



PRELIMINARY VISITATION REPORT

**To the National University of Life
and Environmental Sciences of Ukraine, Kyiv, Ukraine**

On 29 - 30 April 2025

By the Preliminary Visitation Team:

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Introduction

The National University of Life and Environmental Sciences of Ukraine (NUBiP) was founded in 1898 and changed its status several times. In 1920, Veterinary Medicine (called the VEE in this report) was established as one of the 13 faculties of the University.

The educational and research programmes of the VEE are accredited by the National Agency for Higher Education Quality Assurance.

This Preliminary Visitation (PV) is carried out in agreement with the SOP 2023 and remotely due to force majeure.

1. Objectives, Organisation and Quality Assurance Policy

1.1. Findings

The VEE has a mission to ensure high National and European standards (particularly ESEVT standards) on education and research. Undergraduates and postgraduate education (Master, PhD) and research are its main objectives.

The *Holosiivskys Initiative 2025* is the strategic plan of the NUBiP University, including the VEE, to develop from 2024 to 2029, with the main goals of strengthening the innovation and research profile of the university and the integration of the Ukrainian education system in the European Higher Education Area (EHEA). Specific objectives of the programme are to promote international cooperation in research, improvement of information technologies, development of sustainable scientific & innovation activities, improvement of staff and students' qualifications, well-being and ethics, democratisation of the management and self-governance and guarantee financial stability. The NUBiP University consists of 13 faculties and 3 research institutes; it is led by the rector. The

dean is appointed by the rector in consultation with VEE staff for a 5-year term. The VEE is managed by the Dean's Office and governed by the Academic Council, composed of the dean, vice-deans, students' representatives and elected representatives.

Veterinary Medicine is a training speciality equivalent to a Master's degree regulated by the Ukrainian Ministry of Education, Order 673 of 22.05.2020. The VEE also offers 2 postgraduate programmes. The VEE has a Strategic Plan for 2025-2029 and a SWOT analysis, updated on an annual basis with a role for decision bodies, staff and students. Internal stakeholders give feedback through periodic questionnaires, interviews, and blitz surveys. Alumni meet at the University and are interviewed to get feedback on the needs of animal production and veterinary medicine.

The curriculum approved by the NUBiP Academic Council in 2018 was updated in 2022 after considering the feedback from staff and student surveys.

1.2. Analysis of the findings/Comments

The Strategic Plan includes a role for external stakeholders such as alumni and employers.

The VEE has written procedures for Quality Assurance and a working group on the quality management system.

1.3. Suggestions

The VEE should include as an objective the provision of evidence-based veterinary training.

The VEE should benefit from feedback from external stakeholders working on veterinary public organisations and state institutions to contribute to the Strategic Plan.

Implementation of QA loops in the 10 areas of the SER is recommended.

2. Finances

2.1. Findings

The VEE is a public faculty subsidised by the state to 62% via the Ministry of Education and Science. For the rest of the costs, the VEE is self-financed by tuition fees, accommodation fees, diagnostic and clinical services provided by the departments and VTH, revenues from university farms, research grants and donations. Balance is slightly positive for all years.

The tuition fee for the 380 national students is €900 and for the 8 foreign students is €1,400.

The percentage of overhead to be paid to the university on revenues from services and research grants is 19.5% in general and 22% in salaries.

2.2. Analysis of the findings/Comments

The budget received from the government covers part of the salaries, running costs and some part of the investment and equipment (unplanned expenses, minor repairs, purchase of low-value materials). For the rest of the costs, the VEE is self-financed.

The VEE needs to update the facilities and equipment of the clinics and Isolation units to meet the ESEVT standards. The university is committed to this need and allocates significant investments from special university funds.

The proportion of research grants in the income is low (9.3%) and the income from clinical services is very low (1.6%).

2.3. Suggestions

The State funding is considered insufficient for the implementation of the VEE strategic plan.

The VEE should benefit from the centralisation of facilities, equipment and staff of clinical services of the departments with those of the VTH to increase the income from clinical services and make the clinical activities more efficient in financial terms.

The proportion of research grants in the income should be increased.

3. Curriculum

3.1. General Curriculum

The VEE is ruled by the Ukrainian Laws on Higher Education and Veterinary Medicine Education. The VEE grants the title of Master's degree in Veterinary Medicine upon completion of a curriculum of 360 ECTS during a minimum full-time study period of 6 years. In February 2023, the curriculum was accredited by the National Agency for Higher Education Quality Assurance (NAQA), an affiliate member of ENQA.

In the academic year 2024-25, incoming students are expected to acquire the ESEVT Day One Competences (D1Cs) listed in Annex 2 of the SOP 2023.

The draft proposal for the curriculum modifications is published on the VEE's website for amendments 1 month before the review by a working group composed of teaching staff members of clinical departments, students and a representative of the employers' council, which analyses, summarises and recommends corrections to the inconsistencies. The last updates of the curriculum took place in 2018 and 2022. The specific subjects' programme is revised every year by the teaching staff, considering the recommendations from staff and students (based on anonymous surveys on the quality of teaching, the content of the subjects and suggestions for changes in subjects and curriculum). Compliance of the curriculum with the proposed learning outcomes during practicals is monitored by the NUBiP university QA unit. Departments annually revise and update the subject programmes in agreement with the programme supervisor and approved by the VEE's Academic Council.

The total student workload to get the Diploma is 10,800h with a ratio of theoretical/practical training of 1.5/1 (6,485h A+B+C of Table 3.1.1: 4,315h D+E+F+G). Lectures amount to 16.25%, supervised self-learning 43%, laboratory and desk-based work 26.9%, non-clinical animal work 1.9%, and clinical animal work 5.8% of the total curriculum hours.

Of the 360 ECTS, 90 must be in elective subjects (EPT).

After graduation, graduates must follow advanced training in multiple specialisation field every 5 years.

3.1.1. Findings

Table 3.1.2 of the SER does not map the VEE's hours of training to the ESEVT list of subjects addressed in Annex 6 of the SOP 2023.

Students must follow 90 ECTS in EPT (or 17 subjects) from a total of 58 subjects offered.

In the SER there is no mapping of subjects with the ESEVT DOCs.

3.1.2. Analysis of the findings/Comments

The curriculum meets the general requirements of the relevant EU Directives and the ESEVT SOP

2023. Food plants are taught in Animal feeding; Biomedical statistics in Methodology and organisation of scientific research; Epidemiology in Parasitology and Epizootiology and Infectious diseases.

The theoretical content of the whole curriculum is too high in comparison to the practical content (1.5:1).

3.1.3. Suggestions

It is recommended that the VEE progressively decrease the theoretical hours to benefit from practical training.

Mapping of the subjects with the training and assessment of ESEVT DOCs would be beneficial to the VEE.

3.2. Specific curriculum

3.2.1. Findings

Basic sciences

The VEE's curriculum has 495 hours of training in Basic Subjects (4.6% of the whole curriculum).

The VEE's curriculum has 2,920 hours of training in Specific Veterinary Basic Sciences (27% of the whole curriculum).

The total amount of training for Basic subjects and Sciences is 3,415h (31.6% of the whole curriculum), and they are taught in the first two years of study, being practical teaching mainly focused on laboratory and desk-based work.

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

The total number of hours of training in Clinical Sciences in companion animals, including equine and exotic pets, is 1,155 (10.7% of the whole curriculum).

Clinical subjects are taught from Year 3 to Year 6, being practical teaching focused on laboratory and desk-based work, non-clinical and clinical animal work. Students receive basic preclinical training on healthy animals and mannequins. Clinical activities performed by the students are written on a report that is defended at the given department, graded and recorded in the student's Logbook.

In Table 3.1.3 clinical training for companion animals includes 7 weeks: 2 weeks of Surgery, 1 week of Clinical Diagnostics, 1 week of Internal Diseases of Animals, 1 week of Obstetrics, 1 week of Parasitology, and 1 week of Infectious Diseases.

Students are trained in clinical practicals on zoo animals (tigers, lions, zebras, chimpanzees, cheetahs, snakes, wild pigs, ruminants and birds) in 4th year (Parasitology and invasive diseases of animals), and in the 5th year (General and specialised surgery, Internal diseases of animals, and Pathological morphology and forensic veterinary medicine).

Clinical Sciences in food-producing animals (including Animal production and Herd Health Management)

The total number of hours of training in Clinical Sciences in food-producing animals is 1,455 (13.5% of the whole curriculum). Clinical subjects are taught from Year 3 to Year 6, being practical teaching focused on laboratory and desk-based work, non-clinical and clinical animal work. The clinical

activities performed by the students are also written on a report that is defended at the given department, graded and recorded in the student's Logbook.

In the curriculum, a 7-week clinical rotation is dedicated to Food-producing animals. Three weeks of practical rotations are devoted to Animal production: Animal feeding, Fundamentals of Animal breeding, and Animal Hygiene; and 2 weeks are devoted to Herd Health Management: Obstetrics and reproduction, and internal medicine.

Veterinary Public Health (including Food Safety and Quality)

Table 3.1.2 includes 750 hours of training on VPH. Practical teaching is focused on laboratory and desk-based work and non-clinical animal work.

Basic Food Technology is taught in State Veterinary and Sanitary expertise and Food Hygiene.

Professional knowledge (including soft skills, e.g. communication, teamwork skills, management skills)

The hours of training in professional knowledge in Table 3.1.2 are 655h in total, divided into the module of Basic Sciences (Information literacy and data management, Professional ethics and communication, and Animal health economics and practice management) amounting to 240h, in the module of Clinical Sciences of companion animals (Clinical practical training in common companion animals) amounting 285h, in the module of Clinical Sciences in food-producing animals (Herd Health management) amounting 90h, and in the module of Veterinary Public Health (Veterinary legislation) amounting 240h.

Biomedical statistics, Information literacy and data management are taught in Methodology and organisation of scientific research.

3.2.2. Analysis of the findings/Comments

Basic sciences

The training in ESEVT Basic Subjects is considered fine (4.6% of the whole curriculum). Nevertheless, the curriculum includes 7 subjects (120h each) whose contents are not addressed in the EU Directives and Annex 2 of the ESEVT SOP 2023, such as History of Ukrainian statehood, Ukrainian language, Philosophy with the basics of logic, Foreign language, Safety of labour and life activity, Methodology and organisation of scientific research with the basics of intellectual property and History of veterinary medicine.

The training in ESEVT Basic Sciences is considered balanced (27% of the whole curriculum).

The teaching load of Parasitology is considered high (300h).

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

The VEE offers very good practical training for students in zoo animals.

The clinical training is considered very low in companion animals, including horses and exotic pets (10.7% of the whole curriculum).

The core practical clinical training in Companion animals, including equine and exotic pets, is considered very low (6 weeks of rotations).

The core practical clinical training of students in zoo animals is considered excellent.

Clinical Sciences in food-producing animals (including Animal production and Herd Health Management)

The practical training in Animal production is considered adequate, but the clinical practical training in food-producing animals is considered low (7 weeks rotation).

Veterinary Public Health (including Food Safety and Quality)

Students' training includes practicals at slaughterhouses (pig and poultry) and Food processing places (food markets, industries, supermarkets...), and is considered adequate.

Professional knowledge (including soft skills, e.g. communication, teamwork skills, management skills)

The training in professional knowledge competencies is considered adequate.

3.2.3. Suggestions

The VEE should benefit from decreasing the hours of training in basic subjects not included in the EU Directives and Annex 2 of the SOP, benefiting the increase of training in specific areas of veterinary work, such as Clinical training in companion animals, including horses and exotic pets, and Clinical training in food-producing animals.

Practical clinical training on companion animals (including horses and exotic pets) and food-producing animals should be substantially increased to secure the acquisition of the clinical D1Cs by the students in all animal species.

3.3. Elective Practical training

3.3.1. Findings

Elective Practical Training (EPT) is developed extra-murally for a total of 14 weeks of internships (420h), i.e. 8 weeks on clinical practice in food-producing animals, 6 weeks on clinical practice in companion animals (including horses and exotic animals) and 1 week in VPH.

Students choose independently the place of the EPT. EPT providers have to provide the first job for the student, internet access (if available), housing upon compliance with safety conditions and ensure employment after graduation.

The VEE has agreements with 107 EPT providers (Appendix 15), including farms, small animal clinics, primary processing of slaughtered animals, diagnostic and research laboratories, zoos, etc.

A member of the teaching staff is responsible for the overall supervision of the EPT and Liaison with EPT providers. Students play an active role in their own learning during EPT by writing a practice report and performing self-assessments of their practical skills.

Insurance of students on EPT is not provided by National Law.

3.3.2. Analysis of the findings/Comments

Most EPT management and development is in agreement with the ESEVT standards except for the insurance of students.

3.3.3. Suggestions

Insurance of students during EPT should be provided through any option that meets the National Law.

4. Facilities and equipment

4.1. Findings

The VEE has been located at 16 Vystavkova Street, Academic Building No. 12 (Kyiv) since 1985 with public transport connections to other districts in the city. The buildings are 40 years old. There are 2 buildings with 5 blocks for lectures, practicals, VTH, departments and research laboratories, a university scientific library with 5 subsidised libraries, museums, computer rooms, dissection and necropsy room; a dormitory building with 630 rooms is available (3 km distance), and a canteen (1.5 km distance). Each building's floor has recreational facilities for students; there are also small rooms for group work, and in the clinics, there are specific rooms for students. VEE's facilities have Wi-Fi access and have the standard equipment for theoretical and practical training of students, including available personal protective equipment, which is periodically monitored and upgraded through additional funding from grants and public and private sources. Facilities have regular audits from authorised bodies to ensure the meeting of requirements on national legislation.

There are agreements with extramural clinics, farms, processing plants and laboratories for practical training of students.

The VTH (VetMedservice Clinical Centre) has cages for healthy animals: 6 for dogs, 3 for cats, 3 for cattle, 4 for small ruminants, 3 for horses, and 5 for pigs. On the ground floor, there is 1 room (20 square metres) for rabbits and facilities for laboratory mice and rats. For hospitalisation of patients, there are 2 cages for dogs and 3 cages for cats. There are no hospitalisation facilities for horses, ruminants or pigs. There are no Isolation units at the VTH so, provisionally patients with infectious diseases are referred to extramural clinics. VTH opens during business hours and does not provide 24/7 service at the VEE.

An on-call ambulatory clinic is run by the VTH with a teaching staff on-call duty and students from Year-4 to 6. Transport for staff and students is provided by the university (3 buses, 25 seats each; 1 minibus, 10 seats) or its own transport.

In September 2024, the VEE approved the Biosecurity SOP (Appendix 12).

4.2. Analysis of the findings/Comments

The facilities for lectures are appropriately installed, and the laboratories are well-equipped, but inadequate biosecurity procedures in some laboratories, and clinical rooms were observed (inadequate location of sinks, cupboards, eye washers, fire extinguishers, ..) as well as inappropriate floor and dressing room in the necropsy room.

The VTH can hospitalise only dogs and cats, does not have an Intensive Care Unit (ICU) nor Isolation facilities for any species and does not provide 24/7 service.

Many blocks with several floors do not have an elevator, which does not facilitate access to handicapped staff and students.

The access to the VTH is through stairs, which is not adequate for some patients.

4.3 Suggestions

The VTH should offer 24/7 emergency service at least for companion animals and equines, and equipment and procedures for some clinical activities (e.g. anaesthesia, Intensive Care Unit, hospitalisation) should be provided.

Isolation facilities should be available and adapted for the species commonly handled at the VTH.

Access to the VTH should avoid stairs.

Buildings with several floors have to include an elevator or portable system to guarantee unimpeded access to handicapped staff and students.

5. Animal resources and teaching material of animal origin

5.1. Findings

The VEE has its own preclinical and clinical training facilities on the educational and research farms and its own VTH, i.e. 'Vetmedservice', which includes companion and FPA clinics, laboratory animal husbandry laboratories and a vivarium.

In recent years, due to biosafety requirements, access of student groups to pigs on farms has been hampered by the epizootics of ASF in pigs and avian influenza at poultry farms. This is partially compensated through cooperation with various enterprises, in particular Antonov Agro, Kyiv Zoo and Kyiv Hippodrome. The faculty also has cooperation agreements with a number of public and private enterprises, e.g. the largest poultry farm in Ukraine.

The VEE has partnership agreements with agricultural enterprises, laboratories at food markets, slaughterhouses and food-processing facilities.

The permission to use animals in the research and educational process is granted after the decision of the Bioethics Commission of NUBiP in compliance with EU and Ukrainian regulations.

The faculty also uses all the possibilities to replace animals in the educational process when it is not essential for the quality of education. This contributes to the 3R policy of the VEE.

Biological material and animal cadavers admitted to the training clinics are stored in a refrigerator or freezer. After practising practical methods in the necropsy room, this material is disposed of by incineration.

The bases for preclinical and clinical training are educational and research farms of NUBiP, where cattle and horses are kept.

Before visiting livestock farms, students are instructed on biosecurity and welfare rules.

During the training, students deliver births, perform milking, feeding, routine surgical procedures and other manipulations under the supervision of a teaching staff.

For VPH, students are divided into subgroups of 8-12 people each and work under the guidance of teaching staff and specialists of the enterprise.

During practical lessons under the guidance of teaching staff, students take part in diagnosis, which includes a variety of clinical, laboratory and instrumental tests.

During the holidays, students work in the VTH and partner clinics as volunteers under the guidance of teaching staff.

During clinical training, students may work in subgroups of 10-12 students under the supervision of at least 2 teachers.

During the clinical work, students are active participants in communication with animal owners, take direct part in the nursing care of sick animals (cleaning, watering, feeding, etc.), perform simple diagnostic procedures (measuring temperature, pulse, respiration, etc.) and tissue sampling, and contribute to the writing of the medical report.

The student's progress is formally recorded by the teacher.

Patients are recorded and registered in the relevant journals of the VTH.

An electronic patient recording system is being implemented.

5.2. Analysis of the findings/Comments

Students have hands-on training in healthy animals, patients and cadavers for all common species. Most students assist the teacher with surgical procedures but do not perform a surgery on their own. Research and clinical activities are completed in agreement with national regulations and bioethics rules.

The electronic patient recording system will allow retrospective studies for staff and students.

5.3. Suggestions

It is suggested to:

Develop a strategy for increasing the number of equine patients;

Develop a collaboration with local shelters to enable all students to carry out aseptic procedures, such as sterilisation, on their own.

6. Learning resources

6.1. Findings

Staff and students have remote online access to the electronic catalogue, which includes the entire active collection of the university library. Access is also provided to the Research4Life platform, which has the HINARI, AGORA, ARDI, GOALI and OARE collections, and to the Oxford University Publishing collection.

The library offers a service from both foreign international electronic resources (SCOPUS, EBSCO, Web of Science, DOAJ) and Ukrainian periodicals and electronic databases.

The university library has a total area of 2844.89 m², is open from Monday to Friday from 8:30 to 17:30, and has 7 reading rooms with 527 seats and 59 computers connected to the internet.

The VEE branch of the library is 247.8 m². Its reading room is designed for 96 seats and 4 computers. There are also small departmental libraries.

9 employees of the library are specifically qualified and participate in the training of staff and students on the review of literature and use of databases, e.g. Web of Science, Scopus, Scientific Direct, and PubMed.

At the beginning of the academic year and throughout the year, all students receive free educational publications and materials according to the curriculum.

The library has an IT department with 3 employees.

The work of the e-learning portal is organised based on the Moodle distance learning platform with text, video, animation, presentation, and electronic manual available for staff and students. The academic staff can create e-learning courses and conduct distance learning.

The university has three different repositories, namely the Electronic Library of the National University of Life and Environmental Sciences, the Digital Library of NUBiP, and the Institutional Repository of Qualification Works of NUBiP.

Educational resources in veterinary medicine are formed based on curricula and information needs of users, at the request of academic staff and sectoral librarians.

In the period from 2008 to 2024, the teaching staff implemented 157 e-learning courses that were

posted on the university's educational portal.

There are also elements of skill lab equipment in different departments of the VEE.

6.2. Analysis of the findings/Comments

Learning resources are provided both online with relevant e-tools and in the well-furnished library.

Trained staff provide support for bibliographic search and IT.

There are several skill lab units for pre-clinical training and additional tools and mannequins should be acquired soon.

6.3. Suggestions

It is suggested to:

Further develop the clinical Skill Labs;

Propose additional English courses for students.

7. Student admission, progression and welfare

7.1. Findings

A mean of 248 students is admitted each year, with more than double the number of standard fees than full-fee students, but very variable in the different years. More than 100 students are lost from Year 1 to Year 6, with an attrition rate of over 50%.

The Ukrainian Ministry of Education and Science sets the admission conditions that are applied by the Admission Committee of the NUBiP university through the approval of the Rules of admission. Rating of applicants who completed secondary school education is done by the Ukrainian Centre for Educational Quality Assessment; orphans, war veterans and his/her children are privileged categories fully subsidised by the State. Admission rules apply the same for full-fee and standard-fee students. There is no entrance examination conducted by the university.

The progression criteria are published. There are several mechanisms to support students: the Dean's office (administrative issues), the Health Care Centre (illnesses) and their treatment free of charge), the Primary Trade Union Organisation of Students and Postgraduates (financial assistance for treatment and prevention of illnesses). At the VEE level, students have a Senate for student organisations, and a Student Council in dormitories; students' representatives are part of the committees for the curriculum update and the Teaching and Methodological committee. Students give feedback through their representatives but also via questionnaires on the organisation, quality of teaching, evaluation of subjects and their own attitude to learning.

7.2. Analysis of the findings/Comments

The number of admitted students and the admission criteria are published on the university website and apply transparent criteria.

The attrition rate is very high (more than 50%) as a result of the war scenario, financial difficulties that force students to work, transfer to foreign VEEs, family reasons, ...

7.3. Suggestions

The VEE is encouraged to design a strategy to increase the resources in case of an end to the war, which will substantially increase the number of graduates.

8. Student assessment

8.1. Findings

Students' assessment policy is university-ruled, including the assessment methods, assessment criteria, appeal mechanisms, criteria exclusion, etc. Each subject is autonomous in defining the form of the evaluation. Most assessments are done using tests through the e-learning subjects.

A subject exam can be retaken a maximum of two times.

The use of continuous assessment of practical training is done through rubrics making the final mark after summative of all tasks completed by the student.

8.2. Analysis of the findings/Comments

Students' assessment of D1Cs is done on an electronic Logbook for Y-1 and Y-2, and on a written Logbook for students in Years 4, 5 and 6. The VEE regularly uses direct assessment methods to assess clinical skills such as DOPs, OSCE or similar methods. Grading of assessment is done through the application of rubrics that are available in advance for the students.

EPT is assessed by the qualified person working in the EPT provider facilities and tutoring the student based on the EPT reporting prepared by the student; then it is also evaluated by the teacher supervising the EPT, and finally, the whole EPT completed by each student is assessed by a specific committee.

8.3. Suggestions

None.

9. Academic and support staff

9.1. Findings

The positions of teaching staff are filled by competition, regulated by the legislation of Ukraine and the NUBiP.

The decision of the Academic Councils of the VEE and the University is the basis for concluding an employment agreement for a period of 1-5 years.

Assistants, support staff and specialists are hired upon the recommendation of the heads of the relevant structural units.

The staff must adhere to the University Statute, Internal Regulations, the Code of Ethics for Research and Teaching Staff, the University's Anti-Corruption Programme, laws and regulations of Ukraine.

Currently, the VEE employs 108 teaching staff. 99.1% have a DVM degree and 96.19% have a PhD. Non-academic teaching staff have to undergo pedagogical activities in preclinical and clinical training, under the supervision of academic staff.

The QA programme of teaching staff training includes good teaching and evaluation practices, learning and e-learning resources, use of digital tools in education, biosecurity and QA procedures.

Such training is mandatory for all newly appointed teachers and is encouraged regularly for all teaching staff.

There is a standardised periodicity of professional development for VEE members.

The total workload for one full-time lecturer is 1548 hours. Of these, 600 hours are teaching workload, 300 hours are work based on the criteria of a national and research university, 200 hours are research work, 170 hours are teaching and methodological work, 139 hours are educational, research, innovation and international work, and 139 hours are organisational and educational work. Most of the lecturers work full-time permanently. At the end of the year, reports are submitted on the results of the academic, scientific, research, innovation, organisational, educational, and international activities of the academic staff, which are analysed by the rating committee of the VEE and the university. Based on the individual rating for the current year, academic staff receive amended salaries, financial or non-financial incentives.

Research and teaching staff annually undergo advanced training in research institutions in Ukraine or abroad. The total amount of advanced training is a minimum of 180 hours over five years.

In accordance with the legislation of Ukraine, teaching staff, based on the results of their educational, scientific, research, innovation, organisational, educational, and international activities, may apply for the academic titles of senior researcher, associate professor and professor. There are potential financial bonuses in case of high performance in research, teaching or clinical activities.

Teaching staff are members of the Academic Council of the VEE and the University, the Clinical Council of the VEE, and the Scientific and Technical Council of the Research Institute of Animal Health.

Surveys of students on the quality of the educational process are regularly conducted. The results of the survey are systematised and submitted to the Dean for discussion and decision-making at the meetings of the Academic Council, as well as to the Vice-Rector for Scientific and Pedagogical ns. In addition to students, open lectures are evaluated by experienced teachers. The teaching staff is informed of individual results in person. Based on the results of the survey, measures are taken to eliminate the identified shortcomings.

9.2. Analysis of the findings/Comments

Most teaching staff are veterinarians and have a full-time position.

The number of FTE positions is slightly below the minimal value (see Indicator 1).

New teachers receive training to teach from the pedagogic department of the University.

The teaching duties imposed by the Minister on professors are very high (600H/year face to face) but there is a request to reduce it to 400H/year.

The teaching duties of the PhD students are around 120H.

There are support staff linked to students' training activities and administration.

There is an annual training for research and teaching staff.

9.3. Suggestions

It is suggested to:

-) Recruit additional teaching staff to reach the minimal value (see Indicator 1);
-) Increase international exchanges of staff;
-) Ensure sufficient knowledge of English for all teaching staff.

10. Research programmes, continuing and postgraduate education

10.1. Findings

Most teaching staff participate in research activities in basic and/or clinical sciences.

Most works are published in national journals.

A list of the major funded research programmes is provided in the SER.

The teaching staff integrate scientific achievements into the curriculum to make students aware of the importance of evidence-based medicine, research-based education and lifelong learning. This includes designing experiments, statistical data analysis, and writing scientific articles. This is a special course that teaches students the basics of research methodology. The work of student research circles makes it possible to involve students in research projects under the guidance of teaching staff.

In addition, students may carry out their own research projects as part of their coursework or diploma thesis, which is optional.

The VEE provides post-graduate training (PhD in non-contagious and contagious animal disorders and clinical specialised degrees per species) and CPD for practitioners and VPH professionals.

Postgraduate students participate in international exchange programmes, which allow them to gain global experience and knowledge.

Elective courses within the speciality provide specialised knowledge and the ability to apply research methods in the course of the PhD.

The VEE has developed clear evaluation criteria and indicators for assessing research activities, approaches and methods.

The university and the VEE implement policies that promote academic integrity and ethical research.

10.2. Analysis of the findings/Comments

A research-based education is provided to students who are trained in research methods and may participate in research protocols.

Most academic staff participate in research projects.

The VEE proposes post-graduate programmes and continuous education activities.

10.3. Suggestions

None.

11. ESEVT Indicators



ESEVT Indicators

	Name of the VEE:	Faculty of Veterinary Medicine of The National University of Life and Environmental				
	Name & mail of the VEE's Head	Professor Mykola I. Tsvilikhovskiy, m_tsvilikhovsky@ukr.net				
	Date of the form filling:	December 3, 2024				
	Raw data from the last 3 complete academic years					
		2023	2022	2021	Mean	
1	n° of FTE teaching staff involved in veterinary training	96,25	97,5	100	97,92	
2	n° of undergraduate students	1299	1223	1030	1184	
3	n° of FTE veterinarians involved in veterinary training	95	99,5	100	98,17	
4	n° of students graduating annually	130	119	-	124,5	
5	n° of FTE support staff involved in veterinary training	80	80	87	82,33	
6	n° of hours of practical (non-clinical) training	1215	1215	1215	1215	
7	n° of hours of Core Clinical Training (CCT)	825	825	825	825,0	
8	n° of hours of VPH (including FSQ) training	240	240	240	240,0	
9	n° of hours of extra-mural practical training in VPH (including FSQ)	60	60	60	60,00	
10	n° of companion animal patients seen intra-murally	5455	4286	6292	5344	
11	n° of individual ruminant and pig patients seen intra-murally	498	690	598	595,3	
12	n° of equine patients seen intra-murally	134	158	171	154,3	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	154	136	198	162,7	
14	n° of companion animal patients seen extra-murally	259	367	289	305,0	
15	n° of individual ruminants and pig patients seen extra-murally	591	678	619	629,3	
16	n° of equine patients seen extra-murally	102	94	98	98,00	
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	184	169	202	185,0	
18	n° of visits to ruminant and pig herds	95	23	124	80,67	
19	n° of visits to poultry and farmed rabbit units	5	6	8	6,33	
20	n° of companion animal necropsies	167	149	248	188,0	
21	n° of ruminant and pig necropsies	87	143	159	129,7	
22	n° of equine necropsies	13	16	12	13,67	
23	n° of rabbit, rodent, bird and exotic pet necropsies	114	110	126	116,7	
24	n° of FTE specialised veterinarians involved in veterinary training	10	9	10	9,67	
25	n° of PhD graduating annually	9	7	11	9,00	



ESEVT Indicators

Name of the VEE:		Faculty of Veterinary Medicine of The National University of Life and Environmental Sciences of Ukraine			
Date of the form filling:		December 3, 2024			
Calculated Indicators from raw data		VEE values	Median values ¹	Minimal values ²	Balance ³
11	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,083	0,15	0,13	-0,043
12	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,788	0,84	0,63	0,158
13	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,661	0,88	0,54	0,121
14	n° of hours of practical (non-clinical) training	1215	953,5	700,6	514,4
15	n° of hours of Core Clinical Training (CCT)	825,0	941,6	704,8	120,2
16	n° of hours of VPH (including FSQ) training	240,0	293,5	191,8	48,20
17	n° of hours of extra-mural practical training in VPH (including FSQ)	60,00	75,00	31,80	28,20
18	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	45,38	67,37	44,01	1,366
19	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	9,837	18,75	9,74	0,097
110	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	2,027	5,96	2,15	-0,123
111	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	2,793	3,11	1,16	1,633
112	n° of visits to ruminant and pig herds / n° of students graduating annually	0,648	1,29	0,54	0,108
113	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,051	0,11	0,04	0,006
114	n° of companion animal necropsies / n° of students graduating annually	1,510	2,11	1,40	0,110
115	n° of ruminant and pig necropsies / n° of students graduating annually	1,041	1,36	0,90	0,141
116	n° of equine necropsies / n° of students graduating annually	0,110	0,18	0,10	0,010
117	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,937	2,65	0,88	0,057
118	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,078	0,27	0,06	0,018
119	n° of PhD graduating annually / n° of students graduating annually	0,072	0,15	0,07	0,002
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

11.1. Findings

All Indicators are above the minimal value, except I1 and I10.

11.2. Comments

Despite the 2 Indicators with a slightly negative balance, most values are above the minimal one, which indicates that the animal material for clinical training is quantitatively sufficient for the number of enrolled students.

11.3. Suggestions for improvement

It is suggested to develop a strategy for correcting the Indicators with a negative balance.

12. Conclusions

Despite the difficult circumstances due to force majeure, the PV was well organised and the PSER was provided on time and written in agreement with the SOP 2023. The requested additional information was provided before the start of the PV.

The Liaison Officer did a very good job adapting the visitation schedule for an online PV, searching for the requested information, organising relevant e-meetings, and proposing requested videos and e-presentations.

Several areas worthy of praise have been identified by the PV Team, e.g.:

-) Great resilience of staff and students in these very difficult circumstances;
-) High motivation of staff to reach compliance with ESEVT Standards;
-) Commitment to bioethics and academic integrity;
-) One Health approach;
-) Diversified postgraduate programmes;
-) Excellent clinical training in Zoo animals.

Additional commendations are described in the report.

The main areas of concern about the compliance of the VEE with the ESEVT Standards are:

-) Insufficient State funding for the implementation of the VEE strategic plan;
-) Inadequate biosecurity procedures in some laboratories, and clinical and necropsy rooms;
-) Absence of 24/7 emergency services in common species;
-) High number of students in clinical rooms, which affects the hands-on clinical training for all students;
-) Inadequate facilities, equipment and procedures for some clinical activities (e.g. anaesthesia, Intensive Care Unit, hospitalisation, isolation facilities);
-) Insufficient confidence of some teaching staff to speak English.

Additional suggestions for improvement are described in the report.

In conclusion, the VEE is aware of the ESEVT SOP in general and the accreditation Standards in particular. There is an ongoing process in place to achieve compliance with these Standards, and the VEE is sufficiently informed, organised and equipped to undergo a Full Visitation within 3 years.

13. Glossary

CPD: Continuing Professional Development

D1C: ESEVT Day One Competences

DOPS: Direct Observation of Procedural Skills

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: Elective Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FPA: Food-producing animals

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

NAQA: National Agency for Higher Education Quality Assurance

NUBiP: National University of Life and Environmental Sciences of Ukraine

OSCE: Objective Structured Clinical Examination

PDCA: Plan Do Check Adjust

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VEE: Veterinary Education Establishment

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Conclusion of ECOVE

The Committee supports the conclusions of the Visitation Team and agrees that the Preliminary Visitation Report provides convincing evidence of the VEE being sufficiently informed, prepared and equipped for undergoing a Full Visitation within 3 years after the Preliminary Visitation.