

SWOT analysis of FMVSZ

<p>Strength</p> <ol style="list-style-type: none"> 1. Excellent location with good communication with stakeholder's 2. The oldest VEE established in 1923 (nearly 100-year history) 3. Experience as accredited by EAEVE with positive criteria within SOP standards 4. Active exchange programs within ERASMUS for students and teachers. 5. Governmental and private veterinary stakeholders are in permanent communication and good relationships with the faculty, especially for crisis decisions and shared expertise. 6. Leader in the national Students practices program 7. Students from all study years are nearly equal high active in the satisfaction survey. 8. Own student's transportation system for extramural practices and farms. 9. Continuous enrolment of young teachers in all the study subjects, and low aging rate in the faculty. 10. Flexibility in human resource management. 11. High carrier development rate. 12. High motivation within students and teachers for English B1 and B2 levels. 13. Own e-learning study platform for all the subjects in Bulgarian and English 14. Well-developed postgraduate study programs and 2 additional MS degree related to administration, management and Food control. 15. High score in annual national ranking system for faculty and university evaluation and 9,48 of 10 points in National accreditation system.
<p>Weakness</p> <ol style="list-style-type: none"> 1. EPT provides high numbers of patients and experience with animals per students that intramural. 2. VTH is non-equal developed for small animals than for large and equine, with predominance equipment for pets. 3. Bureaucratic duties because lack of internal digitalization through the front offices, especially "student's affairs" and "scientific development" 4. Lack of office unit supporting in project application and management of intellectual property. 5. Low business financial support or R&D ideas realised by student involvement into research activities within extramural scientific network for veterinarians. 6. Less applications for PhD compared to that for medium and long term specialisations. 7. Teaching university farm is old and without pigs and poultry 8. Laboratory animal's facility is poor equipped and not sufficient for basic and preclinical research. 9. Logbooks with Syllabus, Curriculum and Day one competence are not in virtual relationship for all the competences. 10. EBVS or international lecturers are involved not in equal for Bulgarian and English speaking students. 11. Low numbers of practitioners are interested in development of evaluation system or teaching methods. 12. Insufficient budget to manage own ISO accredited laboratory with unique infrastructure.

4. APPENDICES

<ol style="list-style-type: none">13. Information strategy for proper research and voluntary activities is inadequate targeting mostly high study years.14. Most of graduated veterinarians are more motivated for small animal's practices that stock life farms or equine.
Opportunities
<ol style="list-style-type: none">1. New national funded grant opportunities for digital and innovative teaching technology practical oriented with hands-on and soft skills.2. Recent updated National strategy for higher education in Bulgaria 2021-2030.3. Integrated approach targeting the Global goals for sustainable development related to animal-human-ecosystem bonds.4. Increased involvement of government and private stakeholder's in EBVS specialist supervised revision of syllabus for basic Day one competence and postgraduate lifelong development, incl. One health.5. Great partnership within regional and national agri-food sector which will increase learning outcomes during EPT.6. Internationalization through network activities and agreement for teaching and research partnership with universities with good practices.7. Location close to mining region as more agricultural oriented University targeting the plan for recovery and resilience.
Threats
<ol style="list-style-type: none">1. Restrictive requirements with decreasing numbers of animals used in veterinary education.2. High cost for veterinary education through increasing Biosecurity, Safety, Recycling and maintenances costs for teaching farm, vet. hospital, skills lab and laboratory equipment.3. More than 80% of the budget is dependant from governmental finds based on Rectors agreement and National strategy for higher education in Bulgaria.4. Non harmonized requirements for national, EAEVE (inc. QA) and European accreditation system for veterinary education.5. Reduced mobility for staff and teachers based on habits change due to Covid and post covid perceptions.6. Reduced number of farm animals in Bulgaria (especially poultry and pigs) influenced by AFC, Avian Influenza, vector borne diseases and demographic crisis.7. Decreased interest and motivation in students and young vets for public health versus increased demand for veterinarians into government administration and stock life farms.8. Extramural knowledge and lecturers related to Artificial intelligence, telemedicine, digital technologies, virtual reality, 3D visualizations, engineers (mechanical, electrical, electronically) etc.