 2016

prof. MVDr. Jana Mojžišová, PhD.  
Rector



## **Quality Assessment Committee Statute**

### **Article 1 Introductory Provision**

1. The Quality Assessment Committee Statute defines the subject-matter of the Committee's activities, organisation method, management and meetings.

### **Article 2 Mission of the Quality Assessment Committee**

1. Quality Assessment Committee is the advisory body of the UVMP rector.
2. Quality Assessment Committee is responsible, pursuant to Section 87a of the Act on Universities, for the adherence to and use of the functional Internal Quality System. Internal Quality System may be amended by subsequent regulations and internal governing acts of the UVMP.
3. The main mission of the Quality Assessment Committee is to ensure the supervision over the implementation, monitoring, and revision of the UVMP's internal Quality Management System.

### **Article 3 Quality Assessment Committee Organisation**

1. Quality Assessment Committee members are appointed by the UVMP rector.
2. Quality Assessment Committee chairman is the vice-rector for the university development and the UVMP quality assessment.

### **Article 4 Quality Assessment Committee Meetings**

1. Quality Assessment Committee meetings are summoned by the Quality Assessment Committee chairman at least twice a year.
2. Quality Assessment Committee chairman is obliged, no later than 10 days prior to the scheduled Quality Assessment Committee meeting, to inform the Quality Assessment Committee members about the place and date of the Quality Assessment Committee meeting.
3. Quality Assessment Committee chairman is obliged, no later than 5 days prior to the announced Quality Assessment Committee meeting, to deliver the meeting's agenda and materials to be discussed at the meeting to the Quality Assessment Committee members.
4. Quality Assessment Committee members shall present their observations and submit their suggestions for modifications of the received materials to be discussed in advance, no later than one day prior to the Quality Assessment Committee meeting.
5. Quality Assessment Committee members are obliged to announce their absence at the Quality Assessment Committee meeting no later than one day prior to the meeting date.

**Article 5**  
**Responsibility of the Quality Assessment Committee**

1. Quality Assessment Committee is responsible for the preparation of key internal rules and governing acts, serving as guidelines for the quality management at the UVMP, which become effective upon the UVMP rector's signature.
2. Every year, Quality Assessment Committee prepares the annual report on quality, focused on the analysis and evaluation of the UVMP quality management system. Annual reports are published on the university's website.
3. Quality Assessment Committee continuously suggests the measures and submits the suggestions for the quality improvement to the UVMP rector.

## **Basic Tools Aimed at Achieving the Key Objective of the Internal Quality System**

Basic tools, aimed at achieving the key objective of the Internal Quality System, include:

- 1. *For the segment of educational activities***
  - a) study results evaluation,
  - b) study subjects evaluation by students,
  - c) evaluation of teachers by students,
  - d) point evaluation of creative employees in the pedagogical field.
- 2. *For the segment of scientific and research activities***
  - a) evaluation of grant success rate at individual workplaces,
  - b) point evaluation of creative employees in the publishing activities.
- 3. *For the segment of clinical activities***
  - a) monitoring of client satisfaction with the services provided at the university clinics,
  - b) evaluation of client satisfaction with the services provided at the university clinics and adopting measures.
- 4. *For the segment of other activities***
  - a) evaluation of employees by their manager,
  - b) gaining and documenting new competencies and work skills.

### **Characteristics of the Relationship between the University Education and the Research, Developmental, and other Creative Activities at the UVMP**

UVMP constantly performs scientific and research activities in individual defined research areas. In the period of 2014 – 2019, the scientific and research activities are carried out in the following research areas:

- OV 13 natural science,
- OV 18 medical, pharmaceutical, and non-medical science,
- OV 20 veterinary science.

Results of the scientific and research activities are published mainly in publications included in the A and B categories and implemented in the education process.

## Distribution of Quality Assurance Responsibilities among the UVMP Units

Individual organisational units of the UVMP are obliged to examine constantly the quality of activities performed in individual areas (educational activities, scientific and research activities, clinical activities, and other activities). Once a year, at their meetings, UVMP organisational units assess the results of the annual report on quality for the previous academic year and adopt measures to eliminate potential deficiencies.

Preparation of the annual report on quality represents the process including the involvement of the Pedagogical Committee, Committee for Scientific and Research Activities, and the Committee for Clinical Activities. The overall preparation of the annual report on quality is covered by the Quality Assessment Committee, which submits the draft annual report to the UVMP rector for approval within the UVMP management.

*Pedagogical Committee* is the advisory body of the rector for the field of educational activities for the studies in the Slovak and English languages. The roles of the Pedagogical Committee include also continuous monitoring of the results within the criteria for the field of quality of educational activities. Every year, to 31 October, the committee prepares the report containing the evaluation of study results, evaluation of study subjects by students, and evaluation of teachers by students. The report is submitted, through the vice-rector for educational activities, to the Quality Assessment Committee.

*The Committee pre Scientific and Research Activities* is the advisory body of the rector in the field of scientific and research activities and foreign contacts. Every year, to 31 October, the committee prepares the report containing the evaluation of grant success rate at individual workplaces. The report is submitted, through the vice-rector for scientific and research activities and foreign contacts, to the Quality Assessment Committee.

*Committee for Clinical Activities* is the advisory body of the rector in the field of clinical activities and contact with practice. Every year, to 31 October, the committee prepares the report, submitted through the vice-rector for clinical activities and contact with practice to the Quality Assessment Committee.

*Quality Assessment Committee* is the advisory body of the rector in the field of university development and quality assessment. The role of the Quality Assessment Committee is to evaluate individual areas of university's activities. Every year, to 31 November, the committee prepares the report on quality, submitted through the vice-rector for university development and quality assessment to the UVMP management.

*Rector of the UVMP in Košice*, as the statutory body, covers the Quality Assurance area. Annual reports on quality, containing the evaluation of all areas of UVMP activities for the previous academic year, are submitted every year to the UVMP Scientific Board for discussion, to the Administrative Board for commenting, and to the UVMP Academic Senate for approval.

After the approval by the UVMP Academic Senate, the annual report on quality is sent to individual organisational units of the UVMP.

## **Characteristics of Student Engagement in the Internal Quality System**

Students are engaged in the Internal Quality System as follows:

- through the participation in the UVMP committees (including the Quality Assessment Committee); student members are nominated by the Student Chamber of the Academic Senate of the do UVMP in Košice,
- through the possibility to present their statements on the educational process quality, by means of periodical evaluation of study subjects and teachers, or through other alternative approved evaluation processes.

## **Methods of Implementation, Use, Monitoring, and Revaluation of the UVMP Quality Assurance Principles**

UVMP implements, monitors, and reevaluates their quality assurance principles, depending on current needs, in compliance with the relevant legal regulations, while respecting the UVMP organisational structure and the competences and responsibilities resulting therefrom.

Following the approval of the annual report on quality, by 31 March, individual organizational units of the UVMP adopt specific tasks aimed at maintaining or increasing the quality in individual areas of their activities; they submit the tasks, in form of a report, to the UVMP rector.

## Quality Assessment by the Application of the PDCA Cycle

In compliance with the European framework for the university education quality assessment, UVMP performs the quality assessment based on the execution of official procedures comprising the complete qualitative cycle (PDCA – Planning, Doing, Checking, Acting).

The PDCA cycle consists of:

1. the UVMP long-term strategy and the SWOT analysis,
2. evaluation of educational activities ,
3. evaluation of scientific and research activities ,
4. evaluation of clinical activities,
5. evaluation of other activities.

### 1. The long-term strategy and the SWOT analysis

Pursuant to the Act No 131/2002 Coll. on Universities and on amendments and supplementations of certain acts, universities are obliged to specify in details their mission and tasks in form of the university's long-term strategy. The university long-term strategy contains the university's intentions in individual areas of their activities and it is elaborated for the minimum period of six years. Academic senate approves the long-term strategy of a public university, submitted by the rector, after being subjected to the discussions of the scientific council of a public university, as well as the updated versions thereof (<http://www.uvlf.sk/sk/dokumenty-uvlf/dlhodob%C3%BD-z%C3%A1mer-uvlf>).

The management of the UVMP in Košice will prepare, on the basis of the discussions and suggestions in the academic community, the long-term strategy and the SWOT analysis. The long-term strategy and the SWOT analysis is subjected to the discussions of the UVMP Scientific Board, commented by the Administrative Board, and approved by the UVMP Academic Senate.

### 2. Evaluation of educational activities

Evaluation of educational activities is carried out in the following areas:

- educational activities,
- organizational assurance of the education process,
- communication with students and increasing the quality and culture of academic life,
- foreign studies,
- doctoral studies,
- internationalisation of studies,
- creation of material and technical conditions for educational activities,

Individual organisational units of the UVMP (institute, clinic ward, department, clinic) are constantly obliged to examine the quality of educational activities.

The roles of the Pedagogical Committee also include continuous monitoring of results within the criteria for the area of educational activities quality. Every year, to 31 October, the Committee prepares the report containing the evaluation of study results, evaluation of study



subjects by students, and evaluation of teachers by students. The report is submitted, through the vice-rector for educational activities, to the Quality Assessment Committee.

### **3. Evaluation of scientific and research activities**

Individual organisational units of the UVMP (institute, clinic ward, department, clinic) are constantly obliged to examine the quality of scientific and research activities.

Every year, to 31 October, *the Committee for Scientific and Research Activities* prepares the report containing the evaluation of scientific and research activities and the grant success rate at individual workplaces. The report is submitted, through the vice-rector for scientific and research activities and foreign contacts, to the Quality Assessment Committee.

### **4. Evaluation of clinical activities**

Individual organisational units of the UVMP (clinic ward, clinic) are constantly obliged to examine the quality of clinical activities.

Every year, to 31 October, *the Committee for Clinical Activities* prepares the report submitted by the vice-rector for clinical activities and contact with practice to the Quality Assessment Committee.

### **5. Evaluation of other activities**

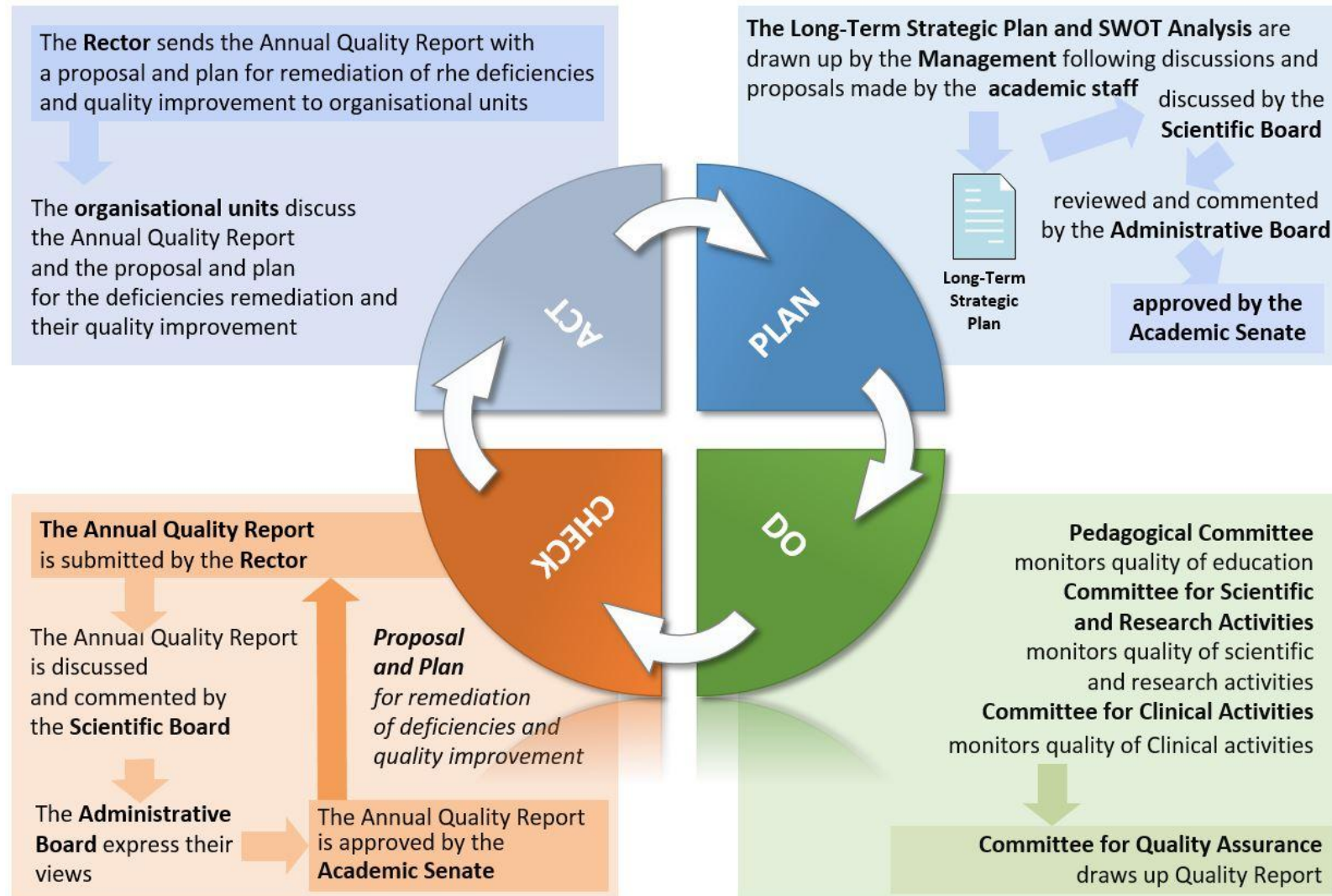
Individual organisational units of the UVMP are constantly obliged to examine the quality of activities carried out in other areas of the university's activities. Once a year, at their meetings, UVMP organisational units examine the results of the annual report on quality for the previous academic year and adopt the measures for the elimination of potential deficiencies.

*The Quality Assessment Committee* evaluates individual areas of the university's activities. Every year, to 30 November, the Committee prepares the annual report on quality, submitted by the vice-rector for the university development and quality assessment to the UVMP management.

*Rector of the UVMP in Košice* covers the Quality Assurance. Every year, the annual report on quality is submitted to the Scientific Board of the UVMP for discussions, to the Administrative Board for comments, and to the UVMP Academic Senate for approval.

In the field of Internal Quality System, every year the *UVMP Academic Senate* discusses and approves the annual report on quality for the previous academic year; the report comprises evaluations of all areas of the UVMP's activities. Following the approval by the UVMP Academic Senate, the report, the draft, and the plan for the elimination of deficiencies are sent to individual organisational units of the UVMP.

## PDCA cycle



#### **4.5 The members of QA committee**

Chairman: Prof. Jozef Nagy, DVM, PhD  
Vice chairman: Assoc. Prof. Peter Korim, DVM, PhD  
Secretary: Marián Prokeš, DVM, PhD  
Members: Prof. Zita Faixová, DVM, PhD  
Martin Tomko, DVM, PhD  
Prof. Juraj Pistl, DVM, PhD  
Assoc. Prof. Oskar Nagy, DVM, PhD  
Assoc. Prof. Katarína Beňová, DVM, PhD  
Monika Fedorová, PharmD  
JUDr. Viera Jančíková  
Assoc. Prof. Zuzana Kostecká, DVM, PhD  
Ing. Milena Moňoková  
Prof. Igor Valocký, DVM, PhD  
Noéma Kmecová – student of UVMP (6th year SP GVM)  
Ivan Hlinka – student of UVMP (3rd year SP GVM)  
Michaela Martineková - student of UVMP (4th year SP GVM)  
Daniel Tomáš - student of UVMP (3rd year SP Pharmacy)  
Petra Drzewnioková, DVM (postgraduate study, 2nd year)

#### 4.6 Student assessment of the teacher and the subject

The questionnaire is anonymous, please indicate only the name of the study subject, study programme, academic year, year of the study and the name of the assessed teacher.

Each student fills in the assessment sheet individually.

Evaluate

I. organization of educational process of the selected subject in a given academic year and

II. teacher's personality using a five-point scale:

1 - excellent

2 - above average

3 - average

4 - below average

5 - low.

In a table tick (X) your own assessment in individual areas.

### ASSESSMENT OF THE SUBJECT

**Subject:**

**Study program:**

**Academic year:**

**Year of the study:**

#### 1. OVERALL ASSESSMENT OF TEACHING PROCESS ORGANIZATION

Assess the quality of different aspects of teaching process organization

TEACHING PROCESS ORGANIZATION	1	2	3	4	5	I do not know to evaluate
Curriculum and syllabus of the subject						
Organization of the lesson						
Quality of study material						
Availability of study material						
Quality of technical equipment						
Level of practical training						
Objectivity of student assessment						

#### 2. PERSONAL OBSERVATIONS AND OPINIONS ON THE TEACHING PROCESS

a) What did you like the best on the evaluated subject?

b) What would you change on the evaluated subject?

c) Other comments, opinions, attitudes,...

## II.ASSESSMENT OF THE TEACHER

Name, surname and academic degrees of the teacher:

### 1. OVERALL ASSESSMENT OF THE TEACHER'S PERSONALITY

ASPECT OF THE TEACHER'S PERSONALITY	1	2	3	4	5	I do not know to evaluate
Clarity of the teacher's explanation						
Teacher's reactions to students' questions						
Professionalism of teacher's approach to students						
Willingness of the teacher to consult with students						
Encouraging students' interest in the subject						
Organizational abilities						
Practical skills and practical experience						
Certainty and persuasiveness in teaching						

### 2. PERSONAL OBSERVATIONS AND OPINIONS ON THE TEACHER

**Evaluation of students' questionnaires  
for ..... semester of the academic year.....**

**Assessment of study subject**

Study subject:

Study programme:

Year of the study:

Number of completed questionnaires:

<b>Organization of the study process:</b>	<b>The average mark:</b>
Curriculum and syllabus of the subject	
Organization of the lesson	
Quality of study material	
Availability of study material	
Quality of technical equipment	
Level of practical training	
Objectivity of assessment criteria	

**Assessment of the teacher**

Name of the teacher:

Number of completed questionnaires:

<b>Aspect of the teacher's personality:</b>	<b>The average mark:</b>
Clarity of the teacher's explanation	
Teacher's reactions to students' questions	
Professionalism of teacher's approach to students	
Willingness of the teacher to consult with students	
Encouraging students' interest in the subject	
Organizational abilities	
Practical skills and practical experience	
Certainty and persuasiveness in teaching	

The comments, observations and suggestions of students:

Suggestions for improvement:

Date of discussion at the work meeting of the department/institute: