

# **Book of Education Quality Faculty of Veterinary Medicine University of Life Sciences in Lublin**



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## 1. PRESENTATION of the Faculty

### 1.1. Location and infrastructure

The headquarters of the Faculty of Veterinary Medicine is located in the buildings at Akademicka and Głęboka Street in Lublin. The departments in the area of basic, preclinical, and food hygiene of animal origin sciences are located in the Collegium Veterinarium building at 12 Akademicka Street. The departments and the corresponding veterinary clinics are located at 30 Głęboka Street, where veterinary activities are conducted as part of the

University Veterinary Clinic. The Dean's Office of the Faculty is located at 30 Głęboka Street. The infrastructure is enriched by a complex of buildings at 30 Głęboka Street, put into use in 2015, under the name of the Innovative Centre for Pathology and Therapy of Animals.

### 1.2. History

The Faculty of Veterinary Medicine was established on October 23, 1944, as part of the Maria Curie-Skłodowska University. The Veterinary Faculty was one of the first four organizational units of the nascent University. From all corners of the liberated Polish lands, people came here enthusiastic, thirsty for knowledge, among them, professors, assistant professors, and assistants from former universities, including veterinary schools in Lviv and Warsaw. The first Faculty Council met on November 20, 1944, and teaching activities began the next month. In the 1944/45 academic year, the first two years of study were opened with 160 students taking up education. Due to the influx of many graduates from pre-war veterinary faculties, an examination commission was established which checked the level of mastery of theoretical knowledge and practical skills. On this basis, in the 1944/45 academic year, the first seven diplomas authorizing veterinary practice were awarded. In 1945 two degrees of assistant professor (Stefan Koepe and Tadeusz Żuliński) and 5 degrees of doctor of veterinary science were awarded. In April 1946, 13 basic departments were created, often common to other faculties of the new University, located in different parts of the city.

In the mid-1950s, a new Collegium Veterinarium teaching building and buildings of the veterinary clinics were erected. All units of the Faculty were located in them, except for the Department of Biochemistry (headquarters at Lubartowska Street).

The first Dean was prof. dr Józef Parnas. The work was successively continued by other Faculty Deans, professors: Kazimierz Krysiak, Alfred Trawiński (4 terms), Tadeusz Żuliński, and Marian Chomiak. In 1955, the Faculty became part of the newly created Higher School of Agriculture, renamed in 1972 to the Agricultural University of Lublin, and in 2008 to the University of Life Sciences in Lublin. In the structure of this university, three Faculty professors, Marian Chomiak, Janusz Welento (3 terms) and Edmund Prost (2 terms) served as Rector, whereas, professors: Zdzisław Finik (2 terms), Feliks Stański (2 terms), Edmund Prost (2 terms), Grzegorz Staśkiewicz, Janusz Welento, Stanisław Wołoszyn (5 terms), Jan Buczek, Janusz Wawrzekiewicz (2 terms), Zbigniew Pomorski (2 terms), Andrzej Wernicki (3 terms), Stanisław Winiarczyk (2 terms) acted as the Faculty Dean. Currently, the Dean of the Faculty is dr hab. Iwona Puzio.

In 1995, by the decision of the Faculty Council, the name was changed to the Faculty of Veterinary Medicine, like three other national veterinary faculties. Thereby, the traditional name, which at the end of the nineteenth century Lviv Academy of Veterinary Medicine already had, was returned.

Many professors of the Faculty have honorary titles:

- prof. dr hab. Janusz Welento, doctor honoris causa, the University of Agriculture in Debrecen (1978);



- prof. dr hab. Grzegorz Staśkiewicz, doctor honoris causa, Agricultural University of Lublin (1989);
- prof. dr hab. Stefan Stępkowski, doctor honoris causa, Agricultural University of Lublin (1989);
- prof. dr hab. Stanisław Wołoszyn, doctor honoris causa, College of Veterinary Medicine in Košice (1989); University of Life Sciences in Lublin (2009);
- prof. dr hab. Edmund Prost, doctor honoris causa, Humboldt University of Berlin and Agricultural University of Lublin (1999);
- prof. dr hab. Zbigniew Pomorski, professor honoris causa, l'cole Nationale Vétérinaire de Lyon (1998);
- prof. dr hab. Stanisław Winiarczyk, doctor honoris causa, Lviv National University of Veterinary Medicine and Biotechnology in Lviv (2017).

Currently, the Faculty consists of 10 organizational units: Institute of Biological Bases of Animal Diseases, Department of Animal Anatomy and Histology, Department of Biochemistry, Department of Animal Physiology,

Department of Epizootiology and Clinic of Infectious Diseases, Department of Food Hygiene of Animal Origin, Department of Preclinical Veterinary Sciences, Department and Clinic of Animal Surgery, Department and Clinic of Animal Reproduction, Department and Clinic of Animal Internal Diseases.

Legal framework for the training of veterinarians and the pursuit of a successful profession of public trust is contained in European directives, relevant laws, and regulations. Mutual recognition of veterinary professional qualifications based on a diploma graduating in veterinary medicine within the European Union is automatic under the directive, but the requirements for this recognition are constantly increasing. The previous Directive 2005/36 / EC was replaced on November 20, 2013, by a new one -2013/55 / EU.

The most important change in the new legal act is that the current condition for acquisition of 'Knowledge' in certain areas defined in the directive has been replaced by a condition "Competence", and therefore, a combination of knowledge and skills. Veterinary medicine understood as a collection of knowledge, skills, and competencies necessary to perform all activities reserved for a veterinarian is a compilation of natural sciences giving the graduate general knowledge regarding the functioning of a living organism, veterinary sciences ensuring detailed knowledge of animal diseases, their treatment, and prevention, as well as knowledge of issues related to the protection of public health, food safety, agricultural sciences relating animal production, agronomy, animal feed production, and social sciences ensuring an appropriate ethical level of the veterinarian.

### 1.3. Status

The Faculty of Veterinary Medicine operates within the public structure of the University of Life Sciences in Lublin. The operating principles of the Faculty are specified in the Act of July 20, 2018-Law on Higher Education and

Science (Journal of Laws 2018 item 1668, with further amendments) and the University Statute.

The Faculty is managed by the University Statute by single and collegiate organs. The Dean is the highest single-person body of the Faculty, and the collegiate body is the Faculty Board, being an advisory and consultative body. At the Faculty of Veterinary Medicine, there are the following types of programmes: Bachelor's degree programme, Master's degree long-cycle full-time and part-time programme, third-cycle programme and postgraduate programme. The doctoral school was created at the University, within which doctoral studies were started in the field of agricultural sciences, veterinary discipline.

### 1.4. Staff

As of 31/03/2020, 112 academic teachers work at the Faculty, including:

17 professors with an academic title, 20 university professors, 18 assistant professors, 42 doctors as assistant professors, 2 veterinarians as lecturers, 11 veterinarians, and 2 master engineers as an assistant. The staffing status of the Faculty supplements a group of 47 technical employees, including 5 scientific and technical employees and 42 engineering and technical employees. Besides, two faculty service employees are employed at the Faculty.



## 1.5. Organizational structure

STRUCTURE OF THE FACULTY OF VETERINARY MEDICINE	
Dean's Office of the Faculty of Veterinary Medicine	
Institutes, Departments	Sub-Departments, Laboratories
Institute of Biological Bases of Animal Diseases	Sub-Department of Fish Diseases and Biology Sub-Department of Parasitology and Invasive Diseases Sub-Department of Veterinary Prevention and Avian Diseases
Department of Animal Anatomy and Histology	Sub-Department of Animal Anatomy Sub-Department of Animal Histology and Embryology
Department of Biochemistry	
Department of Epizootiology and Clinic of Infectious Diseases	
Department of Animal Physiology	
Department of Food Hygiene of Animal Origin	
Department and Clinic of Animal Surgery	Laboratory of Radiology and Ultrasonography
Department and Clinic of Animal Internal Diseases	Sub-Department of Internal Animal Diseases of Farm Animals and Horses Sub-Department of Internal Diseases of Accompanying Animals Sub-Department of Clinical Diagnostics and Veterinary Dermatology Sub-Department of Pathomorphology and Forensic Veterinary Medicine
Department and Clinic of Animal Reproduction	Sub-Department of Andrology and Biotechnology of Animal Reproduction
Department of Preclinical Veterinary Sciences	Sub-Department of Pharmacology, Toxicology and Environmental Protection Sub-Department of Microbiology Sub-Department of Pathophysiology

## 1.6. Authorities

According to the University Statute, the work of the Faculty is directed by the Dean, who may be able to have no more than two Vice-Deans to help. There is currently one Vice-Dean at the Faculty. In the management of the Faculty the Dean is supported by the Faculty Board, which is an advisory and consultative collegiate body.

The Deans and Vice-Deans are appointed by the Rector after consulting the Faculty Board on a specified period, not exceeding the last day of the term of office for which he was elected. The Rector may extend the appointment period by an appropriate decree. The Rector entrusts everyone with his appointment an individual scope of duties.



## 2. MISSION, STRATEGY, AND DEVELOPMENT DIRECTIONS OF THE FACULTY

### 2.1. Faculty mission and strategy

The University of Life Sciences in Lublin, including individual faculties, has, in its mission, four basic tasks recorded following Resolution No. 66/2018-2019 of the Senate of May 24, 2019, on the adoption of the Development Strategy for the University of Life Sciences in Lublin for the years 2019–2030. Those are:

1. Strengthening the scientific and research position of the University
2. Ensuring the highest quality of education
3. Developing cooperation with the scientific and socio-economic environment
4. Effective University management

The university's mission is closely related to:

1. scientific research in the areas of smart specialization of the region, i.e. bio-based economy for plant and animal production, agri-food processing, biotechnologies as well as industry and environmental services (eco-business),
2. research focused on the production of food with high dietary and healthy values
3. dissemination of scientific achievements on the national and international forum in the form of publications, as well as patents or technologies that are the basis for knowledge transfer to the economy and bonding with industry,
4. development of the university in the field of education,
5. integration with the economic system of the region and leading in innovation and transfer of knowledge.

The superior goal of the Faculty was set out in the Resolution of the Faculty's Board of June 25, 2020

In the light of these provisions, the mission of the Faculty of Veterinary Medicine of the University of Life Sciences in Lublin is educating students following the requirements of national and European standards, conducting scientific research in line with the needs of the economy, veterinary clinical service and comprehensive activities for the development of highly qualified scientific and professional staff.

### 2.2. Strategic goals of the Faculty of Veterinary Medicine

The development strategy of the Faculty coincides with the mission and strategy of the university, including running the following studies: long-cycle Master's degree programme, Bachelor's degree programme, doctoral and postgraduate programme, education of doctoral students at the Doctoral School and aims to: ensure the highest quality of student education through its full adaptation to the requirements of European and national standards and the needs of the external environment; internationalization of the education programme by promoting and expanding teaching in the English language; development of high-quality scientific research using modern equipment at the Faculty's disposal, based on national and European research programmes; improve Faculty's infrastructure by modernizing its didactic and research base, developing veterinary activities for the public.

Strategic goals of the Faculty of Veterinary Medicine:

I. Development in the teaching sphere concerns shaping the student's attitude in the consciousness of continuous deepening of knowledge, skills, and competences to practice the profession of a veterinarian and veterinary analyst well by the requirements set out in the Act on the profession of a veterinarian and veterinary chambers, the Veterinary Inspection Act and in European Union law, while maintaining and ensuring ethical standards, as required by the profession of public trust. The implementation of this goal



prepares enlightened people with vast horizons and aware of their beliefs.

This goal is achieved by the Faculty of Veterinary Medicine by:

- a. providing a didactic base, theoretical and practical education of students in the field of basic, preclinical and clinical sciences, animal production, and food hygiene of animal origin to prepare them for professional work within the country and outside of it, within the EU
- b. educating veterinarians working in various spheres/fields of veterinary medicine, deepening and supplementing their knowledge acquired and grounded during studies by organizing continuing professional development in the form of specialization, training and post-graduate courses for practitioners, etc.;
- c. training of veterinary analysts constituting qualified mid-level personnel working in units whose activity is related to broadly understood laboratory analysis, i.e. in official laboratories subject to the Veterinary Inspection, animal treatment facilities, veterinary diagnostic laboratories in the private sector, scientific, control and diagnostic laboratories as well as control and measurement units in the field of biology, control, and food research and environmental protection;
- d. conducting doctoral studies and training doctoral students at the Doctoral School;
- e. exchange of academic teachers, students, and doctoral students within the available European and national programmes to transfer technology and knowledge acquired and based on practice and research.

In striving to ensure the quality of education, the Faculty of Veterinary Medicine focuses its activities and attention on the following issues:

1. The use of modern, well-equipped and organized teaching facilities (seminar rooms, laboratories, outpatient clinics, operational theatres, animal facilities); extending the possibilities of practical training in selected animal health facilities, breeding farms and slaughterhouses, processing plants of products of animal origin.
2. Increasing the level of both academic and student human capital through intensifying the use of computer techniques, e-learning, developing staff and student mobility as part of Erasmus Plus programmes and other available forms of national and international exchange, tracking the fate of graduates after obtaining a diploma and raising their qualifications in various forms of continuous professional development.
3. The wide involvement of students in the functioning of the Faculty, and in particular in the work of the clinical complex in the context of species teaching.
4. Promoting an interactive way of organizing and conducting the teaching and learning process which maximizes the student's involvement and activity and allows him to choose his ways of knowing and developing adapted to his abilities. In this approach, teaching-learning is the nature of the research and development process, engaging the entire intellectual potential of the student.
5. Developing English-language studies, inviting foreign teachers.
6. Developing and improving the education of doctoral students at doctoral studies and at the Doctoral School in the field of scientific research, talent development, independent promotion of making decisions, posing and solving problems, making international contacts leading to the implementation of joint research projects.
7. Supporting activities leading to continuous improvement in the field of high-quality education, modernizing the research workshop, raising the qualifications of the academic staff.
8. Supporting student scientific associations-incubators of candidates for the third cycle programme.
9. Supporting all manifestations of social activity leading to shaping values, norms, and behaviours in force in the academic community.
10. The use of IT methods in the efficient administration and management of the didactic process and



efficient service of students by the dean's office staff.

11. Improving the operation of the Internal Education Quality Assurance System and the Quality Control System leading to closer links between learning objectives and learning outcomes and expectations of the labour market.

12. Harmonization of the post-graduate training system in the European sphere through the accreditation of teaching programmes in the VETCEE system.

13. Participation in programmes financed from European Union funds, under which students can carry out paid scholarships enabling them to improve their skills and acquire practical experience; possessing professional contacts; development of desired competencies such as communication skills, time management, teamwork skills; acquisition of skills of navigating the labour market.

Internal and external stakeholders influence learning outcomes at the Faculty of Veterinary Medicine.

External stakeholders -economic entities participate in the implementation of the education programme by providing access to animal farms, slaughterhouses, food processing plants of animal origin, feed factories, veterinary medicinal product wholesalers, medicinal plants for animals, and others to conduct practical classes, practical training, and clinical practice. One of the effects of this cooperation was the extension of practical education of students of our Faculty by an additional 75-hour external clinical practice. Cooperation with government and non-government institutions, medical and veterinary self-government, scientific societies, professional associations, schools (organization and participation in training, thematic workshops, science festival) favours formatting the teaching offer in line with the expectations of employers. External stakeholders are members of the Curriculum Committee of veterinary studies. Representatives of business entities, veterinary inspection, local government organizations, and other stakeholder groups participate in a meeting of students, graduates, and employees of the Faculty of Veterinary Medicine on the occasion of awarding diplomas, occasional and other meetings.

Internal stakeholders-students actively participate in improving the learning process through:

1. Participation of student and doctoral student representatives in the work of the Faculty Commission for the Quality of Education, the Curriculum Committee, and Faculty Board.
2. Cooperation of the Student Government with the authorities of the Faculty of Veterinary Medicine.
3. Participation of students in the process of the annual assessment of the quality of class didactic activities and teaching activity of academic teachers.

The implementation of the procedures making up the Internal Education Quality Assurance System is verified as part of the Quality Control System and supervised by the Faculty Commission for the Quality of Education, which submits an annual report approved at the Faculty Board meeting, containing data on the state of implementation of the education process as well as conclusions and recommendations regarding changes to this system.

II. Development in the scientific and didactic sphere is aimed at providing scientific and didactic staff, which carefully communicates:

1. modern knowledge while developing itself,
2. skills, acquiring them in practice. Highly qualified staff conducts research in various areas of knowledge, does national and foreign scientific scholarships, and participates in the exchange of scientific thought, disseminating knowledge.

This goal is achieved by the Faculty of Veterinary Medicine by:

- a. Improving the development of academic staff and Human Resources policy;
- b. Conducting scientific research and development works, the results of which are then used in the veterinary practice in the field of prevention, monitoring, and therapy of animals;
- c. Integrating research activity in the field of human and veterinary medicine regarding various disease





entities with the development and use of animal models;

d. Providing veterinary services and veterinary care for farm and accompanying animals in the scope and forms specified in veterinary regulations on entities for animals following the rules of ethics of a veterinarian;

e. Monitoring the safety of food products of animal origin and veterinary protection of public health;

f. Prevention of zoonoses. The Faculty of Veterinary Medicine in this sphere focuses its activity on:

1. Promoting systematic and dynamic development of scientific staff and creation of an effective motivating system that combines the system of remuneration and promotion (points for publications, IF, IH, IC) with scientific and didactic activity.

2. Promotion of raising the qualifications of the academic staff through trips to national and foreign scholarships.

3. Creating a policy of employing academic teachers taking into account the needs of the Faculty through appropriate profiling of doctoral studies and education at the Doctoral School.

4. Creating a policy of employing employees who are not academic teachers taking into account the needs of the Faculty in clinical activities.

5. Development and improvement of the quality of scientific research through extension and modernization of facilities along with the creation of own research laboratories with accredited methods.

6. Developing innovative research directions consistent with research priorities not only in the country but also in the EU.

7. Development and intensification of cooperation between Faculty units and individual units of University faculties to expand the scope of interdisciplinary and broader usage of both the existing equipment base and creating new research facilities.

8. Increasing the number of interdisciplinary research projects at national and European level along with setting out several strategic research directions.

9. Deepening existing domestic and foreign cooperation and searching for new centres of scientific research.

10. Disseminating information on the service activities of the Veterinary Clinic of the Faculty in terms of diagnostic and preventive as well as therapeutic services.

11. Improving competitiveness and innovation in the veterinary services market.

12. Modernization of the research workshop by purchasing new equipment, in particular with an innovative and unique character.

III. Development in the economic sphere is to be based on close cooperation with other scientific units and industry in the area of scientific research and application works; making also comprehensive actions for the use, transformation, and protection of environmental natural resources.

The Faculty of Veterinary Medicine plans in this regard:

1. developing existing cooperation and seeking new business partners in the area of small enterprises and establishing scientific and research cooperation with them for better planning of research and commercialization of results.

IV. In the area of infrastructure and promotion, the attention of the Faculty of Veterinary Medicine focuses on:

1. Expanding and modernizing the didactic, research, and development facilities of the clinical base. Systematic modernization and renovation of facilities at the Faculty's disposal and purchase of new devices and apparatus of an innovative and unique character.

2. Organization and participation in various events such as science picnics, charity campaigns, science festivals, etc.

3. Improving occupational health and safety by using proven methods of organization and training,



adapting the functions of teaching, research, and clinical facilities to modern legal requirements.

4. Use of information systems and e-learning to disseminate information on didactic, research, preventive, and curative activities.
5. The systematic promotion of the Faculty in the media: press, radio, and television.
6. Promotion on the European forum through the activities of the Faculty's employees in FVE agendas-Federation of Veterinarians of Europe.

Implementation tools:

1. The Dean and the Faculty Board, who adopt resolutions following the Faculty and University's development strategy.
2. Quality Control System, Faculty Group for Quality Control.
3. Activities are supervised by the Dean, Vice-Dean, heads of departments, chairman of the Faculty's Group for Quality Control.

### **2.3. Development prospects for the Faculty of Veterinary Medicine**

The Faculty of Veterinary Medicine consistently implements the goals set in its development strategy of the unit like:

- improving education,
- developing scientific research,
- expanding cooperation and internationalization,
- developing knowledge transfer to the economy,
- providing funding and efficient administration.

With a professional staff of scientific and didactic employees, including numerous independent employees, modern material base, and equipment as well as necessary infrastructure, the Faculty is gaining recognition, due rank, and stability on the market of teaching and research services. The faculty, which has been recording a large number of candidates for years, expands the educational offer by launching a new field of the study and developing education in the English language. It extends the scope of cooperation supported by concluded agreements with business, domestic and foreign research, and development units. Taken, under the accepted strategy, actions are long-term, durable and continuous, which guarantees systematic development of the unit in the assumed perspective.

In the perspective of 2019-2024, it is planned to:

1. In the sphere of ensuring the highest quality of education:
  - improving the functioning of the clinical base in the field of practical student education (through organizational and investment activities, increasing the number of patients as a result of extending the scope and quality of veterinary services),
  - increasing the use of teaching rooms in the process of self-education and growth of the use of computer techniques and e-learning, simulators and further improvement of teaching conditions
  - raising competences and gaining practical experience by students through their participation in external clinical practice.

This sphere is supported by the implementation of the "MIT Natural Programme of adaptation of the University of Life Sciences in Lublin to the challenges of Science 2.0". Project financed from funds of European Social Fund under the Operational Programme " Knowledge, Education, Development Activity 3.5". Comprehensive University Programmes (POWR.03.05.00-00-Z209 / 18) and the project "Integrated Development Program of the University of Life Sciences in Lublin" (no. POWR.03.05.00-00-Z232 / 17) co-financed by the European Union under the European Social Fund under the Operational



Programme "Knowledge, Education, and Development, Priority Axis III" Higher education for economy and development, Activities: 3.5 Comprehensive university programmes.

2. In the sphere of internationalization of the education programme:

- developing English-language veterinary studies,
- an increase in the number of students participating in international programmes, including many Ukrainian students studying at the Faculty,
- increasing the participation of specialists from abroad in the student education process.

This sphere is supported by the project 'Raising the competence of the academic and administrative staff as well as institutional potential in admitting people from abroad by the University of Life Sciences in Lublin "(CN / NAWA / 5/2019). Recently, this sphere has been supported by the implementation of the project No IPBU.03.01.00-06-755 / 11-03 titled "Creating the Veterinary School of Advanced Diagnostic Techniques with Specialized Laboratories", which significantly increased the potential for cooperation between the Faculty of Veterinary Medicine of the University of Life Sciences in Lublin and Lviv National University of Veterinary Medicine and Biotechnology in Lviv, Ukraine. The project involved establishing network cooperation with the use of the internet and creating well-equipped laboratories on both sides, and its budget reached EUR 1 498 000.

5. In the sphere of scientific research:

- development of animal models for pre-clinical and clinical research in pathogenesis, prevention, and treatment of various pathological conditions and diseases,
- conducting basic and clinical research on diagnosis, prevention, and therapy of accompanying, farm, and exotic animal diseases,
- research on particularly dangerous pathogens, transmission diseases, newly emerging infectious diseases and especially zoonoses dangerous for people transmitted in different ways
- research on factors determining animal health and production efficiency, as well as food safety at every stage of the food chain "from field to table";
- research on feed hygiene in the context of animal and human health hazards;
- creation of a research and implementation team dealing with the innovative transfer of technologies for the bio-veterinary industry, meat, and dairy processing.

To finance these assumptions, it is planned to prepare and submit relevant projects as part of the NCN, NCBiR, Horizon 2020 programme, and funds of Regional and National Operation Programmes. The share of EU funds in financing research of a developmental and implementation nature is expected to increase.

4. In the Faculty's infrastructure sphere:

- strengthening the didactic, research and clinical base by purchasing phantoms, innovative laboratory and medical devices. This sphere is supported by the implementation of the " MIT Natural programme to adapt to the University of Life Sciences in Lublin to the challenges of Science 2.0 ". The project financed from the European Social Fund under the Operational Programme Knowledge, Education, Development Activity 3.5 Comprehensive University Programmes (POWR.03.05.00-00-Z209/18).



### 3. EDUCATION QUALITY POLICY

Legal basis:

1. Act of July 20, 2018 - Law on Higher Education and Science (Journal of Laws 2018 item 1668, with further amendments )
2. The Regulation of the Minister of Science and Higher Education of September 27, 2018, regarding studies (Journal of Laws 2018, item 1861), with further amendments
3. Resolution of the Senate of the University of Life Sciences in Lublin No. 53 / 2019-2020 of 28.02.2020 regarding the internal education quality management system at the University of Life Sciences in Lublin
4. Ordinance of Rector 20/2020 of 28.02.2020 on the introduction of procedures of the functioning of the internal education quality management system and specifying patterns of surveys assessing the quality of education at the University of Life Sciences in Lublin

#### 3.1. Establishment of the Faculty Commission for the Quality of Education

At the Faculty level, the authorities responsible for the proper functioning of the system are:

- Dean of the Faculty of Veterinary Medicine;
- Faculty Commission for Quality of Education, which is responsible for two areas of activity: ensuring and assessing the quality of education;
- heads of the organizational units of the Faculty;
- Curriculum Committee

The Faculty Commission for the Quality of Education is appointed by the Dean, after having received an opinion from the Faculty Board, for the term of office of the University's bodies composed of:

- Vice-Dean as chairman,
- at least five academic teachers employed at the Faculty,
- a representative of the faculty students indicated by the Faculty Board of Student Council,
- a representative of doctoral students studying at the Faculty indicated by the Doctoral Council

The Dean oversees the implementation, functioning, and improvement of the Faculty Education Quality Assurance System. Individual tasks can be assigned to Vice-Dean. The Vice-Dean exercises direct supervision over the performance of specific tasks related to the functioning and improvement of the Faculty Education Quality Assurance System.

#### 3.2. Areas of competence of faculty's decision-making bodies in quality-related matters

Basic documents regulating the scope of responsibility of single-person and collegiate bodies of the Faculty are:

- The Act of July 20, 2018-Law on Higher Education and Science (Journal of Laws 2018 item 1668, with further amendments. )
- Statute of the University of Life Sciences in Lublin  
[https://bip.up.lublin.pl/files/biurorektora/Uchwaly%202018-2019/088/statut\\_up.pdf](https://bip.up.lublin.pl/files/biurorektora/Uchwaly%202018-2019/088/statut_up.pdf).

Competences and duties of the heads of organizational units of the Faculty, as well as the scope of administrative bodies' activities, determine:

- Statute of the University of Life Sciences in Lublin
- Rector's ordinances,
- ordinance of the Dean.



### 3.3. Presentation of the education quality policy at the Faculty

The Faculty of Veterinary Medicine consistently strives to improve the quality of education, expanding and enriching its forms as well as achieving and maintaining a leading position in the educational services market. These aspirations are reflected in the policy of education quality and the conducted scientific and research activity. To this end, laboratories are being modernized with modern scientific-research and medical apparatus. English language teaching offer is being implemented as well as a system of activating and awarding academic teachers for good results in didactic and scientific activities. The quality of education is increased through the improvement of qualifications and competences of teaching staff (foreign languages, new teaching methods) and the use of new didactic forms and techniques. The cooperation of the Faculty Commission for the Quality of Education and Curriculum Committee is being increased.

### 3.4. Accreditations

Name of the field of the study	Name of education area	Level of education	Profile of education	Type of assessment	Date of issue
Veterinary Medicine	Veterinary sciences	Long-cycle Master's degree	General academic	positive	10.04.2003
Veterinary Medicine	Veterinary sciences	Long-cycle Master's degree	General academic	positive	18.08.2008
Veterinary Medicine	Veterinary sciences	Long-cycle Master's degree	General academic	positive	02.07.2015

In May 2016, the Faculty of Veterinary Medicine obtained accreditation of the European Association of Faculties of Veterinary Medicine (EAEVE). Thereby, it confirmed the high quality of education in the field of veterinary medicine. The accreditation granted is valid until May 2021.



## 4. EDUCATION AND TEACHING PROCESS

### 4.1. Scientific and didactic base

The Faculty conducts scientific research in the areas, branch, and discipline related to the offered studies: area-agricultural, forestry, and veterinary sciences; the branch of science- agricultural, scientific discipline- veterinary medicine. Academic teachers involved in the education process have a duty of continuous scientific development. There is a system of subject qualifications for the implementation in the scope of scientific tasks or development works at the university.

The Faculty significantly developed housing and equipment bases as part of the construction of the Innovative Centre of Pathology and Therapy of Animals, which allowed to strengthen the research and clinical base through the purchase of innovative laboratory and medical devices. The investment is the result of the implementation of the project No. POPW.01.03.00-06-003 / 11, Financing agreement no. POPW.01.03.00-06-003 / 11-00 entitled "Innovative Centre of Pathology and Therapy of Animals of the University of Life Sciences at 30 Głęboka Street in Lublin" (PLN 76,000,000).

### 4.2. Human Resources policy

Human Resources policy is regulated by the Statute of the University of Life Sciences in Lublin in connection with art. 227 paragraph 3 of the Act of July 3, 2018. Provisions introducing the Act-Law on Higher Education and Science.

The number of academic teachers employed at the Faculty depends on the teaching programme and the number of students, which is a variable factor. Changes in the employment structure arise from the natural scientific development of research and teaching staff.

The most active publishing employees get support for trips abroad to conduct scientific research and participate in scientific conferences.

Academic teachers can improve their competences in the field of research and development, as well as teaching, which can benefit from funding under the training fund.

### 4.3. Promotion of the Faculty of Veterinary Medicine

The goal of the Faculty of Veterinary Medicine is to actively promote its educational offer. Proper and competent presentation of the offer to high school students, i.e. to potential candidates for studies, maintains an interest in the fields of study run by the Faculty. The educational offer of the Faculty is presented during the university-wide, annual Open Door Day campaign, as well as during meetings with young people participating, among others, in subsequent editions of the Lublin Science Festival.

Faculty's employees have been involved in organizing and running the festival for many years, often on this occasion undertaking the task of presenting the educational opportunities of the Faculty.

The Faculty develops cooperation with external stakeholders in the commercialization of scientific research results.

### 4.4. Ethics of students and academic teachers

The Code of Ethics of a Veterinary Doctor (<https://vetpol.org.pl/dmdocuments/Kodeks%20etyki%20lekarza%20weterynarii.pdf>) and proceedings



following the Regulation of the Minister of Agriculture and Food Economy of July 29, 1993, on proceedings regarding the professional liability of doctors of veterinary medicine ([https://www.vetpol.org.pl/dmdocuments/rozp\\_w%20sprawie%20post%C4%99powania%20do%C4%85cego%20odpowiedzialno%C5%9Bci%20zawodowej%20lekarzy%20weterynarii.pdf](https://www.vetpol.org.pl/dmdocuments/rozp_w%20sprawie%20post%C4%99powania%20do%C4%85cego%20odpowiedzialno%C5%9Bci%20zawodowej%20lekarzy%20weterynarii.pdf)), apply to an academic teacher practising the profession of a veterinarian.

At the Faculty, the rules of the Code of Ethics of the Researcher apply following Senate Resolution No. 48/2012-2013 of March 22, 2013, regarding the acceptance of Code of Ethics for Researchers at the University of Life Sciences in Lublin:

[https://bip.up.lublin.pl/senat/2012/048/kodeks\\_etyki\\_pracownika\\_naukowego.pdf](https://bip.up.lublin.pl/senat/2012/048/kodeks_etyki_pracownika_naukowego.pdf).

Students of the Faculty of Veterinary Medicine of the University of Life Sciences in Lublin should universally accept moral standards, in particular ethical principles of the academic community and Regulations of the Study Regulations.

[http://bip.up.lublin.pl/senat/2019/122/regulamin\\_studiow.pdf](http://bip.up.lublin.pl/senat/2019/122/regulamin_studiow.pdf)

#### 4.5. Long-cycle Master's degree programme

field of the study: VETERINARY MEDICINE

General characteristics of the study:

The level of education: long-cycle Master's degree

Educational profile: general academic

Form of studies: full-time, full fee studies

Professional title obtained by the graduate: veterinary doctor

Assignment to the area or areas of education: field-agricultural science, scientific discipline -veterinary medicine (Regulation of the Minister of Science and Higher Education of September 20, 2018, on fields of science and scientific disciplines, and artistic disciplines.

The general objectives and learning outcomes are in line with the guidelines of the Regulation of the Minister of Science and Higher Education of September 29, 2011, on education standards for the faculties of veterinary studies and architecture (for recruitments starting education before 1/10/2019) and with guidelines of the Regulation of the Minister of Science and Higher Education of July 17, 2019, on a standard of education preparing for the profession of a veterinarian, paragraph 2, Annex 2 to the Regulation (for recruitment starting education from 1/10/2019) and Annex 1 (for recruitments starting education from 1/10/2020).

Knowledge, skills, and competences of Veterinary Medicine graduate necessary for practising the profession of a veterinarian:

- The graduate should have general knowledge about the structure and functioning of animal organisms; mechanisms underlying animal health, disease, and therapy from gene level to animal, herd, race, and species; biology of infectious agents that cause diseases transmitted between animals and anthroozoonosis.
- The graduate should demonstrate knowledge in the field of rearing and breeding including nutrition and animal welfare, the economics of animal production, utilization of by-products, and waste resulting from animal production.
- The graduate should demonstrate the knowledge and skills necessary to: take a clinical history and conduct a clinical examination of the patient; analysis of clinical symptoms and anatomopathological changes; collection, analysis, and interpretation of the data obtained; recognition; therapy; prevention; monitoring of animal health condition in large-scale farming; taking action when the disease is diagnosed subject to the notification requirement.
- In the field of medical and veterinary procedures regarding food hygiene, the graduate: understands the



principles of consumer health protection; can supervise the production of food of animal origin; knows the standards, principles, and conditions of production technology and ensuring the hygiene of the technological process; can carry out antemortem and post-mortem inspection; can use control systems compliant with HACCP; correctly interprets legal acts regulating veterinary supervision.

- The graduate knows a foreign language at the B2 level of the European Language Training Description System of the Council of Europe and can use a specialized language in the field of veterinary medicine regarding communication and consultation with veterinarians and other specialists and the use of source materials.

- The graduate knows Latin to the extent necessary to understand and describe activities of veterinary medicine, animal health, conditions, and pathological changes as well as animal diseases.

- The graduate has knowledge and skills in the field of informatics systems used for operating a veterinary entity or herd and analysing the epizootic situation.

- The graduate has the skills to apply the acquired knowledge in practice, work both independently and in a team; adapt to different roles; communicate with animal owners; keeping relevant documentation. Has a sense of responsibility for other team members as well as patients. Understands the need for continuous training and self-improvement in the field of profession, can inspire and organize the learning process of others, is aware of participation and activities in professional and non-professional organizations.

- The graduate has the physical fitness necessary to perform medication-related activities.

The studies programme meets the programme requirements for long-cycle Master's degree programme in the field of Veterinary Medicine based on the Regulation of the Minister of Science and Higher Education of September 29, 2011, on education standards for veterinary studies and architecture Annex No. 1 Training standards for the field of the study-Veterinary Medicine, long-cycle Master's degree programme (for recruitments starting education before 1/10/2019) and Regulations of the Minister of Science and Higher Education of July 17, 2019, on the standard of education, preparing for the profession of veterinarian-paragraph 2, Annex 2 to the Regulation (for recruitment starting education from 1/10/2019) and Annex 1 (for recruitment starting education from 01.10.2020).

VETERINARY studies last 11 semesters. Number of hours of classes and ECTS points (European Credit Transfer System) implemented in the field of the study is respectively: 5100 and 340-for recruitment starting education before 1/10/2019; 5350 and 360-for recruitment starting education from 01/10/2019; 5365 and 360-for recruitments starting education from 1/10/2020.

VETERINARY education includes the content in the field of:

a. basic subjects,

b. major subjects:

- clinical sciences,

- animal production,

- hygiene of food of animal origin,

c. complementary classes (including the basics of computer science, Latin, modern language and humanities subjects)

d. clinical rotations

e. practical training





Following the guidelines of the education standard, the following burdens have been established for the field of the study:

For recruitments starting education before 1/10/2019

Groups of classes	Standard of education		Field of a study programme	
	hours	ECTS points	Hours	ECTS points
A. group of basic content	1185	87	1445	114
B. Group of major content	1785	130	2265	151
C. Clinical rotations	300	20	315	28
D. Holiday Practice	560	15	560	15
Total	3830	252	4585	308

Following the education standard, hours not recorded in the minimum number of hours for individual learning content have been allocated to classes in additional subjects, occupational health and safety, intellectual property protection, elective courses and on increasing the number of hours implemented in basic and major content groups:

- additional and other subjects-335 hours-20 ECTS points,
- elective courses-180 hours-12 ECTS-12 ECTS points.

For recruitment starting education from 1/10/2019

Group of subjects	Standard of education		Field of a study programme	
	hours	ECTS points	Hours	ECTS points
A. Group of basic content	1185	87	1330	105
B. Group of major content	1785	130	2450	170
D. Clinical rotations	300	20	315	28
E. Holiday practice	560	15	560	15
Total	3830	252	4655	318

Following the standard of education, hours not included in the minimum number of hours of organized classes are at the disposal of the university providing education and were intended for increasing the number of hours in the groups of courses in basic and major subjects (including elective courses) and for additional courses, as well as for humanities subjects, intellectual property, occupational health and safety, and ergonomics:

- additional and other subjects-365 hours. - 20 ECTS points,
- elective courses-330 hours-22 ECTS points.



For recruitments starting education from 1/10/2020

Group of subjects	Standard of education		Field of a study programme	
	hours	ECTS points	Hours	ECTS points
A. Group of basic content	1170	90	1335	105
B. group of major content	1870	135	2480	170
C. Complementary classes	150	15	345	20
D. Clinical rotations	360	22	375	32
E. Holiday practice	560	15	560	15
Total	4110	277	5095	342

Since, according to the education standard the studies programme allows students to choose from the courses with ECTS points not lower than 5% of the points necessary for the completion of the studies, 270 hours and 18 ECTS points were assigned to elective courses.

The list of modules implemented in the field of the study is available on the Faculty's website <https://up.lublin.pl/dziekanat-wet/>

Clinical rotations focused on practical training are carried out under the supervision of an academic teacher and include respectively:

For recruitments starting education before 1.10.2020

1. Parasitology and veterinary invasiology. 15 hours-semester VII-1 ECTS point;
2. Horse diseases-90 hours. - semester X and XI-8 ECTS credits;
3. Avian diseases-30 hours-XI semester-3 ECTS credits;
4. Farm animal diseases-90 hours. - semester X and XI-8 ECTS credits;
5. Diseases of dogs and cats-90 hours. - semester X and XI-8 ECTS credits.

For recruitments starting education from 1/10/2020

1. Parasitology and veterinary invasiology 15 hours-semester VII-1 ECTS point;
2. Horse diseases-80 hours. - semester X and XI-7 ECTS credits;
3. Avian diseases-40 hours. - XI semester-4 ECTS credits;
4. Farm animal diseases-120 hours. - semester X and XI-10 ECTS credits;
5. Diseases of dogs and cats-120 hours. - X and XI semester-10 ECTS credits.

#### 4.6. Bachelor's degree programme

field of the study: VETERINARY ANALYTICS

educational level: first-cycle studies

Educational profile: general academic

form of study: full-time studies (6 semesters)

professional title obtained by the graduate: Bachelor's degree

indication of the field and scientific discipline: field of agricultural sciences, scientific discipline – veterinary medicine

Regulation of the Minister of Science and Higher Education of September 20, 2018, regarding fields of science and scientific disciplines and artistic disciplines (Journal of Laws, item 1818)

Education takes place at the level of undergraduate studies. A graduate of this field of the study will have



the skills to use general knowledge in the field of biological, chemical, veterinary, and social sciences, and detailed knowledge in the field of analytical methods and procedures conducted in laboratories and research and scientific centres of veterinary or related profile.

The education covers a wide range of issues related to veterinary laboratory analytics and selected elements of imaging techniques.

The study aims to gain theoretical knowledge in the field of laboratory diagnostic basics, acquisition of practical skills to enable correct and safe carrying out of laboratory activities used in veterinary analytics. The main scope of knowledge transferred as part of the field of the study relates to laboratory analyses focusing on the study of biological material from different animal species and products of animal origin and animal nutrition.

The learning outcomes description includes universal first-cycle characteristics for the level 6 specified in the Act of December 22, 2015, on the Integrated Qualification System (Journal of Laws of 2016 Pos. 64 and 1010, with further amendments) and the characteristics of the second-cycle for learning outcomes for qualifications at level 6 specified in provisions issued based on art. 7 item 3 of this Act:

- The graduate has the knowledge and practical skills in performing analytical tests, following the requirements of Good Laboratory Practice, and knows legal, organizational, and ethical aspects of laboratory diagnostics.
- The graduate has the knowledge and practical skills in the field of manual methods and automated techniques, as well as the calibration and maintenance of laboratory equipment and devices, and measuring apparatus used in modern laboratory diagnostics, as well as identification of chemical, biological and physical risk factors arising from the nature of the conducted determinations and taking measures to minimize the security risk and contamination of the environment.
- The graduate can choose or design, under the supervision of a veterinarian, optimal for the species of animal or patient's clinical condition, profile or diagram of the laboratory procedure and carry out laboratory activities used in the study of food of animal origin and nutrition of animals and knows the legal conditions for the selection of appropriate methods.
- The graduate knows the specifics and organization of laboratory work in animal health facilities.
- The graduate knows the rules of work organization in research laboratories as well as the principles of validation, accreditation, and certification of diagnostic methods, and is also able to lead and document within- and out-of-laboratory quality control tests.
- The graduate can correctly and safely operate X-ray equipment, tomograph, and densitometer under the supervision of a veterinarian.

The graduate obtains professional competence of qualified personnel performing activities under supervision by a veterinarian or diagnostician. Due to the acquired theoretical knowledge and practical skills focused on broadly defined laboratory work a graduate will also be able to take up work in laboratories with a related profile, e.g. in the field of biology, food control, and research, environmental protection, control, and measurement units, in research institutes and research and development centres.

The graduate is focused on the further development of his professional skills and improvement of his workshop adapting it to social and economic realities and is prepared for taking up the second-cycle studies in a group of related sciences.

In the field of veterinary analytics, the general academic profile professional practice -4 weeks (total 160 hours, which is 5 ECTS points) is obligatory.



The purpose of professional training is acquainting the student with laboratory work in the field of analytical methods and procedures conducted in laboratories and research and scientific centres of veterinary or related profile with a special focus on official laboratories subject to the Veterinary Inspection (Establishments of Veterinary Hygiene), animal health care facilities and veterinary diagnostic laboratories in the private sector.

General principles of practical training for students are set out in the Study Regulations of programme practices of the University of Life Sciences in Lublin (<http://www.up.lublin.pl/4503/>). The framework programme of practical training is available on the website: [https://www.up.lublin.pl/files/ksztalcenie/2016/analitka\\_weterynaryjna.pdf](https://www.up.lublin.pl/files/ksztalcenie/2016/analitka_weterynaryjna.pdf)

The studies programme was developed in accordance with the guidelines contained in Annex 1 to Resolution No. 42/2018-2019 of Senate of the University of Life Sciences in Lublin of February 22, 2019, on introducing changes to the first and second cycle programmes as well as long-cycle Master's Degrees programme in the University of Life Sciences in Lublin starting from the academic year 2019/2020, which include: a total of 2,200 hours in the study plan, which corresponds to 180 ECTS points, in 30% (54 ECTS) are modules chosen by students from the list of elective subjects. Subjects in the field of humanities and social sciences cover a total of 105 hours (6 credits ECTS). The number of ECTS points assigned to the leading scientific discipline is 163 for the whole study programme. The total number of ECTS points assigned in the study plan to foreign language classes is 8 (120 hours), information technology 2 (30 hours). The list of modules implemented in the field of the study is available on the Faculty's website: <https://up.lublin.pl/dziekanat-wet/>.

#### **4.7. Third -cycle programme**

People who have the professional title of a veterinary surgeon, medical doctor, or Master's degree in the field of biological or pharmaceutical sciences can apply for doctoral studies run by the Faculty of Veterinary Medicine. From the 2019/20 academic year, doctoral studies are carried out through the Doctoral School, the admission limit is set by the Rector. Recruitment rules and regulations are set out in a Resolution of the University of Life Sciences Senate No. 56/2019-2020 of 03.04.2020 regarding the conditions and procedure of recruitment to the Doctoral School of University of Life Sciences in Lublin in the 2020/2021 academic year. Conducting doctoral studies is consistent with the requirements set out in executive regulations to the Act on higher education and specific ones specified by the University. A PhD student gains in-depth knowledge of the latest global achievements in the field of veterinary medicine, prevention of the most dangerous animal diseases, and methods of protection of people against zoonoses. The Faculty creates opportunities for independent research not only in its laboratories but also in other scientific centres. Experiences acquired by PhD students during research allow them to participate in various types of research projects, work in scientific institutions and offices of the European Union. Knowledge of modern foreign language, knowledge of the vocabulary of the discipline practised enables PhD students continuous education and acquiring knowledge in future professional work. Graduates gain competence for the independent management of human teams, setting new research goals for themselves and others in the context of professional and ethical responsibility. The unit uses the ECTS system, in which the number of points corresponds to the doctoral student's workload, and the workload is adequate to achieved learning outcomes.

The learning outcomes were approved by the Resolution of the Senate of the University of Life Sciences in Lublin No. 106 / 2011-2012 on 14.09.2012, while the framework education programme was approved by the Resolution of the Senate of the University of Life Sciences No. 107/2011/2012 of September 14,2012.



### **Learning outcomes of doctoral students:**

The unit has a reliable, transparent, and widely available system for PhD students enabling assessment of the degree of achievement of the objectives and learning outcomes.

- in the field of knowledge: has advanced and modern knowledge of a specific nature for the field of veterinary sciences, has detailed, specialist, theoretically founded knowledge from the area in which the doctoral dissertation is being carried out. The sources of this knowledge are in particular scientific publications covering the latest scientific achievements related to the field of veterinary science. In addition, he has knowledge of the methodology of conducting scientific research, including modelling and analysis of results, and knowledge in the field of publication preparation and presentation methods of test results. He also has knowledge regarding the acquisition of research projects and the transfer of technology and intellectual property protection. Has ordered knowledge of research methods in veterinary sciences;
- in terms of skills: can perceive and formulate tasks, problems related to the field of veterinary science leading to innovative solutions; can solve complex tasks and problems related to the represented field of veterinary sciences, using methods and techniques with a level of originality corresponding to the requirements set for publications in reputable bulleted magazines; can obtain scientific information from various sources and make a critical assessment of them; can document, create an elaboration and present the results of his research, also in English; is prepared to conduct didactic classes correctly methodologically using modern teaching methods; has in-depth skills to explore, diagnose and reasonably compile complex situations using them in practice;
- in terms of social competence: shows self-criticism in relation to the effects of research work and understands the need to constantly improve his own qualifications in the field of veterinary science; shows initiative in searching for new solutions and pioneering research areas with increased self-esteem; is aware of the importance and feels the need to behave professionally in the environment and engage in training specialists in the represented field of veterinary sciences, and is able to convey information and opinions in universally understandable way taking into account different points of view; recognizes the necessity of taking professional challenges, showing activity and creativity in the implementation of activities.

## **4.8. Postgraduate programme**

Regulations of postgraduate studies are set out by the Resolution of the Senate of the University of Life Sciences in Lublin No. 48 / 2017-2018 of

27.04.2018 on the adoption of the Regulations of Postgraduate Studies at the University of Life Sciences in Lublin.

Education at specialization postgraduate studies in the field of "Dog and Cat Diseases" at The Faculty of Veterinary Medicine of University of Life Sciences in Lublin is conducted based on a programme developed and authorized by the National Commission for the Training of Veterinary Doctors. It includes the acquisition by veterinary practitioners of both practical and theoretical specialist knowledge and skills, thanks to which they can improve their qualifications both in clinical work and in the management of veterinary entities.

The goal of the programme is to present the listeners with the latest specialist knowledge, thanks to which they will be able to develop their business through the extension of the number of services offered (new diagnostic tests, performing new treatments, conducting specialized laboratory tests, etc.). The unit has a credible, transparent, and widely available system to assess the students' achievement of goals and learning outcomes. The effect of education is mastery of specialist knowledge by graduates and skills in the diagnosis and treatment of dog and cat diseases and the acquisition of skills of independent planning of



patient management requiring specialist treatment. Classes are conducted in the form of multimedia lectures and practical classes. Besides, the Postgraduate Specialisation Unit enables listeners to participate in both national and international workshops, symposia, and conferences, where they have contact not only with domestic but also foreign experts from various fields of veterinary medicine. The students' practical skills are deepened during practical workshops and clinical internships conducted by the Unit itself, but also by specialized veterinary clinics designated for this purpose by the National Commission for Veterinary Training. The active form of conducting classes is based on ongoing consultation with specialists on encountered problems during clinical and laboratory work. Individual consultations in this matter guarantee in-depth knowledge concerning problems associated with dog and cat diseases.

After completing the course, students of Specialization Postgraduate Studies "in Dog and Cat Disease" are allowed to take the exam for the title of "specialist in dog and cat diseases" by the National Commission for the Training of Veterinary Doctors. A positive result of this exam entitles you to become a specialist in dog and cat diseases and is confirmed by the appropriate certificate.

The method of conducting classes by the Postgraduate Specialisation Unit is subject to constant control by the Committee for the Training of Veterinary Doctors and representatives of private specialist veterinary practices who are both recipients and verifiers of learning outcomes. People who are specialists in given areas of dog and cat diseases from leading national centres, and sometimes also foreign, as well as people from outside the university with extensive experience in the given topic are involved in the teaching process. Assessment of learning outcomes obtained during the implementation of postgraduate studies is based on the ECTS system, whose scoring and principles were presented to the students of the Postgraduate Specialisation Unit. Verification of acquired knowledge and skills is based on the results of the exam by the National Commission for the Training of Veterinary Doctors. Postgraduate studies in dog and cat diseases obtained European Accreditation in the VETCEE system.

Education at specialization postgraduate studies in the field of „Veterinary Radiology" at The Faculty of Veterinary Medicine of University of Life Sciences in Lublin is conducted based on a programme developed and authorized by the National Commission for the Training of Veterinary Doctors. It includes the acquisition by veterinary practitioners of both practical and theoretical specialist knowledge and skills, thanks to which they can improve their qualifications not only in clinical work but also in the management of treatment facilities. The programme aims to present the listeners with the largest amount of the latest, specialist knowledge, thanks to which they will be able to develop their business by extending the services offered (conducting specialized diagnostic examinations, e.g. tomography, echocardiography).

The effect of education is mastery of specialist knowledge and skills by graduates in the field of image recognition of animal pathologies and the acquisition of skills of independent planning and conducting radiological tests of specialist patient proceedings. Classes are conducted in the form of multimedia lectures and practical classes.

The Postgraduate Specialisation Unit also enables students to participate in both domestic and international workshops, symposia, and conferences, where they are in contact not only with domestic, but also foreign experts in individual fields of veterinary radiology. Practical abilities of students are deepened during practical workshops and clinical internships conducted by the Unit itself and by specialized veterinary clinics designated by the National Commission for the Training of Veterinary Doctors. The active form of conducting classes is current consultation with specialists on problems the students encounter during their work. Individual consultations in this matter guarantee in-depth knowledge of problems related to animal imaging diagnostics.

After completing the course, students of Specialization Postgraduate Studies "Veterinary Radiology" are allowed to take the exam for the title of "veterinary radiology specialist" by the National Commission for the Training of Veterinary Doctors. A positive result of this exam entitles you to use the title of specialist in veterinary radiology diseases and is confirmed by the appropriate certificate.

The method of conducting classes by the Postgraduate Specialisation Unit is subject to constant control by



the Commission for the Training of Veterinary Doctors and representatives of private specialist veterinary practices who are both recipients and verifiers of learning outcomes. People who are specialists in given fields of veterinary radiology from leading domestic and sometimes foreign centres, as well as people from outside the university with extensive experience in a given topic are involved in the teaching process. Assessment of learning outcomes obtained during the implementation of postgraduate studies is based on the ECTS system, whose scoring and principles were presented to the students of the Study. Verification of acquired knowledge and skills is carried out based on the results of the examination submitted by the National Commission for the Training of Veterinary Doctors.



## 5. ORGANISATION OF THE TEACHING PROCESS

The organisation of the teaching process in higher education, doctoral and post-graduate studies is based on the rules specified in the Study Regulations of the University of Life Sciences in Lublin ([http://bip.up.lublin.pl/senat/2019/122/regulamin\\_studiow.pdf](http://bip.up.lublin.pl/senat/2019/122/regulamin_studiow.pdf)), the Study Regulations of "The Production of food enriched with health-supportive nutrients" the doctoral school run by the University of Life Sciences in Lublin ([http://bip.up.lublin.pl/files/biurorektora/Uchwaly%202019-2020/065/regulamin\\_szkoly\\_doktorskiej\\_2020.pdf](http://bip.up.lublin.pl/files/biurorektora/Uchwaly%202019-2020/065/regulamin_szkoly_doktorskiej_2020.pdf)) and the Study Regulations of post-graduate studies <https://www.up.lublin.pl/4503>, respectively.

### 5.1 Recruitment

Recruitment rules for full-time and full fee students with long-cycle -Master's degree and Bachelor's degree programmes for a given academic year shall be approved by the Senate of the University of Life Sciences in Lublin and announced on the University website <https://up.lublin.pl/rekrutacja-info/>.

Recruitment rules for the doctoral school for a given academic year are adopted by the Senate of the University of Life Sciences in Lublin by way of a resolution. They are announced on the University website <https://www.up.lublin.pl/6237/>.

The rules of recruitment for post-graduate studies for a given academic year are approved at the Senate Meeting of the University of Life Sciences in Lublin and announced on the University website <https://www.up.lublin.pl/rekrutacja-podyplomowe/>.

### 5.2 Classes

The Faculty of Veterinary Medicine offers the following types of classes for Veterinary Medicine students, with a long- cycle Master's Degree programme:

- lectures,
- auditory classes, laboratory and field classes,
- clinical rotations,
- practical training,

for Veterinary Analytics students with first-cycle (a Bachelor's degree) programme:

- lectures
- auditory and laboratory classes
- practical training

The Faculty offers classes in Polish and English for full-time and full fee Veterinary Medicine students and classes in Polish for full-time Veterinary Analytics students.

At the Faculty of Veterinary Medicine doctoral studies are provided in Polish. The following classes are conducted during doctoral studies: lectures, classes, seminars in Polish and English.

### 5.3 Student Practical Training

In the course of studies, Veterinary Medicine students are obliged to undergo 560- hour practical training to become acquainted with practical aspects of treatment in veterinary medicine and improve skills acquired at the university in animal production farms, animal health care facilities, plants of processing products of animal origin, animal feed production plants and slaughterhouses:

- breeding training – 80 hours after the 4th semester – 3 ECTS points;
- training in veterinary inspection – 80 hours after the 8th semester – 2 ECTS points;





- clinical training – 160 hours after the 8th semester – 4 ECTS points;
- training in veterinary inspection – 80 hours after the 10th semester – 2 ECTS points;
- clinical training – 160 hours after the 10th semester – 4 ECTS points;

Veterinary Analytics students must undergo 160-hour vocational training after the 4th semester – 5 ECTS points.

Practical training takes place during summer holidays when no classes are scheduled and are completed with a credit by university teachers.

## 5.4 Diploma Process

The rules of graduating from the Faculty of Veterinary Medicine are listed in the Study Regulations of the University of Life Sciences in Lublin, introduced by the resolution of the Senate No.122/2018-2019 and effective from October 1, 2019 [https://bip.up.lublin.pl/senat/2019/122/uchwala\\_regulamin\\_studiow.pdf](https://bip.up.lublin.pl/senat/2019/122/uchwala_regulamin_studiow.pdf)

The completion of Veterinary Medicine studies takes place on the day of passing the last exam after the last semester. Students are obliged to pass these exams by 31 March in a given academic year. The deadline can be postponed by the Dean up to 30 September in a given year. After this date, the condition for graduation is to repeat the last semester.

Obtaining a diploma at the Faculty of Veterinary Medicine at the University of Life Sciences in Lublin is regulated by the Study Regulations of the University of Life Sciences in Lublin.

[https://bip.up.lublin.pl/senat/2019/122/uchwala\\_regulamin\\_studiow.pdf](https://bip.up.lublin.pl/senat/2019/122/uchwala_regulamin_studiow.pdf)

## 5.5 Scientific Associations

Veterinary Medicine Scientific Association was founded in 1944 at the Faculty of Veterinary Medicine and has been operating since then with varying degrees of intensity. In the course of the Association history, there are periods of increased activity that fall in the years 1933-1950 and 1956-1984. Following a pause, it was reactivated in 1993. The General Meeting of students held on November 18, 1993, decided to apply to the Rector for registration of the Association, then passed the statute and adopted the programme. On December 17, 1993, Veterinary Medicine Scientific Association was entered into the register of Agricultural University Scientific Associations under entry 9/93. On November 25, 1993 the Veterinary Medicine Faculty Council appointed one of academic staff as the tutor of the Association, who has been to the office since then. The structure of the Scientific Association is based on the creation of sections at the faculty scientific and teaching units and the appointment of tutors of these sections. The choice of an appointed section depends on the students who address the request for setting up a section to the Association's tutor and the Vice-Rector for Student Affairs and Education. The section's tutor performs a managerial and teaching function in pursuing research objectives by students. The mission of the Association's tutor is to assist students in finding a suitable research supervisor, act as an intermediary between the Dean and the Vice-Rector in obtaining funds for their research, provide information on Veterinary Medicine Scientific Association conferences held at home and abroad and prepare annual reports on the performance of various sections. The following sections have been the most active in recent years: biochemical, buiatric, dermatological, small mammalian, hypiatric, internal, pathophysiological, parasitological, exotic animal diseases, and ichthyopathological.

The programme comprises

1. scientific study conducted by section members at individual scientific and teaching units of the Faculty of Veterinary Medicine, University of Life Sciences in Lublin;
2. doing research, developing the results, editing and working on scientific papers; presenting research/scientific papers at student meetings, scientific sessions and national and international conventions of student scientific associations;
3. organising scientific sessions and national and international conventions;
4. cooperation with scientific institutions and student scientific organizations in Poland and abroad;



5. organising science camps as part of student scientific performance;
6. promoting veterinary medicine issues within student community.

The mission of the Association is to give students an opportunity to possess profound veterinary knowledge and skills to serve the development of science and enrich the teaching process by doing research to collect and prepare research materials and teaching aids.

The Association pursues its goals through:

- organizing scientific meetings and seminars,
- organizing science camps,
- participating in scientific and research work carried out by scientific and teaching units,
- participating in national and international scientific conferences,
- publishing papers in scientific and popular science journals.

Besides, veterinary students have the opportunity to participate in the work of the Scientific Association of Game and Wild Animal Diseases supervised

by Zbigniew Bełkot, PhD, the Scientific Association of Veterinary Toxicology supervised by Agnieszka Chałabis-Mazurek, PhD and other associations at different faculties

## **5.6 Administrative service of the teaching process**

The teaching process is handled by the Dean's Office of the Faculty of Veterinary Medicine, located at 30 Głęboka Street. Detailed information on the Dean's office hours is available at <https://www.up.lublin.pl/dziekanat-wet/>.

The Dean's office hours are convenient for students, the staff is friendly and helpful and takes an individual approach to a student. The quality of service at the Dean's Office is assessed by students in an annual survey.



## 6. INSTRUCTIONS AND PROCEDURES

### Verification of learning outcomes at the Faculty of Veterinary Medicine No. 1

#### 1. Instruction Objective

The objective of the instructions is to unify the methods of verifying learning outcomes achieved by students in terms of knowledge, skills, and social competences within the module.

#### 2. Responsibility:

- The Dean
- Faculty Commission for the Quality of Education
- heads of the Units
- a university teacher

#### 3. Methods of verifying learning outcomes at the module level:

1. The methods of verifying expected learning outcomes in particular modules are specified in module descriptions. The following framework system for student assessment is recommended:

a) **Courses completed with a course credit/ an exam**– a credit/an exam can take a written or oral form. A university teacher is obliged to inform students about the form of the exam and the method of obtaining a credit during the first classes in the module; in case of the oral form of exam, the examiner is obliged to keep a record of the process which includes student's name and surname, numbers of all the questions asked from the list or the question contents and the score for each question.

b) **to obtain a positive grade, a student must** achieve all the learning outcomes( knowledge and skills)included in the module-at least to a satisfactory degree and social competences.

c) **oral exams**

#### **Recommendations:**

- creating the database of at least 100 course-related questions by the examiner;
- creating a catalogue of assessment criteria for each question
- a student at the oral examination draws a set of questions, which is recorded together with the student's name and surname in the examiner's internal protocol (those protocols should be kept until student's graduation);
- the final exam grade is the total grade for all questions;
- for clinical courses whose credit/examination requires practical course knowledge, it is recommended to introduce examination cards.

#### 4. Criteria used for assessing course credits /exams and tests of achievement.

a) These criteria are defined by the teacher (responsible for the module) and presented to students during the first classes. The following values are recommended for final assessment:



#### Grade

The percentage of the total score obtained to assess the degree of required knowledge/skills

Grade	The percentage of the total score obtained to assess the degree of required knowledge/skills
Unsatisfactory (2.0)	<60%
Satisfactory (3.0)	61-68%
Satisfactory plus (3+)	69-76%
Good (4.0)	77-84%
Good plus (4+)	85-92%
Very good (5.0)	93-100%

or

The assessment criteria are established by the person responsible for the module, placed in the module description and presented to students during the first classes within the course regulations;

b) if 30% of the students (in all exam/course credit sessions) do not obtain expected results in the modules (30% of the grades are unsatisfactory), the person in charge of the module:

- informs the head of the unit,
- analyses the causes with the head of the unit,
- implements a recovery programme with the support of the unit,
- the head of the unit draws up a note and forwards it to the Faculty Commission for the Quality of Education.

#### **5. Other means/sources of learning outcomes verification:**

- class survey,
- class inspection,
- training/workplace survey/ (survey form template),
- information obtained e.g. from internal and external stakeholders, consultations with representatives of the socio-economic environment,
- annual assessment of learning outcomes included in the Faculty Commission for the Quality of Education.

#### **1. Archiving students' papers and other materials documenting the achievement of the assumed learning outcomes**

Documentation (credit and examination papers, tests of achievement, projects, and other materials) confirming student's achievement of learning outcomes assumed in the curriculum is archived for a period of 5 years.



## 7. Responsibility

University teacher	Tasks	Completion date
	1. providing detailed information on the conditions and requirements for checking assumed learning outcomes	during the first course class
	2. current analysis of achieved learning outcomes (during and after the course)	the whole semester + examination session
	3. conducting exams, filling in examination protocols	examination session
	4. keeping records of the module, keeping a list of questions, subjects, students' papers, and others, in paper or electronic form documenting the achievement of specific learning outcomes including social competences	as soon as they are received
	5. getting acquainted with the results of student's satisfaction surveys, analysis of examination and credit results, preparation of correction proposals	The subsequent academic year following the previous one
<b>Head of the unit</b>	6. obtains information on achieved learning outcomes in the unit and draws up a note in critical situations	the end of the semester
<b>Faculty Commission for the Quality of Education.</b>	7. analysis of achieved learning outcomes 8. annual report on the quality of education with a recommendation to the Curriculum Committee and teachers responsible for the module	the end of the semester by October 31 every year
<b>Dean</b>	9. supervision over the Faculty staff who directly participates in the activities covered by the rules	the whole academic year



	10. getting acquainted with the Faculty Commission for the Quality of Education. annual report and the opinion of the teaching staff responsible for the field of the study	by October 31 every year
	11. preparing information on each field of the study for the Faculty Board	by October 31 every year
<b>Faculty Board</b>	12. data analysis of the Faculty Commission for the Quality of Education. on the basis of course descriptions in terms of their compliance with requirements of National Frames of Qualifications, with particular emphasis on verification of assumed learning outcomes	by October 31 every year
	13. analysis of the annual report prepared by the Faculty Commission for the Quality of Education. Adoption of recommendations for improvement of learning outcomes and/or curriculum (Curriculum Committee, persons responsible for modules)	by November 30 every year

## 8. Publication of Information

The website of the Faculty of Veterinary Medicine –field-specific learning outcomes, study plans, module descriptions. Learning outcomes and module descriptions are available in paper form at the Faculty of Veterinary Medicine Dean's Office.



## **Instructions for Faculty's cooperation with the socio-economic environment in producing and improving learning outcomes No 2**

### **1. Instruction Objective**

The objective of the instructions is to define the principles of cooperation with the socio-economic environment in producing and improving learning outcomes of Veterinary Medicine and Veterinary Analytics fields of study at the Faculty of Veterinary Medicine.

### **2. Responsibility:**

- The Dean,
- The Faculty Commission for the Quality of Education,
- The Curriculum Committee,
- The Practical Training and Competency Development Office.

### **3. Ways of Cooperation with the Socio-Economic Environment**

1. Consultations with the socio-economic environment aim to collect information useful for ensuring the quality of education at the Faculty of Veterinary Medicine, in particular, information on:

- a) current labour market needs,
- b) learning outcomes at the Faculty,
- c) preparing graduates for pursuing a career,
- d) liaising with external stakeholders,
- e) principles of external stakeholders participation in the teaching process,
- f) principles of cooperation in organising and managing professional training,
- g) other information provided by the socio-economic environment which may be relevant to the quality of teaching at the Faculty.

2. the socio-economic environment is consulted at least once a year.

3. consultations with stakeholders may be held by the Dean, the Vice-Dean, the Dean's proxy for student training, the head of the unit, and the university teacher responsible for the module.

4. Types of Consultation:

- interviews with the socio-economic environment,
- seminar meetings, conferences,
- interviews conducted by practical training' tutors with the entities receiving students.

5. The person in charge of the consultation is obliged to prepare a report on the conducted consultation, which is supposed to be forwarded to the Chairperson of the Faculty Commission for the Quality of Education.

A report form template -Annex No. 1.

6 .The documentation of all types of consultation is kept for 5 years.

### **4. Analysis of the minutes of consultation with external entities**

1. The analysis is carried out once a year on the basis of minutes and reports drawn up during consultations by- Faculty Commission for the Quality of Education.

It comprises in particular:

- a) an analysis of the labour market, which could influence the modification of the curriculum;



b) external stakeholders' key observations, which could be relevant to the education quality assurance at the Faculty.

2. The Faculty Commission for the Quality of Education forwards recommendations to the Dean and the Curriculum Committee responsible for fields of study at the Faculty.

Appendices:

Report on consultation with representatives of the socio-economic environment





## Instructions for collecting and sharing information about the quality of education No 3

### Stakeholders:

- the Dean, the Vice-Dean and the Dean's office staff,
- the Centre for Didactics and Student Affairs
- the Faculty Commission for the Quality of Education,
- the Curriculum Committee,
- the heads of the Faculty units,
- the university teachers responsible for modules (together with those who conduct classes within the module),
- the Faculty Student Council,
- the students of the field of the study
- the candidates

### The Description of Studies

1. The Dean is responsible for producing the description of Studies at [www.up.lublin.pl](http://www.up.lublin.pl), and a designated member of the Faculty staff is responsible for updating it.
- 2 The basic documents concerning each field of the study conducted by the Faculty (curricula, short descriptions of modules, field-specific learning outcomes, study plans, timetable, general description of the field of the study, the description of the graduate's silhouette, and others) are stored in an electronic version in the description of studies, on the Faculty's website, and in a paper version at the Dean's Office.
- 3 The data concerning changes in curricula is reported to the Curriculum Committee and the Curriculum Council Chairperson who submits a proposal for changes to the Faculty Board, after consultation with the Dean. Having received the Faculty Board opinion on the proposed changes in the curriculum, the proposed changes are presented to the Vice-Rector for Student Affairs and Didactics and the Senate for approval. Updated documents are available on the University website.
- 4 The person responsible for the module is obliged to update the module description. Possible amendments to the module description should be introduced at least one week before the start of the classes they concern.
5. By May 31 every year, a designated member of the Faculty staff posts on the website up-to-date, complete curricula for all fields of study conducted at the Faculty.
6. All stakeholders have access to the data in the Description of Studies.

### Detailed Module Description

1. The person responsible for the module is responsible for creating a detailed module description and updating it.
2. The detailed description of the module should include the purpose of the module, the admission requirements, education contents,  
  
lecture/class curriculum with the number of teaching hours, learning outcomes, basic and supplementary literature, the criteria for passing the module, reference to field-specific learning outcomes.



3. The detailed description of the module should be available at the Dean's Office and the unit implementing the module in a paper version, while the summary description of the module should be available on the Faculty's website and the noticeboard of the unit implementing the module, one week before the beginning of classes in the given module, at the latest.

4. The detailed description of the module can be accessed by students of the field of the study, persons implementing the module and responsible for it, unit heads, the Dean and the Vice-Dean, and the Dean's Office staff.

### **Teacher's Charter**

1. Data concerning the results of a didactic class evaluation survey is entered into the Teacher's Charter by the Dean. The data is updated twice a year.

2. The results of the class inspection are entered into the Teacher's Charter by the Head of the organizational unit.

3. Other information (new scientific, didactic, and organizational achievements) is entered by the university teacher, who is obliged to update the data by September 30 every year.

4. The following persons have access to the Teacher's Charter: the interested party, the Faculty Dean, the Faculty Commission for the Quality of Education, the Chairman of the Curriculum Committee, and the head of the unit.

### **Information Flow Control**

1. the Dean is responsible for controlling and verifying the flow of information concerning the quality of education between individual stakeholders.

2. Stakeholders provide information about irregularities in information flow to the Dean.

3. In the case of irregularities in the information flow, Faculty Commission for the Quality of Education, in agreement with the Dean, introduces a corrective system.

### **Corrective Systems**

1. the Dean notifies the person guilty of omissions and the head of the unit of the need for changes, corrections, additions, modifications at certain stages of the information flow and sets a deadline for the removal of the omissions.

2. if the recommendations are not followed within the deadline, the Dean shall draw the consequences for the person guilty of the negligence.

### **Information Clause**

The administrator of Personal Data is the University of Life Sciences in Lublin with its seat at 13 Akademicka Street, 20-950 Lublin, represented by His Magnificence Rector of the University of Life Sciences in Lublin.

The administrator has appointed a Data Protection Inspector who can be contacted at 13 Akademicka Street 20-950 Lublin, e-mail: [anna.buchlinska@up.lublin.pl](mailto:anna.buchlinska@up.lublin.pl), telephone: 081-445-60-12

Personal data is processed in accordance with Regulation (EU) 2016/679 of the European Parliament and the European Union



Council of 27 April 2016 on the Protection of Natural Persons with Regard to the Processing of Personal Data and the free movement of such data and repealing Directive 95/46/EC (General Data Protection Regulation) and the Act on Higher Education and Science of 20.07.2018 (Journal of Laws 2018 item 1668). Personal data shall be processed to collect and publish information on the quality of education.

Personal data will not be transferred to third countries or an international organization.

To the extent provided for by law, you have the right to request access to your personal data, to rectify, delete or restrict the processing, as well as the right to object to the processing and the right to transfer the data.

Your data will be stored for the period required by law.

You have the right to lodge a complaint with the supervisory authority (President of the Office for Personal Data Protection).

Appendices:

1 Teacher's Charter



## Instructions for Conducting Inspection No 4

### 1. Instruction Objective:

Class Inspection applies to all university teachers and PhD students who conduct classes. There are scheduled and non-scheduled inspections.

**Inspection-** visiting didactic classes by persons authorized by the Dean/ Head of the department to get acquainted with teaching methods used by the inspected teacher/doctoral student.

**Scheduled Inspection**– announced and scheduled visiting of didactic classes conducted by selected persons. In the teaching process, a scheduled inspection has an advisory and control function.

**Non-scheduled inspection** is not included in the plan, it is an unannounced control of didactic classes. It results from a temporary situation and is an attempt to solve a problem resulting from the way the didactic classes are conducted. In the teaching process, it has a recognizing and prophylactic function.

An inspection may focus on:

1. counselling and improving: observation of the class/lecturer to diagnose the strengths and weaknesses of the didactic process and support the inspected person in improving his/her didactic skills,
2. assessing: observation of classes combined with assessment of teacher's work,
3. giving an opinion: observation of students' knowledge, skills, and social competences as a result of the introduction of new/ innovative teaching methods by the inspected person.

### 2. Responsibility:

2.1 The Dean is responsible for organizing the inspection in an unscheduled mode.

2.2 The head of the department is responsible for:

- a) preparation of the inspection framework plan in the unit,
- b) supervising the schedule of inspection in the unit,
- c) doing a report by October 30 every year, for the previous academic year,
- d) entering the result of the inspection into the Teacher's Charter and the employee's periodic evaluation paper

2.3 The inspector is responsible for:

- a) conducting the inspection and discussing the results with the inspected teacher/doctoral student.
- b) taking the inspection minutes, passing them on to the head of the department. The records are kept in organisational units for 5 years.

2.4 The teacher/doctoral student conducting classes (inspected) is responsible for taking into account the conclusions from the inspection in planning and conducting classes.

### 3. The description of proceedings

3.1 At the beginning of the academic year (by October 31), the head of the department prepares a framework inspection plan for the unit, which is available to the staff member. The head of the Studies of Foreign Languages Teaching Centre and the head of Sports and Recreational Centre pass on the inspection plan to the Dean of the Faculty (it refers to the field of the study in which the inspection is conducted). The framework plan comprises the name and surname of the inspected teacher/PhD student, the name of the subject and type of didactic classes, the name of the field of the study, which the inspection concerns.



3.2. Two weeks before the planned inspection, the head reminds the university teacher/doctoral student of the planned inspection.

3.3 A university teacher with up to 5- year work experience should be inspected once per academic year; a doctoral student twice per academic year, other teachers once every 4 years.

3.4. Non-scheduled inspections are conducted by the Dean or persons designated by him/her-a chairperson and a member of the Faculty Commission for the Quality of Education.

3.5. The inspector prepares an inspection paper for evaluating a university teacher's performance according to the template, Appendix 2. Then the inspection paper is submitted to the Head of the department, who enters the information in the register of inspections in the unit and the Teacher's Charter.

3.6 The inspector is obliged to present the report to the inspected university teacher/doctoral student within a week and familiarize him/her with the conclusions.

3.7 The head of the department prepares a report by October 31 and submits it to the Dean.

3.8 Within the inspection the following areas are evaluated:

1. the structure of conducted classes,
2. the way the classes are conducted,
3. the relevance of the selection of teaching methods to the class contents and the use of scientific aids,
4. the compatibility of conducted classes with the curriculum
5. communicative skills and the ability to interact with students/PhD students/participants,
6. the ability to activate, motivate and inspire students / PhD students /participants to continue explorations on their own,
7. the degree to which the knowledge, skills, and social competence acquired in the classroom are sufficient to achieve the learning objectives.

3.9. The head of the department may order a re-inspection the current or next academic year if irregularities are found during the inspection, in order to check whether post-inspection recommendations have been implemented and/or if the inspected teacher/PhD student does not agree with the opinion of the inspection.

3.10. The results of the inspection may be taken into account by the immediate superior in periodic evaluation of the university teachers' performance.

3.11. The analysis of the results of inspections conducted at the Faculty should constitute an element of annual reports on the evaluation of the quality of education.

Appendices:

1. The inspection paper on the university teacher evaluation



## **Instructions – Quality Assurance for Teaching Staff No. 5**

### **1. Instruction Objective**

The instructions cover the rules of verifying the qualifications of teaching staff, the coherence of teachers' scientific achievements for the conducted didactic classes.

### **2. Responsibility**

- The Dean,
- the Faculty Commission for the Quality of Education,
- the Curriculum Committee,
- the head of the department,
- a university teacher.

### **3. Description of proceedings**

- The Faculty Commission for the Quality of Education and the Curriculum Committee responsible for the field of the study, carry out a review of teachers' achievements every year, by mid-October (the achievements listed in the Teacher's Charter available at the Dean's Office).
  - A university teacher shall supplement the information about his/her academic achievements and professional experience by indicating the link between the achievements and/or professional experience and the classes conducted by the end of September every year.
  - The Faculty Commission for the Quality of Education and the Curriculum Committee responsible for the field of the study, analyse whether the teachers conducting classes related to a specific scientific discipline have scientific achievements in that discipline or other qualifications corresponding to the classes conducted.
  - The Faculty Commission for the Quality of Education shall consult the heads of departments in the event of difficulties in assessing teachers' achievements.
  - The Faculty Commission for the Quality of Education shall verify whether persons with professional experience are involved in the teaching process related to practical professional preparation.
- The Faculty authorities support the improvement of qualifications of university teachers to the extent possible.

### **4. In accordance with the adopted strategy of the Faculty in terms of ensuring the quality of teaching staff, the following activities are carried out:**

- The Faculty Board gives its opinion on applications for individual awards for the best research and teaching, and research staff-those who receive weaker assessments of their achievements define, in consultation with their immediate superior and the Dean, a plan of corrective actions,
- the rules of employing research and teaching staff at the Faculty are determined by the competition procedure,
- all actions taken shall be recorded in the report of Faculty Commission for the Quality of Education.

### **5. Publication of Information**

The website of the Faculty of Veterinary Medicine. It is available in paper form at the Dean's Office of the Faculty of Veterinary Medicine.



## Instructions for Survey Implementation No 6

### 1. Instruction Objective

The objective of the instructions is to unify the way of obtaining students'/PhD students'/ post-graduate students' opinions on the quality of education, teaching, and the evaluation of departments supporting the educational process.

### 2. Responsibility:

- the Dean,
- the Faculty Commission for the Quality of Education,
- the head of the unit
- the head of Foreign Languages Teaching Centre,
- the head of Sports And Recreational Centre,
- the head of Didactics and Student Affairs Centre,
- the head of Practical Education and Competency Development Office,
- Dean's offices.

### 3. Description of Proceedings at Student' Level:

3.1 Overall responsibility for the organization of university teacher assessment survey lies with the Centre for Didactics and Student Affairs. A student makes the assessment of a university teacher by filling in the questionnaire available at the Virtual Dean's Office in due time. Each teacher should be surveyed at least once a year, lectures and classes are evaluated. The survey takes place in the last two weeks of classes in a given semester before the first date of verification of learning results.

3.2 The head of the department appoints a person responsible for the introduction and assignment of student groups to each university teacher in the BAZUS system, within a specific date indicated by the Centre for Didactics and Student Affairs.

3.3 Questionnaire papers contain evaluation questions for the teacher conducting classes in a given module.

3.4 The Centre for Didactics and Student Affairs prepares reports with survey results for each unit and staff member. In the Virtual Dean's Office survey results can be accessed by the Dean, the head of the department, and the employee who has access to the Virtual Dean's Office. The head of the department will review the survey results of the employee who has no access to the Virtual Dean's Office. The summary report for each evaluated employee includes the grade for each point, the average grade for the course, and the number of people who evaluated the employee.

3.5 The Dean forwards the results of the questionnaires to the Faculty Commission for the Quality of Education. If necessary, the head of the unit shall undertake a corrective procedure and then inform the Dean of the steps taken, the Dean shall forward the information to the Faculty Commission for the Quality of Education. The head of the department is required to take into account the conclusions of the teacher's assessment questionnaire when classes are staffed.

3.6 Individual results of the questionnaires are collected in the Teacher's Charter placed in the Virtual Dean's Office.

3.7 The Faculty Commission for the Quality of Education draws up a general report on the basis of the results of the questionnaires and publishes it on the Faculty website. The report should include information on the way and date of conducting surveys, the number of students participating in the survey, the number of assessed employees with regard to fields of study, statistics of the obtained results and conclusions.



3.8 The survey report is a component of the whole report, which is prepared by The Faculty Commission for the Quality of Education through the functioning system of the Internal Education Quality Management System at the Faculty. It is presented to the Dean once a year by October 31 for the previous academic year. The report, after receiving an opinion from the Faculty Board, shall be forwarded to the Chairperson of the University Commission for Didactics and Education Quality Management and the Chairperson of the Faculty Quality Control Group.

#### **4. The description of proceedings at diploma student's level, doctoral student's level, summarizing their third- cycle doctoral studies and post-graduate student's level**

##### 4.1 Diploma student's survey

- the Dean's Office is responsible for organizing the diploma students' survey.

4.2 A PhD student's questionnaire sheet contains questions evaluating third -cycle doctoral studies –filled in by a PhD student upon completion of their doctoral studies.

4.2 A post-graduate student's questionnaire sheet contains questions evaluating post-graduate studies-filled in by a post-graduate student.

4.2 The questionnaire is carried out in a paper version. The sheets are handed out to diploma students after they have completed the last semester of their studies at the time of submitting relevant documents and a university leaving card. Completed survey sheets are confidential.

4.3 Completed sheets are submitted to the ballot box at the Dean's Office.

4.4 An employee of the Dean's Office appointed by the Dean entrusts the Faculty Commission for the Quality of Education with survey sheets in a sealed envelope for analysis and report preparation.

4.5 Post-graduate students anonymously fill in questionnaires in a paper version, which are forwarded to the head of post-graduate studies in order to be analysed together with the Faculty Commission for the Quality of Education.

The developed conclusions are the basis for improving the curriculum.

#### **5 Graduate's Survey**

5.1. Monitoring graduates' professional career is carried out on the basis of a survey conducted three and five years after graduation.

5.2 Graduates' address database is created by the –the Practical Education and Competency Development Office.

5.3 The questionnaire is filled in online by the graduates who have left their addresses. The structure of the survey enables the segregation of responses depending on the completed field of the study.

5.4. The Practical Education and Competency Development Office prepares a report with the division into fields of study and submits it to the Faculty Commission for the Quality of Education.

#### **6. Assessment Survey of Staff Supporting Educational Process**

6.1 A diploma student's questionnaire sheet contains questions in which a diploma student assesses the staff employed in the units supporting the educational process.





## **Instruction For Periodic Verification of Instructions No 7**

### **1. Instruction Objective**

The instructions include rules for periodic verification of rules and instructions already existing at the Faculty of Veterinary Medicine.

### **2. Responsibility**

- the Dean,
- the Faculty Commission for the Quality of Education,
- the Curriculum Committee,
- the head of the department,
- a university teacher,
- a student.

**3. The rules and procedures for improving the quality of the teaching process are available on the Faculty of Veterinary Medicine website.**

**4. Proposals for amendments in the principles of education quality assurance and procedures of improving the quality of the teaching process:**

- a. Each student, employee and other persons from the socio-economic environment may submit proposals;
- b. the proposal for amendment should include:
  - the description of the proposed amendment,
  - the reasons for the proposed amendment,
  - the expected benefits from the amendment,
- c. the proposals for amendments are submitted in writing to the Curriculum Committee/ Faculty Commission for the Quality of Education through the Dean.

**5. Faculty Commission for the Quality of Education/ Curriculum Committee:**

- collects proposals for amendments in the educational programmes, submitted by employees, students and other persons,
- analyses current laws and the University Regulations,
- analyses post-control protocols,
- analyses the summaries and collected reports on the education quality at the Faculty,
- cooperates with the University Commission for Didactics and Education Quality Management and other bodies of the University of Life Sciences in Lublin,
- reviews annually (in the first month of the calendar year) the rules and procedures for improving the quality of the teaching process, immediately develops proposals for amendments and submits them to the Dean and the Faculty Board for approval.

### **6 Final Provisions.**

All information is included in the annual report by the Faculty Commission for the Quality of Education



## Scheduled Practical Training Instructions No. 8

### 1. Instruction Objective

The instructions cover the rules of student practical training (the place, the way of doing it, and obtaining a credit).

### 2. Responsibility

- the Dean,
- the Proxy for students' practical training regarding clinical training and in veterinary inspection for Veterinary Medicine students and vocational training for Veterinary Analytics students, hereinafter referred to as the proxy
- the Practical Education and Competency Development Office in terms of breeding training

### 3. Description of Procedures:

3.1 Practical training which is declared mandatory in a given field of the study is assigned ECTS credits, which are included in the total number of credits in the semester in which practical training takes place.

3.2 The requirement for completing practical training applies to full-time and full fee students with a long-cycle Master's degree programme and Bachelor's programme. The duration and dates of practical training have been specified in the study plan for Veterinary Medicine and Veterinary Analytics.

3.3 In justified cases, the Dean may agree to change the practical training schedule.

3.4 The rules for practical training are specified in the Extramural Practical Training Regulations.

3.5 The workplace where students will do practical training should correspond to their field of the study and speciality. Workplaces are proposed by the Practical Education and Competency Development Office, a proxy or are searched by students on their own. After finding a suitable workplace and obtaining permission to do the practical training there, students apply to the Practical Education and Competency Development Office or to the proxy for "the Agreement". One copy of the agreement completed and accepted by the workplace (company stamp and the signature of an authorized person) remains in the workplace. The second copy, or its colour scan, or a copy certified with the company stamp and a signature of an authorized person, is delivered by students in person or by post or e-mail to the Practical Education and Competency Development Office or the proxy, where they receive the 'Register of practice', hereinafter referred to as the 'Register of practical training'.

3.6 Due to the need for accident insurance for students for the period of practical training, the accepted "Agreement" should be delivered within the specified time limit for each field of the study.

3.7 During the period of in-service practical training, students should complete the logbook on an ongoing basis and confirm the correctness of entries by the designated in-service training tutor or another responsible person. In, 'Register of practical training', students shall describe in detail all activities performed during the practical training and include other important information related to the scope of the practical training, including the descriptions of selected clinical cases.

3.8 Information about the dates of obtaining a credit for extramural practical training is placed on the noticeboards at the Dean's Office and Practical Education and Competency Development Office. Students are supposed to obtain a credit mainly in the last decade of September or on dates specified by the persons responsible for obtaining a credit after consultation with the Dean and the students' representative. Students come with a 'Register of practical training' which has been completed and confirmed at the workplace.



## Instructions for Material and Didactic Base Assessment No. 9

### 1. Instruction Objective

The objective of the instructions is to unify the way the material and the didactic base is assessed at the Faculty of Veterinary Medicine.

### 2. Responsibility:

- the Dean,
- the Faculty Commission for the Quality of Education,
- the Curriculum Committee,
- the head of the department,
- a university teacher.

### 3. The Faculty authorities shall allocate appropriate resources to improve the quality of the material and didactic base of the Faculty of Veterinary Medicine as far as possible.

In accordance with the adopted strategy of the Faculty of Veterinary Medicine with regard to providing material and didactic base, the following activities are carried out:

- maintenance of the premises, allowing for efficient implementation of the didactic process and evaluation of scientific and didactic base through:

- analysis of the premises of the unit,
- determining the extent to which teaching techniques are applied and upgraded, and equipping laboratories and lecture theatres appropriate to the number of students.,
- Determining the number and quality of audio-visual equipment and other learning aids concerning the unit needs, including devices for reproducing teaching materials,
- Determining the degree of unit computerisation,
- analysis of the possibility of using the reading rooms of the Main Library of the University of Life Sciences in Lublin and cooperating libraries and the availability of book collections of other institutions-the assessment should take into account the growth of the unit's book collection, which should be examined within 3-5 years, supplemented at the request of the Curriculum Committee/heads of departments for Veterinary Medicine and Veterinary Analytics.

- introduction of appropriate facilitations enabling disabled students to freely use the scientific and didactic offer.

### 4. The Faculty provides all employees with access to properly equipped classrooms with multimedia equipment and specialist software supporting teaching classes and scientific research.

### 5. Ways of Assessing the Material and Didactic Base:

a. at an individual level:

- The head of the department ensures the correct assignment and use of apparatus/equipment/specialised equipment and library resources within the individual modules. Before the beginning of the academic year, he /she collects information from university staff/teachers and conducts a review of the existing base, draws up a report on the quality of the material and teaching resources.
- If the head of the department finds deficiencies in the material/didactic base relevant for running the entrusted modules, he/she takes remedial measures by submitting a request to the Dean/Rector to



supplement the base.

- The head of the department shall inform the relevant Curriculum Committee of the conditions of study and replenishment of the library resources.

b. at the Curriculum Committee's level:

- The Curriculum Committee, at the request of units' heads in consultation with the Dean, requests the library director to supplement the library's book collection.

c. at the Dean's level:

- Within the limits of his/her resources, the Dean supports individual units in equipping material/educational base or sends a letter to the Rector with a support request.

d. at the Faculty Commission for the Quality of Education's level:

- The information obtained is included in the annual report on the condition of the material/educational base.

### **6. Publication of Information**

The website of the Faculty of Veterinary Medicine. The report in paper form is available at the Dean's Office of the Faculty of Veterinary Medicine.



## 7.FORMS

### Report on Consultation with the Representatives of the Socio-economic Environment

The person(s) holding a consultation

.....  
.....

The representative of the socio-economic environment

.....  
.....  
.....

Academic year .....Date of the consultation.....

Suggestions regarding the quality of education

– the socio-economic environment representative’s suggestions regarding the field-specific learning outcomes

.....  
.....  
.....

–proposed forms of cooperation (participation in the educational process, student practical training, degree dissertations, and others)

.....  
.....

– the analysis of university graduate competencies

.....  
.....

–Other comments:

.....  
.....

Signature of the person holding the consultation

.....

Signature of the representative of the socio-economic environment

.....



<b>TEACHER'S CHARTER OF A UNIVERSITY TEACHER EMPLOYED AT UNIVERSITY OF LIFE SCIENCES IN LUBLIN</b>	
Full name	
Title, degree	
Post/date of entry	
Faculty	
Institute/Department/Sub-Department	
Didactics (conducted courses, lectures, classes)	
<b>I. SCIENTIFIC ACHIEVEMENTS</b>	
Publications in a journal distinguished in the Journal Citation Reports (JCR) (max 6)	
The most important selected publications by scientific profile	
3 Monographs, textbooks, scripts	
1. Conferences, symposiums, scientific assemblies, exhibitions (active participation)	
2. Projects, studies, etc.	
<b>II. PROFESSIONAL COMPETENCES</b>	
post-graduate studies, practical training, workshops, courses, certificates, internships, and others)	
<b>III. THESIS SUPERVISION /REVIEWS (how many)</b>	
1. Bachelor's Theses	
2. Master's Theses	
3. PhD Theses	
<b>IV. ORGANISATIONAL ACTIVITY</b> (committees, scientific associations, a year tutor, practical training' tutor, etc.)	
<b>V. RESULTS OF STUDENT SURVEYS (grade-year)</b>	
<b>VI. EVALUATION RESULTS</b>	Positive* Positive with comments Negative
<b>VII. RESULTS OF THE PERIODICAL EVALUATION</b>	Positive/negative

\* delete as appropriate



**STUDENT SURVEY ON UNIVERSITY TEACHERS' PERFORMANCE AND FULFILMENT OF DUTIES AT UNIVERSITY OF LIFE SCIENCES IN LUBLIN (does not apply to foreign language teachers)**

1. Timeliness, punctuality, and effectiveness of time management.

5[] 4[] 3[] 2[]

2. Contents selection and communication skills.

5[] 4[] 3[] 2[]

3. Academic teacher's preparation for the classes.

5[] 4[] 3[] 2[]

4. Academic teacher's interpersonal attitude and the attitude he/she has towards the students.

5[] 4[] 3[] 2[]

5. The clarity of the criteria and the objectivity of assessment.

5[] 4[] 3[] 2[]

THE LEGEND: 5 – Very good, 4 – Good, 3 – Satisfactory, 2 – Unsatisfactory

\*Choose the appropriate grade



**STUDENT SURVEY ON UNIVERSITY TEACHER'S PERFORMANCE AND FULFILMENT OF DUTIES AT THE UNIVERSITY OF LIFE SCIENCES IN LUBLIN (applies to foreign language teachers)**

1. Timeliness, punctuality, and effectiveness of time management.

5[] 4[] 3[] 2[]

2. Giving students opportunities to actively participate in classes.

5[] 4[] 3[] 2[]

3. Introducing specialised vocabulary or texts in the class.

5[] 4[] 3[] 2[]

4. Creating a friendly atmosphere in the class.

5[] 4[] 3[] 2[]

5. Teacher's availability during office hours.

5[] 4[] 3[] 2[]

6. Discussing the results of tests of achievement.

5[] 4[] 3[] 2[]

7. The clarity of the criteria and the objectivity of assessment.

5[] 4[] 3[] 2[]

THE LEGEND: 5 – Very good, 4 – Good, 3 – Satisfactory, 2 – Unsatisfactory

\*Choose the appropriate grade





## VETERINARY MEDICINE DIPLOMA STUDENT SURVEY

A graduate can anonymously and of his/her own volition complete the survey and return it to the ballot box in the Dean's Office. It should be done right after passing the last exam or when taking the diploma from the Dean's Office at the latest.

Please tick the answer with an X sign.

THE LEGEND:

5 – Very good, 4 – Good, 3 – Satisfactory, 2 – Unsatisfactory (in case of a Grade 2, please justify your opinion at the bottom of the survey)

1. To what extent did the knowledge and skills gained during your studies meet your expectations?

5[] 4[] 3[] 2[]

2. Was the number of practical classes sufficient during the course of study?

5[] 4[] 3[] 2[]

3. How do you assess the vocational education conditions during clinical classes?

5[] 4[] 3[] 2[]

4. How do you assess the access to the resources of the Main Library of the University of Life Sciences in Lublin?

5[] 4[] 3[] 2[]

5. How do you assess the didactic base?

5[] 4[] 3[] 2[]

6. How do you assess the conditions at the University for scientific, cultural, and physical development?

5[] 4[] 3[] 2[]



7. How do you assess the cooperation with the Dean's Office staff?

5[] 4[] 3[] 2[]

8. How do you assess the cooperation with the Centre for Didactics and Student Affairs staff?

5[] 4[] 3[] 2[] does not apply[]

9. How do you assess the cooperation with the Communication and Academic Exchange Department staff?

5[] 4[] 3[] 2[] does not apply[]

10. Did you benefit from the University's extra-curricular offer in terms of enhancing your professional qualifications during your studies? (e.g. workshops, practical training, voluntary work, internships) If yes, please specify which ones.....

.....  
.....  
.....

11. Is your field of study worth recommending? (please select the appropriate answer)

- a) definitely yes
- b) fairly worth it
- c) not really worth it
- d) definitely not worth it

12) Do you have any comments or suggestions for your study?

.....  
.....  
.....

Justifications of negative assessments (if any):

.....  
.....  
.....  
.....

Thank you for completing the survey.



## UNIVERSITY OF LIFE SCIENCES IN LUBLIN GRADUATE SURVEY

Bearing in mind the well-being of our graduates, the University is conducting a survey on their professional careers. The main research tool is an anonymous survey, which is used exclusively for performing the statistical analysis of the answers contained therein. Processing the data will contribute to the development of the study curriculum in the future, in such a way that their graduates will have greater chances of obtaining attractive jobs. Therefore, we kindly ask you to evaluate your studying experience by choosing answers that sound the most appropriate to you. The survey is delivered to the graduates by the IT system.

### I. STATISTICAL DATA

1. Sex:  man  woman
  
2. Graduation year: .....
  
3. Type of studies completed:.....
  - Full-time studies with a Bachelor's degree ( first-cycle) programme
  - Full-time studies with a Master's degree (second-cycle) programme
  - Full-time long-cycle studies with a Master's degree programme
  - Part-time studies with a Bachelor's degree( first-cycle) programme
  - part-time studies with a Master's degree (second-cycle)programme
  
4. Name of the field of study (please select one from the list)

### II. SUBSTANTIVE PART

1. During the course of your studies were you a member of:
  - a student organisation
  - the students' government
  - student scientific associations
  - voluntary organisation
  - other social organizations
  
- b) what was your professional experience during your studies?



- I did not have any
- scheduled or extracurricular student practical training
- part-time job
- permanent job, which started before the studies
- permanent job, which started during the studies

2. Are you currently working?

- Yes, I have a full-time employment contract
- Yes, I have a part-time employment contract
- Yes, I am a business owner
- Yes, I am a business co-owner
- Yes, I am a sole proprietor
- Yes, I have a civil contract, a contract for specific work, a task-specific contract
- different – how? .....
- No, I am not
- I am not working temporarily (e.g. due to childbirth, health problems, etc.)

3. Is the job you mentioned above consistent with your field of study?

- Yes, it is definitely consistent with my field of study
- It is broadly consistent with my field of study
- It is scarcely consistent with my field of study
- It is rather inconsistent with my field of study
- No, it is not

4. Which of the opinions about your field of study listed below seems true to you?

a) there is a demand for graduates in this field of study on the labour market

- I absolutely agree
- I rather agree
- I rather disagree
- I disagree

b) graduates in this field of study



are well-prepared for professional work

- I absolutely agree
- I rather agree
- I rather disagree
- I disagree

c) the education obtained in this field of study provides me with an opportunity of having satisfactory wages.

- I absolutely agree
- I rather agree
- I rather disagree
- I disagree

5. Are you content with:

a) the university you graduated from?

- I am utterly content
- I am reasonably content
- I am rather dissatisfied
- I am extremely dissatisfied

b) your field of study?

- I am utterly content
- I am reasonably content
- I am rather dissatisfied
- I am extremely dissatisfied

6. Do you think that knowledge, skills, and competences gained during your studies helped you in finding a satisfying job?

- They definitely helped me
- They partially helped me
- They did rather not help me
- They did not help me at all

7. Did you improve your professional skills and qualifications after your graduation?



a) Master's studies

yes  no  does not apply

b) PhD studies

yes  no

c) post-graduate studies

yes  no

d) language courses

yes  no

e) other courses and professional training

yes  no

8. How, according to you, should the curriculum be improved to meet employers' expectations to a greater extent?

a) improving the quality of basic and course-specific subjects

yes  no  does not apply

b) better preparation for learning a specialised foreign language

yes  no  does not apply

c) more practical classes

yes  no  does not apply

d) more self-study types of classes e.g. projects

yes  no  does not apply

e) more teamwork

yes  no  does not apply

f) more creativity-enhancing activities

yes  no  does not apply

g) others

9. Were there any courses in your curriculum, that you found completely redundant?

a) yes. Which ones? .....

b) no

10. Were there any courses or classes in your curriculum whose content, you think, should be thoroughly



changed?

a) yes. Which ones?.....

b) no

11. Were there any courses or classes in your curriculum, that you found very useful in your professional work?

a) yes. Which ones?.....

b) no

12. Do you have any other comments on your curriculum regarding your study, that you would like to share with the Faculty's authorities?

a) yes. Which ones?.....

b) no



## STUDENT SURVEY ON PhD STUDIES

1. To what extent did the chosen scientific discipline meet your expectations?

5[] 4[] 3[] 2[]

2. How do you assess your PhD curriculum?

5[] 4[] 3[] 2[]

3. How do you assess the cooperation with your PhD supervisor?

5[] 4[] 3[] 2[]

4. How do you assess the selection of research and teaching staff in the course of your PhD studies?

5[] 4[] 3[] 2[]

5. How do you assess the university premises and class and laboratory equipment in the course of your studies?

5[] 4[] 3[] 2[]

6. How do you assess the cooperation with the Dean's Office staff?

5[] 4[] 3[] 2[]

7. How do you assess the cooperation with the Centre for Didactics and Student Affairs staff?

5[] 4[] 3[] 2[]

8. How do you assess the access to the resources of the Main Library in the University of Life Sciences in Lublin?

5[] 4[] 3[] 2[]

9. How do you assess the conditions at the University for scientific, cultural, and physical development?

5[] 4[] 3[] 2[]

THE LEGEND: 5 – Very good, 4 – Good, 3 – Satisfactory, 2 – Unsatisfactory

\*Choose the appropriate grade





## EVALUATION SURVEY ON POST-GRADUATE STUDIES

1. Did the post-graduate studies meet your expectations?

YES  NO

2. To what extent can the acquired knowledge and skills during the studies be used in practical training?  
(applies only to those post-graduates, who are currently working)

5[] 4[] 3[] 2[]  does not apply

3. To what extent did the post-graduate studies broaden your knowledge and improve your skills?

5[] 4[] 3[] 2[]  does not apply

4. How do you assess the selection of research and teaching staff in the course of studies?

5[] 4[] 3[] 2[]

5. How do you assess the University premises and class and laboratory equipment in the course of studies?

5[] 4[] 3[] 2[]

6. How do you generally assess the ratio of theoretical classes to practical classes?

it is correct  too many theoretical classes  too many practical classes

7. Do you think that some of the topics/issues should be discussed in more detail and/or the curriculum should be supplied with additional topics/issues?

YES  NO

If you have chosen a "yes" option, please specify:

.....  
.....  
.....



8. Do you think that some of the topics/issues in the curriculum are irrelevant in professional work?

- YES  NO

If you have chosen a “yes” option, please specify:

.....  
.....  
.....

9. Do you have any other remarks or comments on post-graduate studies?

- YES  NO

If you have chosen a “yes” option, please specify:

.....  
.....  
.....

\*Choose the appropriate answer

THE LEGEND: 5 – Very good, 4 – Good, 3 – Satisfactory, 2 – Unsatisfactory



## INSPECTION PAPER ON THE UNIVERSITY TEACHER EVALUATION

1. Name and Surname (title, degree) of the evaluated university teacher:.....
2. Name and Surname (title, degree) of the Evaluator:.....
3. The faculty, field of study, the type of studies of the evaluated classes:.....  
.....
4. Academic year: Semester .....
5. Course:.....
6. The subject: .....
7. Type of classes: .....
8. Class evaluation according to the scale:  
[1] Negative  
[2] Some corrections are needed  
[3] Positive
  
- 8.1. The purpose of classes and requirements for students were clearly defined.
- 8.2. Teaching materials and aids ensured the correct implementation of classes.
- 8.3. In terms of the curriculum, the class content was adequate and appropriate.
- 8.4. The classes activated students and enabled them to gain new skills.
- 8.5. The teacher was communicative and able to keep students focused on the classes.
- 8.6. The teacher encouraged students to think critically and collate information/ facts/



research material.

8.7. The organisation of the classes (punctuality, regularity, time-management, etc.)

was appropriate.

9. University Evaluator's comments:

.....  
.....  
.....  
.....  
.....  
.....

10: Final assessment of the inspection: (positive/negative)

Date of the inspection: .....

.....

Signature of the evaluated person:

.....

Evaluator's signature:



## ENGINEERING AND TECHNICAL/ SCIENTIFIC AND TECHNICAL EMPLOYEE SURVEY

(the evaluation is performed by a university teacher directly cooperating with the employee in conducting e-t/s-t classes)

1. How do you assess the quality and diligence of tasks performed by the e-t/s-t employee and his/her professionalism?

5[]            4[]            3[]            2[]

2. Did the e-t/s-t employee demonstrate knowledge and practical skills during the performance of the above-mentioned tasks?

5[]            4[]            3[]            2[]

3. How do you assess the fulfilment of e-t/s-t employee's duties in terms of assigned teaching activities?

5[]            4[]            3[]            2[]

4. How do you assess the e-t/s-t employee's behaviour in terms of propriety?

5[]            4[]            3[]            2[]

\*Choose the appropriate answer

### THE LEGEND:

5 – Very good, 4 – Good, 3 – Satisfactory, 2 – Unsatisfactory

The procedure:

1. A university teacher evaluates the employee.
2. A university teacher forwards the survey to the head of the department.
3. The head of the department forwards the employee(s) evaluation report to the Faculty Commission for the Quality of Education;
4. The report remains on file in the unit.

