

**European Association  
of Establishments for Veterinary Education**

**Association Européenne  
des Etablissements d'Enseignement Vétérinaire**



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**REPORT ON THE VISITATION TO THE FACULTY  
OF VETERINARY SCIENCE, BUDAPEST, HUNGARY**

24 – 28 FEBRUARY 2014

**by the EXPERT GROUP**

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**FINAL VISITATION REPORT AS ISSUED BY ECOVE ON 20/5/2014**

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## **INTRODUCTION**

The Szent István University, Faculty of Veterinary Science in Budapest is the only veterinary Faculty in Hungary. Until 2000 it was a sovereign veterinary university and since then it has been a Faculty among 6 other faculties.

The Faculty was established in 1787 and has been evaluated and approved by EAEVE in 1995 and again in 2004. It was revisited in 2006 and is now routinely evaluated in 2014.

The Faculty graduates veterinarians for the Hungarian society but it also teaches in German and English hence delivering veterinarians for the European and the global societies.

The Self Evaluation Report was prepared according to the SOP laid down in the guidelines.

The team experienced a very well organized site visitation, excellent hospitality and an open door policy, where all requests from the team were professionally fulfilled.

Suggestions have been made to help the Szent István University, Faculty of Veterinary Science in Budapest to improve even further and to continue to make the best of its potential to fulfill the objectives.

The team found no evidence of major deficiencies and suggests that the Faculty is fully approved at Stage I and conditionally accredited at Stage II according to the rules laid down in the SOP.

## **1 OBJECTIVES & STRATEGY**

### **1.1 Findings**

The Faculty of Veterinary Science, Budapest (FVSB) was founded in 1787 and since 2000 it is a Faculty within the autonomous Szent István University (SZIU) with the main campus located in the centre of Budapest with Professor Péter Sótónyi serving as dean.

The Faculty of Veterinary Science, Budapest presents a clear statement of objectives which includes (SER, p5)

- undergraduate training of veterinary students as the primary reason for the existence of the Faculty
- running the veterinary programme in three different languages (Hungarian (full course), English (full course) and German (first 2 years))
- offering a science-based, subject oriented education serving as a basis for problem-based learning, life-long learning and continuing education
- a mission statement in accordance with national and international (2005/36/EEC) standards and principles
- a founding principle of an inseparable entity of teaching, research and service to community
- developing students' capacity for self-learning and applying knowledge in practice
- an ISO 9001:2009 QA-system

The education of DVM-graduates and research are the main goals of the FVSB and the whole education leading to the DVM title is covered by the stated objectives for the education program (SER, p5-6)

- comprehensive basic knowledge of the disciplines that form the basis of the work of a veterinarian, including animal welfare, food safety and veterinary public health
- the ability to make scientifically and ethically justified decisions independently and critically
- the ability to communicate and cooperate in a variety of ways
- the ability to follow developments in the field and to continue learning
- the ability to pursue further academic and professional training
- the awareness of a veterinarian's responsibility towards patients, clients and society

It is the opinion of the team, that the requirements regarding Objectives and Strategy as they are laid down in Annex I of the SOP are met.

### **1.2 Comment**

The FVSB has solid objectives indicating a thorough basis for veterinary training although the Faculty itself mentions the financial cuts as a considerable constraint to the progression of the training of veterinarians.

The FSVB also mentions the dedicated staff and faculty and the excellent cooperation with the Hungarian Veterinary Chamber and other professional organisations.

Being the only veterinary school in Hungary is regarded by the Faculty as a weakness as is the central location in the country's capitol.

It is the opinion of the team, that the requirements regarding Objectives as they are laid down in Annex I of the SOP are met.

### **1.3 Suggestions**

- A to-do list with respect to changing the location of the Faculty and coping with the constrained financial situation might be valuable in the future negotiations for improved infrastructure, better remuneration and improvement of financial support for research.
- More clearly stated objectives might be advantageous to the Faculty in the continuous negotiations with government and local political decision makers.

## **2 ORGANISATION**

### **2.1 Findings**

The Faculty of Veterinary Science, Budapest (FVSB) is a Faculty within the Szent István University (SIU) located in Gödöllő 30 kms east of Budapest. The FVSB is located in downtown Budapest.

FVSB is under the competent authority of the Hungarian Ministry of Human Resources.

The organisation of the SIU which is a sovereign university is presented in a rather simple organizational chart (SER p9) indicating that the rector has three vice rectors, a secretary general and a financial director general to help him running the university.

The SIU has 7 faculties each headed by a dean

- Faculty of Agricultural and Environmental Sciences (Gödöllő)
- Faculty of Economics and Social Sciences (Gödöllő)
- Faculty of Mechanical Engineering (Gödöllő)
- ***Faculty of Veterinary Science FVSB (Budapest)***
- Faculty of Economics, Agriculture and health Studies (Békéscsaba-Szarvas-Gyula)
- Faculty of Applied Arts and Teacher Training (Szarvas-Jászberény)
- Ybl Miklós Faculty of Architecture and Civil Engineering (Budapest)

The SIU is governed by the University senate committee, a body of 44 people, chaired by the Rector. Vice Rectors and Heads of Faculties. Within the senate the Faculty of Veterinary Science is represented by 6 members from the FVSB (4 elected faculty, 1 student, 1 elected staff).

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Professor Péter Sótonyi is dean of the FVSB and he has 4 vice deans (Vice Dean for Clinics; Vice Dean for Research and Postgraduate Teaching; Vice Dean for International Relations and Vice Dean for Study Affairs).

The highest decision making body at the Faculty level is the Faculty Council chaired by the Dean and consisting of 19 members (10 faculty; 3 senior lecturers, research fellows, research assistants and clinical veterinarians; 1 staff; 5 undergraduate students (incl. 1 int. student); 1 PhD-student). The Faculty Council has established 16 permanent, advisory committees (SER p11) acting to help, prepare and coordinate for the Faculty Council.

The Dean chairs the Faculty Council and manages the main academic area. He is responsible for the quality of study programmes, teaching and the cross-disciplinary development of the quality of study programmes and research. The Dean delegates responsibility to four Vice Deans and the Head of the PhD school and to the department heads of different areas.

The Faculty council nominates several permanent committees e.g. Postgraduate education committee, which are responsible for advising the Dean and raising important issues related to their subject area.

The FVSB is organised in 28 departments/institutes/clinics – please refer to the organisational chart in the SER (p10).

The profession and the Chamber do not officially partake in the running of the Faculty but these organisations are consulted using an “informal dialogue” (SER p12).

The Faculty clearly expresses (SER p13) the opinion that most decision-making procedures have become complicated since 2000 when the Faculty’s position as a sovereign university ceased by the merger with a number of other Faculties under the umbrella of SIU. Especially the lack of financial independence has made it difficult to run the Faculty.

The FVSB is ‘autonomous’ by law. Teaching at universities is regulated by ‘National Higher Education Act’- enabling the freedom of teaching and research. The students take ‘state exams’, potentially limiting course content to teach the requirements for these exams.

### **2.1.1 Safety, general comments**

During the inspection of departments and premises in general it became clear that safety issues were not handled identically in all departments and areas of the Faculty.

The Faculty has a safety organisation with a number of safety officers representing many of the departments. Generally the safety procedures are handled by the financial manager with the aid of an external safety person. Safety procedures include official report formats to be used in case of accidents (e.g. cuts, bruises etc. inflicted by animals or by handling substances or instruments). Safety problems are reported to the dean.

The team noted a number of safety issues including

- general safety instructions for rooms holding e.g. pressurized gases were generally posted correctly but they were very small, too discrete and only in Hungarian



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- eye washers being absent in many research and student labs and if present their location was not clearly identified. The team also noted homemade eye washers without a clear declaration of the contents and instructions for use were mostly in Hungarian
- the changing area in pathology has no foot bath and there is no distinct separation between clean and unclean changing areas
- the understanding in the departments of the line of command and line of report in case of accidents could be improved

The team has minor concern about a few safety issues including

- students must bring their own rubber gloves and protective shoe covers for some practicals e.g. pathology
- the ventilation in many very warm rooms was generally passive and poor
- surfaces in many of the old laboratories were made from wooden material which cannot always be correctly cleaned and disinfected when working with infectious substances
- towels, paper or dryers were missing in most places for handwashing

However, a number of correct safety issues were also noted, including

- escape routes clearly indicated and with relevant signs generally in place
- large numbers of fire extinguishers were located in relevant places
- fire hoses (not checked) were noted in strategic places although all signage was in Hungarian
- fire blankets were seen in some places
- first aid kits were in place in most locations and in many locations it was also marked with a clear sign. However, many new first aid boxes were sealed with an undated seal making it impossible to inspect the contents
- students and staff were wearing (clean) white coats in relevant places
- soap was generally available for hand washing in all places

It is the opinion of the team, that the requirements regarding Organisation as they are laid down in Annex I of the SOP are met.

## **2.2 Comments**

The FVSB is not satisfied with the university structure being run by a university umbrella situated geographically away from the Faculty and combined with the lack of financial autonomy this may diverge the focus of the Faculty and the University *per se* from constant improvement of the veterinary program.

There is a distinct experience that although the Faculty in principle is fairly autonomous relative to the rest of the university, it has lost a high degree of flexibility in the complicated

decision making procedures that are now applicable, as the Faculty is part of the main university.

The team did not hear or read arguments supporting the continued placement of the FVSB under the umbrella of the SZIU and the team did not experience any cooperative efforts to bridge gaps or advocating for increased cooperation (e.g. common strategy for teaching and research) between the university's 7 Faculties.

Neither professional bodies nor the public can directly influence the running of the establishment; however it does have input via informal dialogue with different professional bodies such as the country chief veterinary officer, director of the veterinary diagnostic doctorate, CV agricultural enterprise, State examination committee of undergraduate and postgraduate students.

Any suggestions that are made by the country chief veterinary officer or other appropriate individual must be firstly be discussed and approved by the Education and accreditation committee then forwarded to the faculty council and university senate, thus the Faculty is not autonomous in decision making.

The voluminous organisation within the veterinary Faculty both at the level of departments with teaching obligations and at the administrative level may hinder and not facilitate effective decision-making and execution of decisions made.

The FVSB has a clearly stated wish for regaining autonomy as a sovereign university (SER p13) but no written strategy to obtain this goal has been presented in the SER.

It is not mentioned in the SER that the rector, the vice rectors nor the dept. heads must be veterinarians.

The University was not represented at any of the meetings held between the team and the Faculty.

It is the opinion of the team, that the requirements regarding Organisation as they are laid down in Annex I of the SOP are met.

### **2.3.1 Suggestions**

- The FVSB should continue its efforts to strengthen the organisation e.g. by running a top-down proces including considerations for a more lean structure and with the use of multiple SWOT analyses.
- The FVSB should consider a more explicit strategy for obtaining a higher degree of autonomy especially within the financial area.
- Given that a higher degree of autonomy for the FVSB is not acquired the SZIU should support strategically, financially and administratively cross-faculty research initiatives

- It is suggested that the FVSB brings forward the assets of its true international teaching commitment to a more noticeable position in the strategy for obtaining a higher degree of autonomy

### **2.3.2 Suggestions, safety issues**

- The Faculty must post safety instructions in Hungarian, English and German simultaneously
- Emergency kits, eye washers etc. must be placed at the same location in all departments which would most often be right over or to the side of wash basins
- The Faculty should consider to strengthen the internal safety procedures including biosecurity e.g. by inviting all security officers covering all departments to biannual meetings to discuss all types of accidents and safety breaches to make sure that safety issues are prioritized and that the whole organisation learns from all types of accidents
- All departments should check biosecurity procedures which should be brought up to modern, international standards

## **3 FINANCES**

### **3.1 Findings**

- The financial status is described in the SER (p14 – 18) and the Faculty clearly states (SER p14) that the “..current financial system meets the FVSB’s mission, that is it ensures the continuous improvement in both education and research with proper operation and long-term financial stability of the Faculty”.
- The budget is decided by the Senate, and out of the total 23,803,448 € allocated to the university the FVSB is allocated 2,634,638 € to run the veterinary programme. The University recognises veterinary medicine as the most expensive programme.
- A sum for ”common tasks” is deducted from the FVSB budget but otherwise the Faculty is free to spend the money according to its own budget. This budget is suggested by the Dean, the vice Deans and the financial manager and presented as a draft budget to the Faculty Council and the Senate to adopt. Each department has its own budget for a full fiscal year and all finances for the Faculty and the departments are administered through a single university account. The LAC and the Commercial Farm at Üllö have a separate budget while SAC does not have a separate budget.
- The budgets are managed and administered by the faculty financial manager who reports to the Dean. The FVSB does not have its own bank account(s). At the end of each fiscal year a report must be presented, audited and adopted by the university and the Dean.
- The SER (p15) clearly states that since 1998 there has not been government funding available for buildings, renovation, and infrastructure which has been solely funded through the Faculty’s own income and research funding. However, it is also stated that a competitive university research grant system recently has delivered an extra 320,041 €/year to a new 4 year project called “Research Faculty”.

- It is clear from the SER (table 3.1b and 3.2b, p16-17) that the Faculty is running a deficit in 2012. It was explained that the Faculty has savings to cover this deficit for one more year but that the financial situation will deteriorate severely from 2015. Furthermore the SER (p17) states that the Faculty has suffered a reduction in funding of 40 % (nominally 14 % but taking inflation into consideration 40 % is the correct figure) between 2005 and 2012.

It was made clear to the team that the university does not provide financial support to administer the salaries for staff and faculty, administration of students admission (or student matters at all), rent, heating, maintenance and cleaning of premises. In exchange for the sum deducted by the SIU from Faculty income the SIU provides a limited number of services to the Faculty, such as operation of the IT network, the students' registration and other software used by the Faculty. However, the cost of these is not proportional to the considerable sum deducted from the Faculty income.

- Faculty generated income, which the Faculty is free to decide how to use, but only after a deduction of approximately 10 % "tax" (varying slightly year by year) to the university, comes from a variety of sources:
- International students (tuition 10,980 €/y) constituting 58 % of all veterinary students at FVSB adding up to 70 – 80 % of the Faculty's own revenue
- Fee paying Hungarian students (although the tuition (3,966 €/y) does not cover the real costs of training them)
- R&D (national, international)
- Income generated by the clinics is mainly used to cover operational and maintenance costs
- Continuing education

It is the opinion of the team, that the requirements regarding Finances as they are laid down in Annex I of the SOP are met.

### **3.2 Comments**

- A reduction in funding of 40 % over a 7-year period is highly unusual taking into consideration that a veterinary study programme is among the most expensive programmes to run within a university.
- With government funding (totaling only approximately 20 % of the annual revenue) not even covering salaries for staff and faculty, the Faculty spends a considerable amount of time, efforts and energy on increasing the level of external funding. This in turn changes the Faculty's focus from maintaining a good teaching and research environment to obtaining external funding for basic and necessary purposes. This threatens the opportunity to make the most of the Faculty's intellectual and didactic potential.
- The FVSB does not present its financial situation in an absolutely clear way, e.g. with the contradiction that "long-term financial stability is ensured" and at the same time demonstrating that teaching and research is insufficiently funded ("State funding is by

far not enough.”, “.governmental funding of the Faculty is inadequate,..”) and relies on own income (80 % of the total revenue in 2012) and competitive research grants. However the Faculty explained in detail and very convincing the overall structure and necessary details about the financial status and the budgeting procedures.

- Tables 3.1.& 2 (SER p16) clearly indicate that there is a significant shift from government funding (23 % decrease) to income generated by the Faculty (19 % increase) over the years 2010 – 2012 increasing the total income with 8 % over this 3 year period. However, the Faculty has a clear strategy (SER p18) that increased government funding must be used to maintain and modernise buildings and renew infrastructure.
- The Faculty believes that it is imperative to have its own bank account(s) with the current situation considered as being an unsatisfactory situation. However, the Faculty does not argue clearly why this would be beneficial to the financial status as it is also stressed several times that the Faculty has financial autonomy within its given budgets and self generated income.
- It is mentioned that in 2012 the University had to make extraordinary withdrawals on the Faculty’s financial reserves to cover administrative costs at the university level. A move that did not bring any improved administrative procedures to the Faculty.

### **3.3. Suggestions**

- Government funding must be increased substantially as soon as possible
- Withdrawal of savings from the Faculties to cover central administration is impeding responsible financial planning and should be avoided
- The FVSB is heavily under-financed with 80 % of the total revenue generated by the Faculty itself. This should be reversed
- As SAC is generating income from treatment of patients it should be considered to establish a separate budget for this division of the FVSB
- A clear strategy for resurrecting the FVSB as a sovereign university should be presented e.g. in the format of a SWOT analysis

## **4 CURRICULUM**

### **4.1 GENERAL ASPECTS**

#### **4.1.1 Findings**

- In Hungary, programmes delivered within higher education institutions are regulated by government decrees. However, it is left to the institution to produce a curriculum according to its objectives within this overall framework. Therefore, neither the hours of subjects within the study fields nor the ratio of theoretical lectures to practical work are prescribed, which gives FVSB considerable freedom to develop and monitor the curriculum.

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- Before 2011 the curriculum consisted of 10 seminars. After 2011 an 11th semester was added, designed to enhance the practical level of the students' training in clinical practice, state veterinary medicine, laboratory diagnostics and food hygiene.
- The curriculum fulfils the EU directive 36/2005 in terms of length (5 years) and contents. An apparent omission of EU listed subjects was due to semantics
- At the FVBS an 11-semester-long undivided master-equivalent program is available in both the Hungarian and English languages. The subjects of the first 4 semesters are also taught in German as well
- A committee for the "Harmonisation of Subject Contents" was established to coordinate the topics which are taught in particular courses
- A one year pre-application preparatory course is organised for the candidates who need additional instructions in science and English
- The number of foreign students is limited to a maximum 120 in the German language programme and 120 in the English language programme
- The first three years of study are oriented to acquisition of the basic knowledge and are necessary for the student to understand normal and abnormal structure and function. Basic subjects are mainly taught by veterinarians and the relations to the clinical situations are emphasized during the contact hours.

It is the opinion of the team, that the requirements regarding Curriculum, General Aspects as they are laid down in Annex I of the SOP are met.

### **4.1.2 Comments**

- Other than the didactic lecture courses, there are supervised Seminars and Laboratory and desk-based learning. The clinical work is also supervised but on occasions occurs in excessively large groups
- The non-clinical animal work is undertaken to a limited extent by the Anatomy department but in reality is left to the students to obtain this experience during the vacations through the EMS system

### **4.1.3 Suggestions**

- The Faculty should develop a timetabled series of hands-on practicals to teach the students basic animal husbandry and animal handling. Such timetabled work could be undertaken within the University Farm once it is renovated
- It is vital that the clinical students spend more time on large animal clinical work. Spending time at Üllö on only a daily basis means that students cannot take responsibility for cases. This situation refers to both equine and farm animals

## **4.2 BASIC SUBJECTS & BASIC SCIENCES**

### **4.2.1 Findings**

- FVSB requires adequate previous knowledge from incoming students;
- FVSB can enroll only the best applicants for the Hungarian language course, selected on the basis of their achievements in the secondary school;

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- English and German courses students are selected on the basis of the results of the entrance exam;
- Hungarian students show better transition rate (are more successful in basic studies) than incoming students;
- Knowledge in basic sciences is requested for progression to a higher study year;
- Teaching of anatomy is well organised for small animals (mainly dogs). Less material is available for large animal practical anatomical training. Students are trained on canine cadavers mainly;
- The ratio between lectures and practicals in basic sciences varies from 57 % in anatomy to 23% in physiology.
- Basic subjects like chemistry, animal and plant biology, physics and bio-mathematics are taught as a part of the faculty curriculum. The proportion of chemistry (90h lectures+75h practicals) is high, regarding other courses of the first semester. Zoology is taught as a separate subject as well. Additional to the lectures, practicals are included in teaching of chemistry, plant biology, biomathematics, physiology, biochemistry, genetics, pharmacology, microbiology and immunology;
- The curriculum is based on a prerequisite system. The list of subjects student have to pass before entering the next step, are listed in the Rules of Study and Examination. Hungarian students should collect 60 CP of the first four semesters (including obligatory subjects) in six-half years, while in the case of foreign students all previous curricular requirements should be met to enter the 5<sup>th</sup> semester. Missing exams can be taken in a so-called inactive year that is an extra year when students can go home and prepare for the examinations;
- The Department of Anatomy was reconstructed recently, offering some very good facilities for practical work on dogs and other small animal species. Canine cadavers are collected from the clinics of the FVSB and nearby private clinics. The cadavers are stored in cold rooms and carried to the preparatory room and dissection hall on a path separated from communal ones. Only fresh cadavers are used. Beside dogs some small ruminants, piglets, hen, rat and rabbits cadavers were used for the anatomy teaching. For the purpose of the large animal anatomy practicals, only parts of cadavers are obtained from slaughterhouses or large animal farms. The organs are available as formaldehyde preparations and students are being trained on canine material mainly;
- Carcasses and other biological material are collected and transported for disposal by national company specialised for processing animal waste throughout Hungary;
- In the academic year of 2009/2010 the number of lectures of some basic subjects and sciences was reduced. Due to this revision the number of practical hours has increased. Cumulatively there are 870 hours of lectures vs. 423 hours of laboratory and desk based work and 240 hours on nonclinical animal work (anatomy). Indicator R7 shows that the denominator is rather small (smaller as expected), meaning that more attention is paid to the practical work at clinics than to laboratory and desk work and non-clinical animal work. Alternative methods of teaching were introduced (multimedia teaching, interactive computer-assisted learning) to avoid using animals in teaching basic sciences;
- The proportion of practical, laboratory and desk based work as well as non-animal clinical work varies from 57 % in anatomy to 23% in physiology. On average supervised practical training represents 41% of all training hours in basic sciences;
- Seven laboratories for practical work by students are equipped for 10-30 students. The groups of students, supervised by one staff member are from 15 to 18 students in nearly all basic subjects' practicals.

It is the opinion of the team, that the requirements regarding Basic Subjects as they are laid down in Annex I of the SOP are met.

#### **4.2.2 Comments**

- The teaching of basic sciences follows the classical scheme of lectures and practicals and is in accordance with the recommended framework regarding the content as well as the distribution of lectures vs. practical work. Great number of groups requires frequent repetition of the same lessons, which is reflected in high workload of the teaching staff.

#### **4.2.3 Suggestions**

- It is suggested to evaluate the distribution of and the total amount of hours spent on basic sciences
- Subjects related to communication skills should be considered as electives

### **4.3 ANIMAL PRODUCTION**

#### **4.3.1 Findings**

- Although the SER only has a table listing the number of hours devoted to both lectures and laboratory/desk-based work (see Table 4.2), there is in reality a wide range of subjects offered which cover the EAEVE requirements more than adequately
- While the farm belonging to the University is not actually used for teaching animal husbandry, nutrition and herd health, it does provide animals for teaching. There are also plans to modernize and expand the facilities at this university owned facility
- Agronomy and Nutrition and Rural Economics are timetabled and includes some non-lecture based teaching
- Animal production teaching is well integrated with related subjects i.e. herd-health management and ailments caused by poor or unbalanced nutrition
- Animal Welfare is not explicitly identified in Table 4.1 and 4.2 but is taught within the “Animal Ethology and Protection” course (45 lectures)
- There are no seminars or self-directed learning within the entire Animal production course

It is the opinion of the team, that the requirements regarding Animal Production as they are laid down in Annex I of the SOP are met.

#### **4.3.2 Comments**



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- There is a sufficient number of timetabled teaching and laboratory and “desk-based” work to balance the lectures
- There is extensive timetabled and supervised non-clinical teaching involving animal work amounting to 445 hours (see Table 4.1 and 4.2); however, this involves Anatomy and Pathology and handling of farm animals and horses is not the main priority
- Although the didactic course covering Animal Production does not include sufficient “on-farm” practice, this is corrected by a three-week extra mural rotation. For Hungarian students this is undertaken within Hungary. For the International students this is usually undertaken at farming establishments within their home country
- This extra mural rotation is quite strictly controlled by a series of formal agreements with the farms
- In addition, the students have to produce a written report on their rotation. Some of these reports were inspected and were of a high standard.

### **4.3.3 Suggestions**

- None.

## **4.4 CLINICAL SCIENCES**

### **4.4.1 Findings**

The Faculty operates a full time emergency veterinary service both at the SAC and at the LAC (at Üllő) (equine only) in which students participate on a compulsory scheduled basis.. A mobile clinic at the LAC with one minibus serves 15 nearby farms with visits three days per week. Students in the 5<sup>th</sup> year accompany to field visits two separate occasions totalling 20 hours clinical contact time.

Within the small animal clinical teaching there is close interaction and integration between the various departments and the basic and paraclinical education, such as anatomy and pathology of small animals. The large animal clinics; equine and food animal operate largely independent of each other, and foundations in clinical anatomy and gross pathology in these species are minimal in comparison to small animals. Thus there is a pyramid appearance of the species coverage for hands on clinical skills, with small animals generally predominating, followed by horses, then the least coverage of clinical skills in food animal practice. Nonetheless, clinical activities in food animal are supplemented by 10 hours experience with the department of Animal Hygiene Herd Health and Veterinary Ethology, which may include some clinical diseases of cattle in the herd being visited.

The equine clinic has an acceptable caseload for teaching, including care and operation of the colic horse. However, being a referral clinic, students are not assured seeing routine and common clinical problems presented in equine practice.

The overall facilities, both on the large animal and small animal side, as well as the faculty and staff along with case access is excellent in some areas and fully adequate to good in most others. Of particular note is the recent initiative of the stray dog spaying program that ensures all current students have first hand on training in this basic procedure. This is not the case for equine castrations, which are performed by groups of 15 students.

However, regardless of species orientation, practical hands on training in client communication skills for non-Hungarian speaking students is only possible in extramural curricular training periods.

Students are covered by the same legislation as all university employees and at registration must supply proof of health insurance. During the extracurricular activities demanded international students, or their hosts must arrange their own liability insurance.

It is the opinion of the team, that the requirements regarding Clinical Sciences as they are laid down in Annex I of the SOP are met.

#### **4.4.2 Comments**

The general exposure with teaching and hands on practical experience in small animals is well balanced and more than sufficient. In particular, the recent government supported program of spaying approximately 1000 stray dogs per year provides very solid practical training for all students. The long-term financial support for this program needs to be secured.

The amount of time provided for exposure to food animals is insufficient to ensure that each student has adequate opportunities for each to handle the most clinical common problems, such as parturitions, dystocias, traumatic reticulitis, milk fever or acetoanaemia. In particular, the current brief nature of this clinical block is insufficient in scope for students to see and take part in the progression and outcome of such common cases.

The schedule of brief blocks of time at the LAC in the equine clinical area also hampers students being provided the opportunity for longer case responsibility and follow up.

There is also a heavy reliance on extramural periods for a substantial part of hands on training for all species, and for which extramural clinical activity outside Hungary lacks organisation and quality control.

#### **4.4.3 Suggestions**

- Longer continuous clinical periods at the LAC in both the equine and food animal clinic are warranted to enhance practical skills and more case responsibility in the equine clinic. Incorporating an equine ambulatory service or out patient/day clinic could provide better student exposure to first opinion cases in the equine.
- An additional mobile clinic van with more visits is advisable to provide more hands on opportunity for students to see field food animal practice. As well, the time seeing field practice should be increased and in more concentrated blocks to provide students with a more hands on experience of food animal practice. The theoretical and practical teaching of large animal reproduction should be the responsibility of the same department.
- As much as possible the faculty should develop longer-term agreements and quality assurance criteria with extramural facilities from home countries of students from outside Hungary .

## **4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH**

### **Preamble**

For the following evaluation, the team relied on the specific criteria laid down in the report of the EAEVE Working Group on ‘Guidelines for the Evaluation of the FH/VPH part of the Veterinary Curriculum’ as commissioned by EAEVE’s ExCom and presented at EAEVE’s General Meeting in Lyon, 2011.

### **4.5.1 Findings**

The Budapest FH/VPH curriculum is largely taught by the staff of the Department of Food Hygiene (DFH), although some VPH elements [e.g. those pertaining to general aspects of infectious zoonotic diseases, (quantitative) epidemiology as related to population medicine/herd health medicine- and some legislative aspects relevant for state veterinary medicine] are also addressed by other departments.

The DFH is primarily responsible for practical training in Food Microbiology, Chemistry & Technology (provided during intramural practicals and demonstrations) and also addresses food toxicology (primarily consisting of residue analysis of food and environmental samples). DFH has a modern, well-equipped food technology laboratory, which allows for familiarising students with the major industrial methods for the processing of foods of animal origin (meat and meat products, milk and dairy products).

The 2013 FH curriculum included a total of 180 intramural contact hours (i.e. 120 hrs lectures, 60 hrs practicals) during the 9th and 10th semester, and a total of 160 hrs of extramural training. The latter is given in cooperation with the Food Chain Control Authority. Such training exercises are supervised by state veterinarians, and – at least those taking place in Hungary - are conducted at sites which have been accredited by DFH as being suitable (see comments). Extramural training consists of: i) 1 week of training in meat inspection of mammalian species [cattle, pigs (occasionally sheep/goat)], ii) 1 week of poultry or game meat processing, iii) 2 weeks of training in ‘official controls’ focusing on food hygiene and another 2 weeks on state veterinary medicine administration.

The meat inspection routines are generally taught by relying on small scale slaughtering units, by which the students are given the opportunity to study the various slaughtering and processing steps in great detail. On the other hand, such units fail to demonstrate the upscaled automated slaughtering and processing methods, common to modern industrial practice.

The contents of lectures (e.g. power point presentations) are being made available via the intranet and further theoretical reference material is contained in a 664-page textbook (“Food Hygiene, Food Chain Safety”, 2008; in Hungarian). Currently an English version of the book is in print, which will be released in 2014.

The contents of the curriculum closely follows the recommendations of EAEVE, both in terms of addressing the various ‘major topics’ that provide the scientific basis for the professional qualifications of veterinarians in a control function (as stipulated in European

legislation), and applying the weighting factors of the various ‘content areas’ suggested in the EAEVE Guidelines.

The time spent on food hygiene/VPH (expressed as the percentage of the total curriculum) is around 5 to 6 %. However, it is rather likely that this percentage will be slightly higher, when VPH-relevant elements of the curriculum provided by other departments would also be considered. The absence of a clear (quantitative) overview of the latter, does not allow making such estimations.

It is the opinion of the team, that the requirements regarding Food Hygiene as they are laid down in Annex I of the SOP are met.

#### **4.5.2. Comments**

Training exercises are generally conducted in small enough groups to secure appropriate interaction between students and teachership. Also, during meat inspection practicals, students are exposed to enough animal material of the major production animal species to satisfy the team.

The Faculty is to be complimented for having instituted the necessary infrastructure for demonstrating the essentials of the processing of foods and the associated technologies. The fact that students are also engaged in manufacturing foods themselves is particularly useful as in the course of their careers a sizeable portion of Hungarian veterinary graduates (approximately 30%) are to some extent involved in the control of the manufacture and/or marketing of foods in general (i.e. also including those of non-animal origin).

The team has serious concerns about the quality control of the EMS in FH/VPH of the non-Hungarian student cohort (i.e. those following the english curriculum). For approximately 50 to 60% of this student subpopulation a suitable EMS internship cannot be identified in Hungary. This is primarily explained by the fact that not enough potential EMS supervisors are willing or able to communicate in english. Consequently, it is largely left to foreign students themselves to identify suitable EMS opportunities in their countries of origin and communicate these to the International Relations Officer. Although the latter ‘formalises’ these by contract, there is hardly, if any, reliable option for quality control of the foreign teachership.

The teaching in FH/VPH takes place in the final part of the study. Yet, many VPH-relevant topics are presented earlier in the curriculum. The team has concern that for many students it will remain unclear what the concept of VPH signifies. Unless adequately introduced at the earliest possible part of the curriculum and in a joint effort by all those Departments involved, the students’ motivation to engage in VPH will be minimal. As the Hungarian veterinary authorities are planning to create - in the near future - an ‘Institute of Food Chain Safety’ in collaboration with and supported by the Hungarian veterinary authorities this situation needs to be remedied with some urgency.

### **4.5.3. Suggestions**

- To familiarise students with modern, intensive and upscaled slaughtering and processing, it is recommended to at least provide video material on current industrial slaughtering as for instance practiced in most export abattoirs.
- As regards improving the organisation of EMS, the supervising capacity for non-Hungarian students should be increased., This could be achieved either by hiring additional staff with sufficient language skills and having them supervise EMS at suitable (additional) sites in Hungary, or by creating a more reliable quality control system for foreign EMS sites. Both options would require additional personnel.
- Create a FH/VPH Working Group, preferably to be coordinated by the DFH, which should include representatives from the various Departments that deal with VPH issues. Such a working group would be expected to seek opportunities to confront students with the VPH concept throughout the study and to present itself as ONE team. The membership of such a team would also have to serve as role models indicating job opportunities for graduates in the VPH sector and acting as spokespeople towards governmental and industrial stakeholders.
- Last but certainly not least, the demonstrable percentage of the curriculum dedicated to VPH should be increased to at least 12%. Such could be achieved by relying on the afore-mentioned working group to i) identify the already existing curricular VPH elements (that indeed should have a direct relevance for PUBLIC health and consumer protection), and ii) to consider including additional elements, possibly in an extra semester. The latter would also allow a tracking opportunity for a motivated student subpopulation

## **4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS**

### **4.6.1 Findings**

There are more than 100 electives of which students must take at least 50 credits (one sixth of the entire curriculum). The electives offered vary in student effort and credit point allotment, and not all are offered in the three languages. Most are seminar based with some others self-directed or lab based. The majority are directly related to veterinary science (e.g. Reptile Medicine, Diagnosis of Infectious Diseases, Physiological Basis of Cardiology, Canine and Feline Dermatology), but there are also options such as Medical Latin, Hot Topics in Human Nutrition, Selected Chapters of Human Anatomy), which provide more liberal intellectual enrichment opportunities even early in the curriculum. A minimum number of students are needed to offer each elective, which are offered at regular intervals over the curriculum but dependent on the time available in the responsible faculty member's schedule. Those elective not selected by any student several years in a row are removed from the electives to be offered.

Students apply electronically for the electives from the listing available to them. Apart from written suggestions in the Hungarian course syllabus there is no clear advisory system in place for student guidance of coordinated selection of electives for targeted enrichment.

It is the opinion of the team, that the requirements regarding Electives as they are laid down in Annex I of the SOP are met.

#### **4.6.2 Comments.**

The very wide selection of elective course places substantial demands on teaching resources. A transparent mechanism for assessing the academic rigors of individual elective, and how their credits point allotment is assigned is lacking. The overall student body lacks guidance in targeting their selection of elective towards their individual professional goals

#### **4.6.3 Suggestions**

- A course syllabus for each elective should describe the expected student effort and learning goals in accordance to the number of course credits. When possible all electives on the approved list should be offered in all languages taught in that curricular year.
- All students should be provided guidance from year one, through written and personal mentorship, to target their choice of electives in keeping with their professional goals.

## **5 TEACHING QUALITY & EVALUATION**

### **5.1 TEACHING METHODOLOGY**

#### **5.1.1 Findings**

- Within the FVSB a classic curriculum is in place consisting of lectures and practicals.
- Lectures represent more than 50% in the case of basic sciences. The rest are laboratory and desk based work and non-clinical animal work in the case of anatomy.
- Most of the elective subjects are taught only as lectures/seminars. Special emphasis is put on the basic concepts of life sciences, such as experimental demonstrations in the course of laboratory instructions explaining basic laws and theories, visualising the world of molecular interaction and explaining how the current level of human knowledge was obtained.
- What is meant under self-directed learning is sometimes unfamiliar to staff and students. The method for calculation of credits is also not fully transparent and was not explained satisfactorily by staff members. The Department of Anatomy teaches by a problem based approach. The lectures can be recorded and transmitted outside the dissection room. A few home-made videos are available to students. For practical training more than 400 canine cadavers are available annually.
- Physiology is taught using lectures, practical labs and self-directed education, based on interactive computer based experiments, carried out by students. This method follows 3R principles set out by the EU. Comprehensive and updated

lectures hand-outs are offered to students as alternatives to published course notes or books.

- The Dept of Physiology and Biochemistry and Anatomy and Histology have developed marketable multimedia CD-ROMs in Hungarian, English, German and Spanish.
- Biomathematics is taught on a practice-oriented way, providing students with practical computing skills and skills necessary for data base reviewing.
- Most basic subjects are taught by veterinarians
- Clinical subjects have a blend of lectures and hands-on. In the small animal clinic there are a number of hands on practical labs with a progression from training of manual skills in surgery on dummy animals, to practice on cadavers on to live animal training through involvement in the stray dog spay program that enables each student to complete at least one real life procedure. Students also follow clinical cases through the medical rounds and have hands on case care of hospitalized patients.
- The large animal clinical subjects have theory taught at the Budapest campus but the clinical portions completed at the large animal clinical centre outside Budapest. The times allotted are short blocks of day visits that allow students to see real patients but hands on experience seeing the progression of clinical cases over time and individual responsibility for case management is limited to absent.
- The learning objectives follow the directive 2005/36/EC
- Beside international textbooks course notes, hand-outs, and practical guides, approved by the Committee for Education and Accreditation are prepared in the Hungarian language and distributed among students, to help them in better understanding and easier learning of basic sciences.
- Extramural co-operation and strong teaching harmonisation among European Vet Schools (Košice, Brno, Budapest, Ljubljana) in the field of pathophysiology has resulted in shared hand-outs in English.
- In the clinical subjects the school has purchased on line access to veterinary text-books and there are hard copies of English language clinical texts in the library. The library is also accessible via the Wi-Fi within the buildings of the faculty, and students have access to the electronic holdings via VPN tunnels from locations away from the faculty
- Some problem-oriented teaching is present in the teaching of Anatomy. The majority of teaching in the curriculum is, however, more lecture based with some small seminar/lab practical sessions where attendance is mandatory and attendance recorded
- Research based teaching on the FVSB is very well organised with up to 40% of students participating in this activity (see later chapter "Research"). The best papers are selected to be presented on the Annual Student Scientific Conference. On the basis of these achievements FVSB was nominated on the national level a Research University, resulting in additional financial support

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- There are different procedures for evaluation of courses, teaching performance, places for practical training and staff research activity.
- Internal evaluations are also performed as follows:
  - Annual employee evaluation (interview with the boss)
  - Course evaluation by students has been in place since 1980 and was refined in 2013. The results are available to management and heads of departments;
  - Extramural practical training offerings places are evaluated but almost exclusively only those within Hungary.
  - Course evaluations are performed regularly; however the response rate in course evaluation and evaluation by graduates is extremely low, so the reliability of such results is under question. Annual employee evaluation is in place from 2012 but no serious consequences can be observed. The most important seems to be evaluation of staff research activity, which has serious consequences for academic staff promotions.
  - The percentage of practical teaching for basic subjects is 46.2% and for basic sciences 417%.
  - For the clinical portion of the curriculum there is approximately 43 % of clinical activities with 57% theoretical/lab/non-clinical animal work.
  - Students are required to examine and treat their own patients under the guidance of the supervising clinician, and must write a case report at the end of the work. They also have scheduled obligatory emergency duty in the small animal hospital and equine clinic of the large animal hospital.
  - Missing within the hands-on practical education for the English language students is client communication such as experience in taking the history providing clinical advice and being able to communicate medical terms to lay persons
  - Only the most important diseases are taught with emphasis on refreshing/synthesising the necessary, previously learned knowledge of basic and paraclinical subjects. A problem-oriented approach is used and ethical aspects are emphasised. In the clinical area student retain a log-book of their cases and of the various essential medical procedures they have completed. Performance at the clinical level is tested in the 11th semester with practical examinations.

It is the opinion of the team, that the requirements regarding Teaching Methodology as they are laid down in Annex I of the SOP are met.

### **5.1.2 Comments**

- Evaluation can be used more effectively for designing the changes in teaching process
- Teaching excellence is not rewarded. However, a decision has been made to reward teaching excellence based on the online system for Student Evaluation of Teachers
- The proper time for student evaluation should be considered (not before the exam period)



- Practical hands on first opinion work on equine patients is lacking. Food animal teaching is scattered through a number of departments and first day skills seeing real life ruminant practice in the field is limited and allows only a very brief “snapshot” of diagnosis and management of ruminant in the field.

### **5.1.3 Suggestions.**

- Efforts to increase response rate of student/graduate evaluation of courses and curriculum should be made to ensure the results can be of use for feedback and course management and revision
- Students in the English-speaking portion of the curriculum should be provided some form of practical hands on exposure in client communication skills that can be overseen by the faculty and includes faculty-supervised feedback.
- The food animal medicine teaching by the various departments should be coordinated and seeing field practice expanded so that the students get a more unified concept of this area of practice.

## **5.2 EXAMINATIONS**

### **5.2.1. Findings**

#### **Students are examined frequently and in varying formats**

- Students have a six-week exam period at the end of each semester when they are required to take either final examinations, at the end of each subject course, or semi-final examinations encompassing part of the course. Students may choose the dates that they sit their exams during this designated period
- Midterm examinations are held in Anatomy, Physiology, Biochemistry, Pharmacology, Parasitology, infectious disease and genetics. Examination procedures may be found online in three different languages in the annual students guide’
- External examiners are not employed routinely, although they may be appointed at the students request for resit exams
- The SER states that “Some exams including state exams are also held by a committee of external examiners”. State exams used to be taken by students after the university exams and a committee of external individuals would take these, however there has recently been a change to the system and students no longer have to sit these.
- Extra Mural studies examinations are sometimes assessed by the practitioner that students have been supervised by; these are recognised by FVSB as a form of external examiner
- Details of individual examination structure are available for students in three languages on the Faculty web page. Semi-final and Final exams usually consist of an oral exam which is held in front of an exam committee of at least 2 members. Students are given 30/40 minutes for preparation and 30-50 minutes for the actual examination.
- There are eight midterm tests over two years in certain subjects such as Physiology and Biochemistry. These tests have three parts 1) a simple-choice test 2) analysis of a figure focusing on a regulatory process 3) a 2-page essay.

It is the opinion of the team, that the requirements regarding Examinations as they are laid down in Annex I of the SOP are met.

### **5.2.2. Comments**

- Students are allowed a very large number of resit examinations before removal from the course, including quite large numbers termed “inactive” while they wait for more resit exams
- Retakes are slightly different for Hungarian and International students.
- International students have four opportunities to repeat an examination, with two chances being possible in a single exam period. Should students fail all of the resits then they may become ‘inactive’ for a year
- International students must have passed all of their core subjects before they are able to progress into third year. Hungarian students have three chances at passing a subject, the first resit is free and after that there is a charge
- To stay on the course, students must achieve 40 credit points in the first 2.5 active years, and to collect 120 credit points (including the credit points of the successfully completed obligatory subjects) within 6 semesters
- The curriculum is based on a prerequisite system. Depending on the subject students have to pass a certain number of examinations before they can start other courses. The subjects that are pre-requisites are listed in Rules of Study and Examination.

### **5.2.3. Suggestions**

- It is suggested to change the system that students can start the year again and proceed to the same number of exams again
- This number of resit exams is currently too high and students regularly failing should be removed from the course with appropriate career advice.
- Clinical years are still required to work in the small animal clinic during exam time- It should be considered whether this system has a knock on impact on student performance?
- Although there is some involvement of external examiners, the FVSB should develop a systematic and mandatory use of external examiners during in the examinations.

## **6 PHYSICAL FACILITIES & EQUIPMENT**

### **6.1 GENERAL ASPECTS**

#### **6.1.1 Findings**

- Many of the facilities are located in old buildings around the campus; however FVSB has put a lot of effort in reconstruction of these facilities
- One of the latest reconstructions was done on the Department of Anatomy and Department of Pathology, which now houses improved facilities for non-clinical animal training
- Although the teaching laboratories are functional they are occupied daily till late afternoon due to the pressure of teaching in three languages

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- In the campus there are 9 lecture halls with 85-130 seats, 4 lecture halls with 24-68 seats, 22 rooms for group work, 7 student laboratory facilities. All lecture halls are equipped with computers and LCD projectors
- Laboratories are equipped with basic equipment allowing performance of simple experiments and demonstrations
- Student research work is performed in research labs.

It is the opinion of the team, that the requirements regarding Physical Facilities, general aspects as they are laid down in Annex I of the SOP are met.

### **6.1.2 Comments**

- Due to the number of different language groups there has to be a lot of logistic combinations within the physical facilities. Nevertheless, the latter are adequate for basic subjects and sciences training
- Although buses are provided for transporting students to and from the Large Animal facility at Üllö, there is currently only one vehicle for ambulatory work on the farms. When the timetable is revised to allow students to spend a week at a time at Üllö on their clinical rotations, more vehicles will be required
- As mentioned later, the physical facilities at the large animal facility at Üllö are excellent in terms of lecture theatres, animal accommodation, seminar rooms and student accommodation

### **6.1.3 Suggestions**

- The facilities at the farm owned by the University and contiguous to the clinical facilities at Üllö is in urgent need of reconstruction
- Health and safety issues such as biohazard warnings, fire extinguishers, eye washes, sluices, chemicals, medicines and dangerous drugs storage should be reviewed, and where appropriate notices written in both Hungarian and English

## **6.2 CLINICAL FACILITIES & ORGANISATION**

### **6.2.1 Findings**

The Faculty and its activities are based on two sites; the main campus in Budapest and the large animal clinic and the Commercial Farm at Üllö, approx. 30 km south of Budapest. The small animal activity consists of three clinical departments; Department of Internal Medicine, Department of Surgery and Ophthalmology and Department of Obstetrics and Reproduction that are in close proximity to each other.

The small animal clinic (SAC) in Building A is the main site for small animal clinical activities and "hands on" teaching for all three clinical above named clinical departments.

The SAC contains a common waiting room with a reception area, 7 consulting and 3 treatment rooms the premises of the Unit of Obstetrics (Diagnostic and Operating Block), Unit of Surgery (Radiology, Orthopaedic and Soft Tissue Operating Blocks), Unit of Internal Medicine (Intensive

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Care Unit and Diagnostic Imaging Section for ultrasonography, electrocardiography and endoscopy), and the Hospital Area serving all clinical disciplines (four wards and an in-house quarantine ward).

Radiology including CT/ contrast CT, as well as ultrasonography diagnostic equipment are available for all relevant services. There are also a doctors' and a students' rooms with overnight accommodation for students and veterinarians on after hours duty. There is 24 hours service by the SAC with and accompanying fully operating intensive ward.

There is an isolation unit for potentially infectious diseases of dogs and cats in a completely separate area in Building M. Additionally, another separate building (B) serves for operation of the clinic for exotic companion animals.

The SAC is newly renovated and has fully modernized medical hospital facilities whereas both the isolation unit and building for exotic animals are in need of modernization for improving working environment and biosecurity for students and staff.

The SAC also has a diagnostic unit with a board certified clinical pathologist at its head. The unit provides clinical chemistry, haematology/cytology-support for the SAC, as well as providing medical competence in chemotherapeutics for oncology patients. The diagnostic unit also accepts samples from outside the SAC.

There are diplomates in the ECVS, ECAR, and ECZM and faculty in residency training or small animal internal medicine and in dermatology.

Animals available for teaching come from referrals from the surrounding area, but also from animal shelters for cadaver work and for the spay /neutering surgical practice.

The services have been historically divided into disciplines but most recently undertaken initiatives to move to divide into species (large, equine & food animal versus small animal emphasis).

The LAC in Üllö is an architecturally and extremely inviting setting. The hospital area has a central part with 6 wings for animal housing, almost exclusively horses, where one wing is used for isolation. The equine hospital has operation theatres for orthopaedic (clean) and abdominal/colic (dirty) surgery and has a full range of diagnostic and therapeutic instrumentation including normal radiography and a CT-scanner, ultrasound, videoendoscopy, overground endoscopy.

The LAC also has a lecture theatre, rooms for clinical rounds and a small library, as well as overnight facilities for students and staff veterinarians to cover after hours duty. Within the hospital there are a number of examination rooms with stocks for horses, and at the periphery of the building examination stalls and stocks for procedures on cattle.

The equine clinic has 24 hours emergency care and service. The LAC has board certified diplomates in the ECVS, ECBHM, ECEIM/ACVIM as well as candidates aiming for European board certification in equine internal medicine, ophthalmology and diagnostic imaging. Horses admitted to

the clinic come for highly specialized care and occasionally from long distances. However, there are large horse stables immediately adjacent to the LAC.

The LAC is equipped with state of the art diagnostic equipment, including for haematology, clinical chemistry and blood gas analysis. The equipment is maintained and serviced by the supplying companies. A large animal pathology is housed nearby in a separate building that provides diagnostic support for the cases in the LAC, including bacteriology, virology, molecular biology (PCR) as well as gross and microscopic pathology.

The LAC also has an Ambulatory Mobile Clinic, with one minibus established that provides both practical training for students and on-call service (daytime only) for neighbouring 15 farms and occasionally other smallholders with production animals. After hours (24 hour service) is not provided. The adjacent commercial farm provides animals for the LAC for clinical/propaedeutic training.

It is the opinion of the team, that the requirements regarding Clinical Facilities as they are laid down in Annex I of the SOP are met.

#### **6.2.2 Comments**

Both the small animal clinic and the equine clinic are to be commended on their facilities and faculty staffing arrangements and initiatives. The mobile clinic for seeing food animals in the field is a positive step but insufficient in scope to ensure all students have sufficient exposure to first day competence in farm animal field practice.

Student-time at the LAC is short term and does not allow longer term follow up and case responsibility for patients.

With the change from discipline based to species based divisions in the teaching curriculum the area of large animal gynaecology/reproduction lacks continuity in faculty input between theoretical versus practical teaching.

#### **6.2.3 Suggestions.**

- Initiative of faculty members aiming to develop or attain diplomate status in European colleges should be supported, in particular those areas that are yet lacking, such as diagnostic imaging, anesthesia, ophthalmology and dermatology.
- Expansion of the mobile clinic is advised to allow additional student time in longer continual blocks of time attending common diseases of food animals in the field.
- Student participation at the LAC should be in longer/more continuous blocks for longer-term engagement and participation in diagnosis and case reports of individual patients.
- The theoretical and practical components of reproduction/gynecology should be covered by the same faculty group.

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

### **7.1 Findings**

The three clinical departments of small animal activity (Department of Internal Medicine, Department of Surgery and Ophthalmology and Department of Obstetrics and Reproduction) at the main campus provide good access to live companion animals for teaching material. The SAC owns four dogs and four cats for clinical hands on training.

The LAC in Ulla was opened in 2001, moving all large animal clinical activities from the main campus, where 600 - 700 equine cases are hospitalised per year. The horse clinic owns 5 horses for hands on training.

At the LAC a large animal pathology is housed in a separate building, performing necropsies on horses and farm animals (including rabbits)

In the 2<sup>nd</sup> year students have to do 3 weeks summer extramural work on farms covering animal production and nutrition. Students have to submit a report that will be a prerequisite for the exam in the two disciplines.

The establishment operates a Mobile Clinic serving 15 farms in the neighbourhood giving access for the students to clinical training on farm animals and providing herd health service. The practical training is carried out every Monday, Wednesday and Friday, and students take part once in the 4<sup>th</sup> and 5<sup>th</sup> semester (two days during the curriculum). Practical training on livestock production systems and herd health management is provided in a day-long (10 hours) farm visit for fourth- and fifth-year students organized by the Department of Animal Hygiene, Herd Health and Ethology. Students have to prepare a report for evaluation.

The Commercial Farm at Ulla houses cattle, pigs, sheep and horses. The farm keeps beef cattle (130 cows) but no dairy herd. Besides its commercial activities the farm provides animals to the LAC for teaching purposes.

For teaching anatomy a sufficient number of canine cadavers are collected from the clinics on the main campus and the surrounding clinics. Only fresh cadavers are used and stored in a refrigerator room before carried in to the dissection room. There are no cadavers available from ruminants and horses for anatomical training.

For necropsies cadavers arrive from the SAC or the LAC, practitioners working in Budapest, commercial farms, owners directly and from zoos, pet shops and aquaria.

For companion animals the number of cadavers is in good balance with the number of students. For horses and ruminants numbers of cadavers are not sufficient for students who want to focus on large animals.

Practical teaching in veterinary public health, food hygiene and inspection is performed at the Department of Food Hygiene. Students have to examine raw milk, milk products, stuffed meat products, eggs and products of canned food. Practical training in meat inspection, ante and post mortem inspection is performed at accredited extramural training sites and slaughterhouses throughout the country.

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Teaching practical work in animal production subjects is performed during the extramural summer practice in the 2nd year and in the Mobil Clinic in the 4<sup>th</sup> and 5<sup>th</sup> semester.

Clinical material available in companion animals is satisfactory in relation to the number of students. For horses access to animals for clinical training is also satisfactory. Time allocated for clinical training on farm animals is too short to improve and maintain skills in clinical hands on training for students who want to focus on farm animals.

With respect to students given adequate exposure to slaughtering of various species as well as to material for supporting food hygiene training you are referred to chapter 4.5.

It is the opinion of the team, that the requirements regarding Animals and material of animal origin as they are laid down in Annex I of the SOP are met.

It is the opinion of the team, that the requirements regarding Animals and Teaching Material of Animal Origin as they are laid down in Annex I of the SOP are met.

### **7.2 Comments**

Generally there is ample access to relevant material of animal origin in all courses.

### **7.3 Suggestions**

- Time provided for clinical training on farm animals could be expanded for students focusing on farm animals and heard health management.

## **8 LIBRARY & EDUCATIONAL RESOURCES**

### **8.1 Findings**

The FVSB operates a Faculty library under the auspices of the University Library in Goodloe. The SER (p81) stresses that the library publishes several annual reports, information on services rendered, events, and new books etc. in printed form, on Facebook, Twitter and mailing lists.

In addition to the main Budapest campus library all departments operate local libraries with a very varied stock of textbooks and paper journals.

The library in Budapest is staffed by 12 full time, very qualified employees and it has 148 hardcopy journals and thousands of electronically published journals available for faculty and students.

There are 110 study places for students at the library and a single room for groups of students.

Wireless internet access is available throughout the library premises (and also in the students' center and also outdoors in certain areas of the park) and electricity supply is widely available.

Students have full access to VPN connections from home enabling them to get 24/7 access to the electronic journals in the library.

The library has established a national database (SER p83) as a tool for applications for external funding and for promotions. It also uploads bibliographies for faculty and researchers to make scientometric analyses.

An intranet covering uploaded presentations, lecture notes, study aids are provided by the departments with the aid of the library. Printers are available for students to print and scan at the library.

For students to be able to write and present studies and theses the library participates in offering introduction to the use of library services and also dedicated and more advanced courses in library techniques and scientific writing.

The Library for many foreign students acts as a “home away from home”.

The Library has an annual automatic raise in the allocated money for purchase of journals.

It is the opinion of the team, that the requirements regarding Library and Learning resources as they are laid down in Annex I of the SOP are met.

## **8.2 Comments**

The number of new textbooks in English available for students is relatively low compared to the number of both national and non-national students.

The Faculty wishes to improve their library facilities (SER p84) mainly to establish much wanted and needed small study rooms.

The efforts by the Library staff to create a really warm and at the same time professional environment should be commended as it helps foreign students to accommodate more quickly to the university environment.

## **8.3 Suggestions**

- The number of textbooks in English should be increased
- It should be considered whether enlargement of the opening hours to include Saturdays and Sundays would be beneficial to students, faculty and researchers
- The number of smaller group rooms either in the library or in another building should be increased

# **9 ADMISSION & ENROLMENT**

## **9.1 Findings**

Foreign applicants are admitted to training in German or English language courses. The selection is made on the basis of the performance in a special entrance examination in biology and chemistry or by evaluation of the secondary school records on these subjects in their



home countries (particularly for German language course). The transition rate for the second year is close to 90% for Hungarian students and 50-60% for foreign students, indicating that on average the basic knowledge of the incoming students is not as good as that of Hungarian students.

Admission to the FVSB is either to the course in Hungarian, German or English as well as entry as a graduate.

### **Hungarian Course**

The principles of admission to the FVSB for Hungarian citizens are laid down in a National Higher Education Act which states that all Hungarian citizens have the right to apply for a seat at any undergraduate course if they have the final examination certificate from their secondary school

The number of government-funded places is currently limited to 100, but as the Faculty has to consider all who apply with the minimum score or higher, this number will vary

The number of actual applications is 4-5 times more than the funded 100 places so the selection is competitive and is based on their performance in a raft of secondary school scores.

- The minimum score (varying between 415 and 420 out of 500) is based on the performance in the secondary finals, assessed on a scale of 500 scores. The score is determined by considering the number of state-funded seats permitted by the Ministry of Human resources
- It must be noted that using this system the Faculty has no control over the number of students admitted to the Hungarian course
- There are a further maximum of 15 seats available for Hungarian students that achieve no less than 10% below the minimum score and are willing to cover the expenses of instruction. These charges are similar to those fees for the international students.

### **German and English Course**

- Foreign students are enrolled on the English and German courses based on either their performance in a special entrance exam or with the German intake their secondary school grades and often some references
- There is an admission cap of 120 in the English Language course of veterinary medicine and 120 in the German course
- The procedure for applicants is well documented within the web site. Applicants can either choose to take a written multiple choice test plus interview OR an oral exam plus interview

### **Graduate Entry**

- Foreign students having a Bachelor degree of a related field can be admitted to the programme as transfer-students
- If students have a degree in a related discipline (eg Biology or Chemistry) they can undertake the first two years in one year by means of targeted exemptions. If their degree is in an unrelated subject they are required to complete the full five years

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- The grades achieved within their degree are also assessed. If grades are not considered to be sufficient graduate entry students still have the opportunity to take the entrance exam.

It is the opinion of the team, that the requirements regarding Admission & Enrolment as they are laid down in Annex I of the SOP are met.

### **9.2 Comments**

- The transition rate for the second year is close to 90% for Hungarian students and 50-60% for foreign students, indicating that on average the basic knowledge of the incoming students is not as good as that of Hungarian students.
- The situation for students having to leave the course is documented. However, while the regulations for Hungarian students are clearly defined, the situation for the foreign students are more flexible and unclear
- The university feels that due to the rigorous and fully objective nature of the admissions process, the level of knowledge of newly admitted students is generally adequate to pursue studies at the faculty. It must be noted that the motivation and aptitude of students is never assessed prior to admission
- The university admit to being at maximum capacity and unable to further increase the yearly student intake.

### **9.3 Suggestions**

- The Drop-out rate for students, particularly within the first two years of the course is unacceptably high. Admissions procedures therefore, are ineffective in ensuring that each student selected has the appropriate motivation, scientific capability and aptitude that is necessary to complete the course. A change to admissions procedures, in favour of a more selective intake of international students is required if drop-out rates are to improve.

## **10 ACADEMIC TEACHING & SUPPORT STAFF**

### **10.1 Findings**

- There are 6.58 students per each teaching staff and 1.32 support staff per each teaching staff. Approximately 70% (68.5%) of the teaching staff are veterinarians, and the overall staffing ratios are similar to the averages recorded for EAEVE data
- The allocation of budgeted posts for the staffing level (Table 10.2) is based on historical staffing allotments. Any requests for increased staff in one area need to be justified by substantial increases in workload and countered by reduced staffing elsewhere. Such decision's on changes in staffing levels are extremely sensitive. There are only fully budgeted positions within the faculty and each department /section has a fixed allotment for budgeted positions to cover their area of focus
- In general, the total number of personnel in the various categories is reported to just meet the needs of the student population. However, staffing numbers and proportion

of senior faculty is in some areas out of balance for the veterinary curriculum, with for example 8 and 11 teaching staff in chemistry (1 full professor, 2 associate professors) and botany (2 full professors, 2 associates) respectively, whereas there are only 6 teaching staff in the Department and Clinic for Farm Animals (1 full and one associate professor)

- It remains unclear, as shown in table 10.2 as to how often academic and support staff can move within the Faculty to fulfill, for example, changes within the curriculum
- Posts that become vacant in the teaching staff are replaced. However, replacement among teaching staff in some disciplines is very difficult, due mainly to an inability to compete financially (or on benefits) with the private sector or international opportunities
- Service income and /or grants are by necessity earmarked for equipment, research consumables or for funding participation in scientific meetings. In order to retain remaining academic staff members they are allowed to conduct private practice, consultation and outside work
- The Faculty lacks the finances to pay sabbatical leave or support attendance at scientific meetings apart from exceptional cases such as giving an oral presentation at a prestigious international meeting
- Subsidies are also given each year to provide funds for PhD students and young postdoctoral fellows for those who have research grants
- Staffing levels are fixed but the rights and benefits for teaching versus research staff differ, despite having very similar duties
- Since the Faculty is the only veterinary establishment in the country, and due to the fact that the Hungarian language is essential, the veterinary staff members are mainly Hungarian graduates. Vacant positions are advertised in local veterinary journals and in the official journal of the Ministry of Human Resources. Impact factor (IF) requirements and predefined criteria are used for the basis for appointment level and promotion
- Recently the administration has actively recruited former graduates from Hungary who had achieved international experience and attained board certification. Given the language requirements professorial positions are not advertised internationally.

It is the opinion of the team, that the requirements regarding Academic Teaching and Support Staff as they are laid down in Annex I of the SOP are met.

## **10.2 Comments**

- The allocation of staffing positions based on historical guidelines is rigid and hampers changes in faculty support needed to provide teaching and research expertise in a changing curriculum
- A major threat regarding retaining or recruit academic personnel is a substantial difference between the salary levels of academics in public service as compared to the income offered in the private sector.

### **10.3 Suggestions**

- The faculty should review and consider modification of its historical allocation of teaching staff to mirror the continuous evolution and modernization of the curriculum. This is especially relevant when a senior member of a department resigns as it is important to assess need elsewhere before permission is given to the department to advertise a replacement teacher
- More competitive salaries to retain skilled faculty members and recruit top graduates are essential to ensure high quality science based veterinary education.

## **11 CONTINUING EDUCATION**

### **11.1 Findings**

Continuing Education (CE) is offered by several educational and non-educational institutions, such as FVSB, the Hungarian Veterinary Chamber (HVC) as well as pharmaceutical manufacturing companies. The FVSB is the coordinating body in CPE, having CPE in the objectives.

Act CXXXVII of 2012 on the Hungarian Veterinary Chamber makes continuing education compulsory for every practicing veterinarian. Requirements for CPE are specified by the Hungarian Veterinary Chamber (HVC) in its "regulations concerning further training".

The HVC organizes CPE for its members and issues the grade of Expert of the HVC.

The Centre of Research and Postgraduate Training (CRPT) of the FVSB is responsible for the operation, organisation and co-ordination of CPE.

The CPE programme is aimed for every practicing veterinarian, as practicing veterinarians must gain at least 300 points over a three-year period. Points are assigned to continuing education and postgraduate training courses by the committee of HVC responsible for further training.

The quality of CPE at the FVSB is ensured and monitored by an ISO 9001:2009 based quality assurance system.

CPE is mandatory for all Hungarian practitioners and is a prerequisite for having license to practice.

According to the Act, an independent veterinary practice can only be initiated after 5 years of practical work and also possessing one of the degrees organized by the Act (PhD degree, Veterinary expert's diploma, Expert of the HVS, European College member). This scheme is decided to start in 2022.

The Faculty has a budget for organizing CPE. In addition to this, practitioners participating have to pay a fee. Most of the income generated is allocated back in the CPE programme.

It is the opinion of the team, that the requirements regarding Continuing Education as they are laid down in Annex I of the SOP are met.

**11.2 Comments**

None.

**11.3 Suggestions**

None.

**12 POSTGRADUATE EDUCATION**

**12.1 Findings**

- The system of postgraduate specialisation (Veterinary expert training) is rather unusual for most of the European faculties of veterinary medicine; however in Hungary it is very well appreciated by veterinary practitioners, state veterinary officers and laboratory veterinarians. The courses last for four semesters with two week long intensive teaching periods, completed by practical training and exams at the end of semester. The courses are prepared by FVSB, together with Hungarian Veterinary Chamber (HVC) and veterinary authorities. The program is accredited by the Hungarian Accreditation Committee and the national level diploma is obtained. The diploma is recognised by Hungarian Veterinary Chamber (HVC) and is required for launching an independent veterinary practice.
- Currently there is no formal and independent EBVS training at the FVSB.
- There are 16 active diplomates in different European Colleges at FVSB and 4 residents are currently enrolled in various training programmes.
- Research education training (PhD) is organised by FVSB. It is composed of four activities:
  - PhD courses
  - Research
  - Teaching and writing scientific papers
  - Completing the PhD thesis
- It is supervised by the Council for Veterinary Doctoral (PhD) School. The duration of the program is three years (36 months). It consists of compulsory and elective PhD courses and 180 CP should be obtained. Before defending the thesis, three papers should be published in peer-reviewed journals with a sufficient impact factor. At least on one paper the candidate should be the first author.
- A modest number of candidates apply annually (less than 20). The average time to defend the thesis is 5.4 years. The candidates can study as a full student, receiving governmental scholarship or they can be employed outside the faculty. Candidates with good research experiences, resulting in several papers can apply for PhD study without taking the PhD courses.

It is the opinion of the team, that the requirements regarding Postgraduate Education as they are laid down in Annex I of the SOP are met.

**12.2 Comments**

- National specialisation seems to be very useful qualification regarding professional activities in Hungary, although it does not meet the requirements of the European Specialist qualification. Nearly 20% of the Hungarian veterinarians have received the diploma in veterinary expert training. However, it can help those who are seeking a European Specialist diploma.
- PhD students are not encouraged to finish their PhD earlier. After three years they stay in the same position in the department, receiving their salary.

### **12.3 Suggestions**

- Although the involvement of PhD students in helping deliver the teaching to undergraduates is a useful addition to the curriculum, the average time to defend the thesis is 5.4 years which is too long. This length of time is exacerbated due to the PhD students continuing to receive their stipend which removes an incentive to finish within the planned three year period

## **13 RESEARCH**

### **13.1 Findings**

Research is conducted in most of the departments involved in the veterinary curriculum, and provides research based teaching and opportunities for student involvement in research (see below.). The faculty has strong collaborative links with the adjacent national veterinary diagnostic laboratory and the veterinary medical research institute.

From 2010 to 2012 the Faculty obtained financial support from 156 applications and research projects, the majority being national, with a smaller proportion international and co-funded. Annual faculty generated research income exceeds 20 % of the amount the government provides in annual direct faculty support. The focus of the Faculty has recently shifted to both the international, mainly EU grants and the R & D projects of enterprises; therefore the role of applied research has greatly increased. Many departments have clear research ties on the international level, with close collaboration with other research universities in neighbouring countries in eastern and central Europe, but also selected collaboration with veterinary schools in western Europe as well as North America.

The PhD students enrolled receive uniform training under the council for Veterinary doctoral (PhD) school. The core program is 3 years and includes PhD course work, research, teaching and writing the articles and thesis. On average nine candidates enter the PhD program each year.

All faculty members are expected to perform research, and a credit system for research productivity is in place. Within each department there are focused areas of relevant research activity.

Every veterinary student actively participates some form of research through their veterinary thesis project, which includes an experimental research part, either a laboratory experiment, a clinical study or an analytical activity. Approximately 20–40% of them join several research teams. With the integration of a student-thesis in the research of faculty this is a workable solution, providing there are sufficient faculty members with active research activities.

A yearly conference of the Scientific Students' Associations is organised at the campus, when 30–40 scientific presentations are delivered by students. Besides the 10-minute presentations, students

have to prepare a 15- to 30-page paper (comparable to a manuscript for an international peer-reviewed journal) that is evaluated by professorial faculty prior the conference.

The best students attend the Conference of the National Scientific Students' Associations and the veterinary students are regularly highly ranked at this national level. A substantial part of the thesis is incorporated into the publications of the departmental research team with the student(s) as co-authors of the papers.

It is the opinion of the team, that the requirements regarding Research as they are laid down in Annex I of the SOP are met.

### **13.2 Comments**

The level of involvement by the veterinary student body is highly commendable. Student successes and awards in the competition at the national level are clear evidence that the veterinary curriculum has clear and strong connections to scientific research.

### **13.3 Suggestions**

- The Scientific Students' Association conferences should be maintained in the future if possible operating funds for student research should be increased.

## **EXECUTIVE SUMMARY**

### **SER 1**

The visitation to the Faculty of Veterinary Science, Budapest 24 – 28 February 2014 was carried out in a cordial and very friendly and professional atmosphere. In addition, team was supplied with all the further information that was requested.

The self-evaluation report proved a helpful tool, reflecting the true status of the veterinary school in Budapest. Although easy to read, there were many omissions which although rectified during the visit did increase the work of the visiting team. In addition, the Faculty might have put more emphasis on the true international status of the Faculty with so many foreign students and an increasing number of faculty having been abroad.

All over the campus the team noted that the Faculty was clean and tidy. The team saw many examples of excellent teaching. By excellent teaching the team means a process where there is productive and intensive interaction between teachers at different levels and students. But it also includes an environment where it is obvious that there is mutual respect for each other at all levels from first year students to senior professors.

The Faculty of Veterinary Science, Budapest has its strengths and weaknesses, opportunities and threats. The team has identified several strong points:

1. Excellent extramural rotations in animal production
2. LAC facilities are excellent/state of the art
3. SAC facilities are excellent/state of the art
4. There is a good balance between animal species in teaching

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5. There is a true international atmosphere at the Faculty
  - a. Many international students
  - b. High level of English language skills among teachers
  - c. Many international faculty
6. There is a modern, well equipped food processing lab for student training
7. Good support from students for students with a special focus on int. students
8. The international relations office takes good care of the large number of foreign students
9. The university has dedicated, enthusiastic and open-minded personnel, from professors to support staff. The same is true for students, who are well appreciated within the university as excellent students.
10. Students are very engaged in research in the undergraduate program
11. Very good gym and sports facilities
12. Across the university, from basic sciences to the clinics, the team observed many well performing units, with an excellent professional reputation for teaching and research.

As it often occurs, strengths are accompanied with some weaknesses. Their identification by the team should provide the faculty with incentives for further improvements:

1. The financial situation is not supportive of such high quality teaching in a research environment. However, the Faculty has managed to overcome this obstacle by attracting roughly 80 % of its funding from external sources
2. Many of the old buildings are in need of maintenance and repair
3. There is some variation in the overall level of safety within the University. The team especially noted that safety instructions in most places were primarily in Hungarian
4. There is a low but sufficient number of first opinion equine cases
5. Consultation skills within the clinics (especially with respect to communication) could be improved by deciding on precise outcomes assessment on this specific issue
6. Other than the obligatory EMS, the remaining (and often extensive) professional EMS would benefit from further regulation, particularly with food hygiene
7. The amount of clinical work with farm animals should be increased
8. The allocation/calculation of ECTS to each course should be clarified further
9. There is a large number of departments many of them working within closely related areas
10. The faculty should consider reducing the amount of hours in basic sciences.
11. The Faculty should return to the status of a sovereign Institution

### **SER2**

Experts

Andrea Tipold, Hannover, Germany

Stephen May, London, United Kingdom

With respect to the Stage II accreditation it is clear that all of the documentation received shows that the vast majority of quality procedures, and all critical quality control procedures, have been in action for at least 2 years, although some of the detailed aspects of the quality assurance system are still



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being developed, as the faculty discovers problems and is happy with the way the more important aspects have become embedded.

The SER2 report was prepared following the EAEVE requests and examples of documentation were present from the start of the visitation for each assessment procedure. The SER-2 was supplemented with additional information during the visitation. Supporting documentation was presented in English as Annexes in the SER-2 and available during the visitation primarily in the Hungarian language; translators were present to help with understanding the different documents. The Office of Study Affairs provided information about the study management system in English. Different flow charts were provided either in SER-2 or at the time of the visitation.

A person responsible for quality assurance was always available and very helpful, and the communication with all students and employees interviewed and met was pleasant and profitable. Most communication was conducted in English, with the remaining part conducted in German.

Various procedures exist to handle unexpected events and to be prepared for accidents, drills, e.g. fire drills and drills concerning accidental spilling of chemotherapeutics, are regularly conducted. The handling by the University of the situation where one of the two Stage-2 experts had to cancel participation also reflects that the University as a whole has the capacity and ability to amend to acute situations.

With the provided documents, the access to the Internet and Intranet web systems, and the interviews conducted, the amount of material available for the evaluation was considered definitely satisfactory.

The Faculty has demonstrated an awareness for quality. Many quality assurance measures have been developed and implemented; there are several examples of best-practice at the Faculty e.g.

- The promotion and management of undergraduate student research projects, including the encouragement to students to present their work at the national student conference
- The Erasmus student mobility programme that both sends out and receives students, and ensures that they have a quality experience that suits their needs

It is evident that the University has a focus on Quality, Quality Control, Quality Assurance and Quality Management of all of its actions and initiatives. However, the team found no major shortcomings but identified 3 Assessment Procedures (AP2, AP4, and AP7) to be less satisfactory.

It is suggested:

- The Faculty needs to take full ownership of its assessment processes and curricula, so that all can be clear that learning outcomes are appropriately defined and published, assessment is matched to outcomes and standards are equivalent and matched to the needs of society in terms of day one skills
- The Faculty must consider introducing generic criteria for grading that are available to students and clearly linked to detailed grading criteria in individual courses
- The reviewers recognise and applaud all the individual activity to support students. This is reactive according to student needs. However, the University must accelerate the implementation of its equality policy, and pro-actively develop and publicise formal and informal support structures for students so that this becomes a coherent framework for addressing student needs
- The application of the ECTS must be made more consistent and transparent for staff and students

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Student support is well performed on an individual basis, but the Faculty should develop a comprehensive approach which makes explicit the formal and informal routes through which students with particular and special needs can seek help

All together, it is the opinion of the two team's evaluators that the Faculty of Veterinary Science, Budapest fulfils all the standards provided for Stage I and that 9 out of 12 Assessment Procedures for Stage II were fulfilled.

- 1. The team found no major deficiencies for both STAGE I and STAGE II. However, there are a number of "Suggestions" made in STAGE I**
- 2. 3/12 of the AP's found to be less satisfactory for STAGE II**
- 3. As the team found no major deficiencies for both stages so full approval STAGE I and conditional accreditation (due to 3/12 AP's found to be less satisfactory) STAGE II of the Faculty of Veterinary Science, Budapest is suggested to ECOVE.**
- 4.**

### **ECOVE DECISION:**

**No major deficiencies or serious shortcomings have been found.**

**The status of the establishment is: approval/accreditation**

### **Annex 1 Indicators (Budapest 2012, updated November 2013, reviewed February 2014)**

<b>Ratio for Budapest, Hungary</b>	<b>Numerator/Denominator calculated by faculty</b>	<b>1/Denominator faculty figures</b>	<b>Established range of denominators (corrected 240214)</b>	<b>Notes</b>
<b>R1 p95 SER</b>	195.2/1286	1/6.58	8.381 max (UL)	Better than
<b>R2 p95 SER</b>	454.2/1286	1/2.83	9.377 max (UL)	Better than
<b>R3 p95 SER</b>	137/1286	1/9.38	11.057 max (UL)	Better than
<b>R4 p95 SER</b>	137/108	1/0.79	2.070 max (UL)	Better than
<b>R5 p95 SER</b>	195.2/259	1/1.32	0.505 – 1.907 (Recommended range)	Within range
<b>R6 p38 SER</b>	3394/2380	1/0.7	0.602 min (LL)	Better than

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<b>R7</b> p38 SER	1026/1354	1/1.32	1.809 max (UL)	Better than
<b>R8</b> p38 SER	465/6112	1/13.14	2.406-75.459 (Recommended range)	Within range
<b>R9</b> p39 SER	340/6112	1/17.97	0.657-89.390 (Recommended range)	Within range
<b>R10</b> p39 SER	340/160	1/0.47	0.074-0.847 (Recommended range)	Within range
<b>R11</b> p77 SER	108/191	1/1.768	0.758 min (LL)	Above level = better than
<b>R12</b> p77 SER	108/2798	1/25.9	8.325 min (LL)	Above level = better than
<b>R13</b> p77 SER	108/90	1/0.83	0.326 min (LL)	Above level = better than
<b>R14</b> p77 SER	108/639	1/5.916	2.700 min (LL)	Above level = better than
<b>R15</b> p77 SER	108/398	1/3.685	0.407 min (LL)	Above level = better than
<b>R16</b> p77 SER	108/11710	1/108.425	48.061 min (LL)	Above level = better than
<b>R17</b> p77 SER	108/61	1/0.56	0.035 min (LL)	Above level = better than
<b>R18</b> p77 SER	108/1103	1/10.21	1.036 min (LL)	Above level = better than
<b>R19</b> p77 SER	108/3353	1/31.05	0.601 min (LL)	Above level = better than
<b>R20</b> p139 SER	108/582	1/5.39	1.589 min (UL)	Above level = better than

## **Annex 2 Listing of Deficiencies**

**The team found no major deficiencies.**

## **Annex 3 Students report**

The objective of the student report is to give some insight into the way the Faculty is perceived by a fellow European student. Having assessed the university from the view point of the 'end consumer', this report aims to highlight certain aspects of student life at the FVSB, and to give a brief overview of life as a vet student in Budapest from the perspective of a student. Please note that any of the observations made in this report are strictly subjective and based on personal experience and opinion.

### Organisation.

The Faculty of Veterinary Science Budapest is a culturally diverse place to study. Students are well organised academically into three separate courses which are timetabled in parallel to one another, taught in Hungarian, English and German. Administration for the Hungarian and International students respectively, is done via the Hungarian and International secretariats which are said to do a good job in keeping students up to date with university affairs. There is no central EMS coordinator as such. Obligatory EMS is organised by the students themselves which they like as it means they are able to choose practices close to home if they so desire. Students are encouraged to 'see practice' at clinics in their holidays. This is informal and unregulated and may lead to students having different levels of practical experience, although it is good in the sense that it allows students the opportunity to gain experience in veterinary practice in their home country and to become familiar with procedures and protocols that are employed here.

Student feedback is organised via an anonymous on-line database, whereby they are able to grade specific teachers on the quality of the teaching that they delivered.

The university seems to be proud of this method of compiling feedback and seem to take it very seriously, with one example given of a teacher being removed temporarily from the teaching course as a direct result of poor grading given by students. Students on the whole value this as they feel the student voice is being heard; however there are definite teething problems which have resulted in very low numbers of students contributing feedback, such as opportunity for giving feedback being timed during busy academic periods so the students don't get round to it.

There are various other channels by which students can voice their opinions on their education. A class rep system is in use and appears to function well for relaying concerns or suggestions from students to staff members.

### Student Welfare

There does not appear to be a formalised system in place, at present, to deal with matters of student welfare. International students arrange meetings with heads of department or subject

lecturers on an ad hoc basis if their concerns relate to academic matters. In terms of personal problems, students have identified a member of the international administration team as an approachable member of staff who they turn to him for help should they need it. Although this is not his official job, the current system seems to work fairly well and students do not feel that extra university support systems are required.

Student led organizations 'The Foreign Student Association' or FSA and the Hungarian equivalent 'HÖK' are an integral part of student welfare at this university and should be praised for the support which they supply to the students. Freshman's camp and welcome ceremonies, sports teams and social events are organised by these committees aiming at improving integration, uniting the student body and helping to prevent isolation. Recreational activities, particularly sporting teams are well organised and encouraged. The Hungarian cohort have compulsory physical activities once a week. Integration between the Hungarian and international students is a particular area that is being focused on. Attempts to link the cohorts are made through events such as a 'world cuisine day which celebrates the international nature of the school.

There are limited formal provisions for students with disabilities which is an area for consideration. Dyslexic students may be awarded extra time in exams if the appropriate documentation can be provided and again, an informal ad hoc system is the accepted method of support rather than through a committee.

There is a high drop-out rate in the first and second year on all of the courses, particularly amongst international students. This appears to be due to a number of different reasons including difficulty in adjusting to the Hungarian culture and difficulty with the level of science required to pass chemistry in the first year. International students, due to the nature of the admissions process seemed to start with a range of scientific ability and some students find that it is a great pressure to meet the standard required of them in the first year. There is a large number of academic assessments including lab tests, midterm assessments, semi-final and final exams. Hungarian students are used to a rigorous examination protocol but international students seem to find it fairly stressful.

### Physical Facilities

Physical facilities are on the whole impressive. In terms of academic facilities there are a number of adequately seated lecture theatres that are used to deliver power- point based theory lectures with the audio- visual equipment where required. The halls are well equipped with demonstration facilities such as camera-video links for teaching dissection and certain halls such as the one at Üllö are even able to accommodate live animals.

There are commendable diagnostic facilities such as CT scan, ultrasound, x-ray and well equipped teaching laboratories. Students that take part in shifts at the clinics have a student 'on-call room' equipped with a fridge, plentiful locker space, a table and chairs and three beds.

The 'Student centre' is a particularly student friendly resource. It functions as a place for students to meet socially with plenty of space. Food is sold here at a reasonable price and the feeling is it is generally palatable.

Wifi is freely available in various places around campus such as the Library and student centre. A large sports hall and gymnasium are situated on campus for recreational use by the students, who take part in an impressive array of sports teams. Although there isn't a swimming pool students are able to collect university funded swimming passes for use at local establishments.

Course notes are available in electronic format in three languages which students are required to print off themselves prior to lectures. It would be better in terms of expense and convenience if these were provided at the lecture. Anatomy dissection videos are available in CD format in Hungarian and English for the cost of 15E which are popular amongst the students.

## Teaching

### Preclinical teaching

The general feeling from students of all courses is that the preclinical years of the course are tough in terms of content, particularly for the international students, and the large number of examinations, midterm tests and formative assessments keep them working to a high standard throughout the year, not just during the examination period.

It was noted that students find Chemistry classes in first year particularly difficult. They feel that a higher level of chemistry is required than that they learnt at school and this places significant pressure on them academically, to get to the standard that is expected.

In terms of content the students feel that there is inevitably some overlap of course content but that it is not excessive and if anything the level of repetition is useful in cementing knowledge. Didactic teaching is mostly done via lectures and practicals. Problem-based learning is not a fully integrated teaching method which is something that could be considered for the future.

### Clinical Teaching

The Small animal clinical teaching is thoroughly enjoyed by the students and they feel satisfied with the surgery, internal medicine and obstetrics aspects of the course. Where English and Hungarian students are mixed during the 11<sup>th</sup> semester, Hungarian students are asked permission from the clinicians to be taught in English which is said to work well although not all Hungarian students are proficient in the English language. There is a recognised language barrier between the clients that own the animals in the clinics and the international students, meaning that they are unable to take consultations and gain experience in this area, this is partially addressed by having rounds every morning in which clinicians run through the clinical cases that students will be in contact with.

The facility at Üllö is very impressive but is underutilised, particularly in the farm department.

Farm animal cases are very limited and although there has been the implementation of an ambulatory farm animal clinic for students to improve their practical exposure to farm animal practice, students are only required to spend two days with this which is not very much hands

on experience. There seems to be little exposure to porcine and small ruminant clinical work which perhaps leaves gaps in practical skills that can be gained at the university.

The equine clinic at Üllö currently has five permanent teaching horses which are used in practical teaching sessions such as lameness evaluation. The clinic takes on referral cases from the wide surrounding area for students to gain experience in equine medicine and surgery. Although students are involved in caring for hospital inpatients, there is currently no first opinion equine work seen by the students at the FVSB which is a disadvantage as it limits the experience that new graduates have in day one competencies such as vaccination. The implementation of the '11<sup>th</sup> semester' is seen as a very positive change to the course as it increases the practical aspect of the course greatly.

The teaching of certain aspects of communication, such as the skills involved in veterinary consultations, is missing from the present curriculum and careers advice is also not formally included, both of which would be helpful in preparing the new graduate for life after vet school.

### Library

On the whole students seem to be very content with their library facilities. The library is well equipped with veterinary textbooks in all three languages and access is available to a large number of scientific journals via the national consortium. There is a computer room, two working printers, a user-friendly library database and library website whereby availability of books may be checked at the student's convenience. The workspace is clean and quiet and IT and thesis writing classes are available to aid the students in their studies. International students, who seem to use the facility more regularly than Hungarian students could benefit from the opening hours being increased in non-exam periods and it opening at weekends. Currently there is no service on Saturday or Sunday which are days when International students have time to devote to private learning. Students feel that there could be more Physical copies of books available. Exams are a very busy time for the library; students struggle to get places to study although this is not true for the rest of the year.

In conclusion I was impressed with the FVSB and feel that it achieves its aim of training students to practice veterinary medicine. The student population appear to be a hardworking and proactive group of individuals from all over the world who are trained to a good standard. What really struck me was the student-student support at this university, there is a definite feeling of camaraderie. At times integration between Hungarian and international courses are lacking however efforts are being made to unite the cohorts by their dedicated student organisations, the FSA and HÖK.

There are a few areas that could be improved upon, such as perhaps the admissions process could be fine-tuned to make it more selective so that there was a lower dropout rate in the primary years of the course, however all in all I believe FVSB to be a positive place to study for its students.