

Screening of competences

Results of the Veterinary Medicine Study
Programme at the Faculty of Veterinary
Medicine Cluj-Napoca
(FVM Cluj-Napoca)



University of Agricultural Sciences and Veterinary Medicine
Cluj-Napoca
Calea Mănăștur 3-5
400372, Cluj-Napoca
Romania

January 2018

Sorin Dan and
Rodica Sobolu



Executive summary

Introduction

In order to assess the progression and efficiency of the veterinary medicine study programme at University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca, we evaluate the competences that students have achieved at different stages of their studies. The primary focus of the survey is to screen students' perceived competence levels and compare them to the intended competence levels. With this survey, we seek to answer the question of whether students acquired the intended competence levels and whether the study programme adequately promotes the students' competences.

Main results

The survey was conducted with students in their 10th semester and in their 12th semester (at the end of the study programme). The survey results were analysed with regard to different elements of the teaching and learning process, such as curriculum, teaching and assessment methods, and students' learning strategies. We will develop quality enhancement methods on the basis of the outcome of the analyses that should alter our actions in order to achieve better student competences in the future.

The screening process included two groups of students: one in their 10th semester, represented by 15 females and 6 males; and another at the end of their studies, in their 12th semester, represented by 8 females and 5 males. We also surveyed one group of faculty members. Students and faculty members were recruited as participants via information materials sent by email, the official website of FVM Cluj-Napoca, and face-to-face discussions. Participation was voluntary, and the screening took place on the university campus in between courses. Students completed an online version of the screening instrument.

Based on the analysis of the results, it seems that there are many gaps between the intended and actual competences from the perspective of both students and faculty members. Also, the study programme did not foster students' competences up to the intended level for all competences, especially in the 12th semester and concerning the practical aspects. For some practical competences, the levels achieved by students were higher than the taught level due to internships outside the faculty. Also, the free text answers indicate that there is a gap between intended competence levels in this field and the actual teaching and learning process. In addition, some students have achieved practical skills due to internships outside the faculty.



Conclusions

As a general comment from both students and faculty members, more practical activities would be beneficial for increasing students' skills in order to prepare them to become well-trained veterinarians after graduation. Possible recommended measures are, on the one hand, courses for faculty members in the area of practical teaching, and on the other hand, a strengthening of networks with partners from the field of working practice.

Experts from universities, state veterinary services or the private sector could be invited to host lectures and practical demonstrations. The internship period (practical stage) of the study programme could be improved by allowing students to perform at least basic procedures themselves in all competence areas: clinical, laboratory, food safety, animal husbandry, etc.

The template was developed in the course of the project
'Internal Quality Management: Evaluating and Improving Competence-Based Higher Education'

The project was co-funded by the Erasmus+ Programme of the European Union.



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Further information on the project is available on the Erasmus+ platform for project results:

- Go to <http://ec.europa.eu/programmes/erasmus-plus/projects>.
- Enter the project title 'Internal Quality Management: Evaluating and Improving Competence-Based Higher Education' in the search bar to get to the project homepage.

