VISITATION REPORT

To the Department of Veterinary Sciences of the University of Parma, Parma Italy

On 18 – 22 September 2023

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Contents of the Visitation Report

Introduction

The teaching of veterinary medicine at the University of Parma (UniPr) started in 1845 in the centre of Parma and moved to the current campus in 1974. The original school has undergone several re-namings and reorganisations over the years. The degree course in Veterinary Medicine is now run by the Department of Veterinary Sciences (called the Veterinary Education Establishment (VEE) in this report), one of nine departments of the UniPr.

The UniPr VEE is located near the centre of Parma, close to the train station, the municipal slaughterhouse, the National Veterinary Diagnostic Laboratory, the municipal shelter and the offices of the European Food Safety Authority (EFSA).

The VEE's last ESEVT Full Visitation was completed in May 2011, followed by a Re-visitation in 2012, resulting in the Approval status granted by ECOVE. In 2021, the VEE asked for the postponement of the Full Visitation, resulting in the Non-approval status because the end of granted status was exceeded.
The VEE was also accredited by the Italian Agency for the Evaluation of the University and Research System (ANVUR) in 2019.

The main developments since the last ESEVT Visitation have been a reduction in the number of UniPr departments, a decrease in the number of both admitted students and academic staff, an amendment of the curriculum, an upgrading of existing facilities, the construction of a new wing of the VTH and the purchase of new imaging equipment.

The ESEVT SOP 2019, as amended in September 2021, is valid for this Visitation.

Area 1. Objectives, Organisation and QA Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.
The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.

1.1.1. Findings
The VEE has a mission statement related to the curriculum, student education, research, the academic environment, and continuing education. The VEE aims to educate veterinarians, protect animal, human and environmental health for the benefit of society, provide clinical services, promote activities related to food safety, animal welfare, public health, and conduct research.
The degree course in Veterinary Medicine (DCVM) is one of 3 degree programmes offered by the VEE. The DCVM is 5 years in duration in accordance with the Italian Ministerial Decree No. 270/2004 (Degree Course Class LM-42), is based on the EU Directive 2005/36/EC (as amended by Directive 2013/55/EU) and is designed to ensure that all students will achieve the EAEVE Day One Competences by graduation. The curriculum covers basic and clinical sciences in companion animals (including equine and exotics) and food-producing animals, food safety and quality, and professional knowledge.

1.1.2. Comments
The VEE has a clearly articulated main objective of providing veterinary training that will enable graduates to enter the veterinary profession. The VEE's mission describes its aims in relation to education, scholarly activity, research, and promoting animal health and food safety.

1.1.3. Suggestions for improvement
None.

1.1.4. Decision
The VEE is compliant with Standard 1.1.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.
The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings
The VEE is part of the University of Parma (UniPr). The person responsible for the veterinary

degree (DCVM) and the director of the Veterinary Teaching Hospital (VTH) both hold a veterinary degree. The organisational structure of the VEE is shown in Figure 1.1 from the SER.

The DCVM is one of 3 courses offered by the VEE (Department of Veterinary Science (DVS)). The DCVM board is responsible for oversight and approval of the curriculum, making proposals to the DVS for staff recruitment and funding allocation, and consists of all members of the teaching staff and 11 students. Reports are submitted to the DCVM board from committees responsible for student admissions, assessment, progression, welfare, quality assurance, input from major stakeholders and monitoring of alignment with ESEVT Standards. The outputs and recommendations from the DCVM board are ratified by the Head of DVS and the DVS Board.
The teaching activities for the DCVM are provided by 11 preclinical units, which are overseen by the DCVM Board, and 5 clinical units, which are overseen by the VTH Management Committee. A DCVM board member sits on the VTH Committee to ensure that teaching and strategy are consistent within all units. Some EPT is delivered through external partnerships with the University of Turin (equine medicine and surgery) and the University of Naples (animal production and herd health management).

1.2.2. Comments
The VEE is part of the University of Parma (UniPr). The Dean and the head of the Veterinary Teaching Hospital are veterinarians. The decision-making organisation and management of the VEE supports the implementation of its strategic plan and delivery of the curriculum.

1.2.3. Suggestions for improvement
None.

1.2.4. Decision
The VEE is compliant with Standard 1.2.

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

1.3.1. Findings
The VEE has a strategic plan (full version in Italian, synopsis in English) for 2022-24 that was approved in October 2021. It includes plans for teaching, research and internationalisation. The VEE aims to improve the effectiveness and efficiency of teaching activities and enhance diversity. Particular focus is placed on student services and the educational facilities, support for and enhancement of research activities, and international opportunities including exchange for staff and students. The plan is reviewed each year for 3 years.
The VEE has undertaken a recent SWOT analysis with a list under each section and has a list of objectives with associated actions and timeframe. The VEE identifies the main weaknesses and threats as relating to facilities being of suboptimal quality and a neglect in maintenance and upkeep. Updating the facilities is included as an objective due to be completed in June 2023, most of which has been completed.
The objectives are set within a timeline from 2020 to 2024 and relate to student assessment, teaching quality, research performance, and clinical services. Planned improvements to assessment include comprehensive implementation of Objective Structured Clinical Examinations (OSCEs) in

2024, introduction of an e-logbook, and training in assessment for contracted staff. Under teaching quality planned actions include mandatory training in pedagogy for new staff, more problem-solving activities for students, and improvements to educational facilities (including a skills lab). For research ongoing actions include enhancing 'know-how' around funding opportunities, building collaborations nationally and internationally. Within clinical services recent changes (2020 to 2022) are a new oncology unit and an internship programme.

1.3.2. Comments
The VEE has a strategic plan for 2022-2024, a SWOT analysis and an operating plan with objectives, actions, indicators and a timeline.

1.3.3. Suggestions for improvement
None.

1.3.4. Decision
The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.4.1. Findings
The VEE reports development and implementation of QA systems as a key objective to increase staff awareness of teaching issues and improve the quality of training and assessment. There are 3 levels of QA (see Figure 1.2 from the SER): national (National University and Research Assessment Agency (ANVUR)), of the Ministry of Higher Education and Research, which is a member of ENQA; university consisting of UniPr's Evaluation Unit that collects and analyses data from departmental QA committees and the University QA Committee that monitors and provides guidelines for departmental QA processes; and the VEE's QA systems and associated committees.

The VEE QA system involves 5 committees (Departmental QA Committee (DQAC), Joint Student-Teachers Committee (JSTC), Curriculum Committee (CC), DCVM Steering Committee (SC), and Departmental Research Committee (DRC)), a Review Group (RG), and managers of QA and teaching quality. The QA manager is an academic and has responsibility for QA activities, publication of timetables and course curricula, managing reports from students, and reporting to DCVM Steering Committee. The teaching quality manager is a member of support staff and provides assistance to the programme and VEE committees. The DQAC, JSTS, CC and RG have at least one student member.
The Departmental QA Committee (DQAC) meets quarterly, defines QA initiative objectives, indicators and timelines; monitors JSTS activities and student satisfaction surveys, and course descriptions for content, teaching and assessment. DQAC reports to DCVM and VEE (DVS) board and at university level.

The Joint Student-Teachers Committee (JSTS) meets 2 to 3 times a year, reports to VEE committees and board and at university level. Its functions include monitoring teaching quality, student support provision and student survey data, working with the CC on alignment of credits with teaching activities and objectives, and making proposals for improvements in teaching facilities to UniPr's Evaluation Unit.

The Curriculum Committee (CC) meets 2 to 3 times a year, and reports to VEE's DCVM and VEE boards. Its functions include evaluating the curriculum to identify and correct overlap, gaps and inconsistency, and the need for greater integration. The CC performs ongoing and periodic review of the curriculum involving relevant stakeholder groups (staff, students and external), and aims to identify and meet the training needs of staff.

The DCVM Steering Committee (SC) has a diverse membership including representatives from the profession and other external organisations, meets annually and provides suggestions around competences required by new graduates and associated curriculum changes. The QA manager is responsible for reporting SC activities to DCVM and VEE boards.

The Review Group (RG) is a small group consisting of two members of teaching staff, the QA and TQ managers and one student and are responsible for undertaking annual and 5-yearly reviews of the DCVM programme.

The Departmental Research Committee (DRC) consists of academic staff and has input into research resourcing requirements, criteria for evaluating research projects and research quality, and produces an annual report.

The VEE has a 'plan, do, change, act (PDCA)' cycle with associated activities and responsible board and/or committees listed.

UniPr has a comprehensive list of documents on its website for quality management and processes to guide the VEE in producing reports. The VEE produces an annual self-assessment of degree courses, an annual monitoring report of quality indicators (calculated by ANVUR) including data on student progression, employability, graduate satisfaction, internationalisation, teacher numbers and qualifications, annual reports on VEE's QA objectives and from committees (JSTC, SC and RG), and a five yearly review of the VEE. The VEE is currently in compliance with ESG standards based on ANVUR accreditation visit in 2019.

1.4.2. Comments

The VEE has policies for quality assurance and a committee structure to support and implement associated processes, and the importance of quality assurance is recognised within the VEE. Quality assurance processes are embedded in a cycle that is both annual and more frequent. Students are involved through their elected representatives, membership of committees and regular surveys to provide feedback. External stakeholders are involved via a steering committee. Recent graduates provide general information about employment status via a national survey at several points after graduation.

1.4.3. Suggestions for improvement

The VEE's mechanisms to gather specific feedback from recent graduates and employers on the veterinary programme and areas of employment should be expanded i.e., in addition to the national graduate destinations survey. For example, to collect additional feedback the VEE could design and disseminate its own surveys to recent graduates and employers, and collaborate more on educational initiatives with external academics and other members of the profession.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.
The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

1.5.1. Findings
The VEE has evidenced its interaction and consultation with external stakeholders with examples including the Steering Committee (SC) that advises on changes in the profession and associated modifications to the curriculum. Other activities include Open Days, Job Days, Researcher Nights and other outreach and public engagement initiatives. Employment destinations are collected via national surveys and information about the profile of current student cohorts. Detailed information about the study programme is available on the VEE website. The ESEVT status, last Self Evaluation Report and Visitation Report are available for the public on the VEE's website.

1.5.2. Comments
The VEE interacts with prospective students and the public through a variety of activities and provides information about the programme, employment destinations and the ESEVT status.

The information submitted in the SER required further clarification prior to and during the visitation as, for example, there were many links to documents or websites without a synthesis and/or English language versions.

1.5.3. Suggestions for improvement
None.

1.5.4. Decision
The VEE is compliant with Standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data.
Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings
The VEE monitors and reviews its activities against its strategic plan through internal and university level quality assurance processes, committees, regular and periodic reports, external stakeholder input, and accreditation (national and EAEVE). The Departmental QA Committee (DQAC) has a central role in monitoring QA, self-assessment, required improvements related to the delivery and quality of the curriculum and ensuring timely and comprehensive information transfer between the VEE's committees and board. The Review Group (RG) is responsible for

managing the self-assessment process, with annual and five-yearly reviews that utilise course data and provides public reports. The DQAC and RG membership includes students and staff. Student representatives also sit on other committees (JTSC and CC).

1.6.2. Comments
The VEE's monitoring and reviewing of its activities are clear and it publicises and communicates related information.

1.6.3. Suggestions for improvement
None.

1.6.4. Decision
The VEE is compliant with Standard 1.6.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1. Findings
The last ESEVT visitations were in January 2011 with a revisit in March 2012 after which full status of approval was granted. However, having exceeded the period between visitations in 2021, the VEE status is currently 'Non approval'.
An Interim Report was submitted in October 2018. The VEE has since implemented various changes to improve practical training opportunities for students and to update and expand facilities.

1.7.2. Comments
The VEE undergoes external review through ESEVT and changes have been linked to quality assurance processes.

1.7.3. Suggestions for improvement
None.

1.7.4. Decision
The VEE is compliant with Standard 1.7.

Area 2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

2.1.1. Findings
The Italian Ministry for Higher Education and Research (MUR) funds Italian Universities with the

"Fondo di Finanziamento Ordinario" covering the structural expenditures. UniPr calculates the annual functioning budget for the VEE based on the number of students (regulated by ministerial decree 25/02/1993), activation of specialisation schools (n=2, each with a 3-year program), and the standard cost of the veterinary medicine course as defined by the MUR. Tuition fees are not separately directed to the VEE but are included in the annual functioning budget. The functioning budget mainly covers staff salaries and in addition, the VEE receives 150.000 Euro/year for routine expenses.

A detailed description of the VEE's expenditure areas and revenue sources are included in the SER, covering the past 3 financial years (corresponding with calendar years).

Revenues from the VTH clinical and diagnostic services are mainly reinvested into the VTH to hire clinical and support staff and the acquisition and maintenance of equipment.

Research funds and revenues from contracts for services and collaborations with private entities are managed by the individual staff member responsible for the specific project and can be used for salaries of Ph.D. students, research- and scholarships.

Other revenue sources include donations, generating a mean of app. 9.000 Euro in the past years.

The VEE's financial management manages the annual functioning budget autonomously and decides on the global strategy according to the objectives set. The yearly functioning budget primarily covers the teaching activities, and part of the routine operational costs. Based on the 3-year overview included in the SER, revenues always exceeded expenditures, with a positive balance of approx. 682.000 Euro in 2022.

Operational costs for the pre-clinical units are included in the yearly functional budget, and managed by the head of the DVS. Each year, the teaching staff is asked to indicate their needs to carry out the practicals, transport for large groups of students, acquisition/maintenance of equipment, etc. Allocation criteria are mainly based on ESEVT indicators, though ad hoc demands can be rewarded.

There is eventual availability to participate in co-funding initiatives from UniPr for the purchase of teaching material, but this is on a competitive basis.

The university's central administration must approve the VEE's yearly functioning budget.

2.1.2. Comments
The overview of the expenditure areas and revenue sources demonstrates that these are sufficient for the daily operation of the VEE as well as to achieve the objectives set.

2.1.3. Suggestions for improvement
None.

2.1.4. Decision
The VEE is compliant with Standard 2.1.

Standard 2.2: Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.
The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings
Incomes from the VTH activities and services are transparently included in the overall VEE's

budget but managed separately by the VTH Management Committee. The VTH Management Committee is responsible for proposals and approval of the budget spending, and this is in full autonomy.

Transfers between the yearly functioning budget and the revenues from the VTH are possible according to the needs and are decided on by the DVS board.

VTH resources are mainly used to pay contracted staff for clinical training (intramural and extramural core clinical training (CCT)), services, and the acquisition/leasing and maintenance of large equipment. Also, daily VTH equipment and diagnostic laboratory consumables are paid with VTH revenues. Revenues from clinical activities and recovery and emergency services have increased in the last 3 years, due to the upgrading of equipment and extension of opening hours for referrals and specialist services. Revenues from diagnostic activities also increased, in particular in diagnostic imaging, due to the acquisition of a CT scan.

At present, the major part of the equine clinical training is organised extramural, for which the VEE has a financial agreement. The detailed financial balance of the extramural equine clinic is not a part of the VTH budget and is not included as such.

2.2.2. Comments
The SER and additional documents provided during the visit demonstrated that the main goal and organisation of the VTH are to function as an instructional identity, and resources are reinvested to benefit the clinical training of students.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The VEE is compliant with Standard 2.2.

Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

2.3.1. Findings
A scheme of the review process is included in the SER, in which the main actors and responsibilities are identified. There is currently no written procedure in place, but the review is based on the regular follow-up of staff, student and external stakeholders feedbacks, the VTH Management Committee and the EAEVE Committee reports.

Necessary adjustments to the budget are drafted by the head of Department and the head of administration, which are then proposed to and approved by the DCVM and DVS Boards.

Review of departmental finances is also carried out at a central level by the UniPr Evaluation Unit, Academic Senate and Board of Administration in order to correct or adjust the criteria for allocation of the VEE's functioning budget and further investments for the following year, based on specific objectives in the University Strategic Plan. Recent achievements include major investments in facilities, including the construction of a new wing of the VTH and a new Students' Centre, equipment and the recruitment of new academic and support staff.

2.3.2. Comments
Major recent investments, both in teaching and housing facilities as well as in staff demonstrate a follow-up and management of the VEE resources and its allocation in function of the needs

identified.

2.3.3. Suggestions for improvement
None.

2.3.4. Decision
The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings
The educational aims of the VEE are to provide a curriculum that allows students to acquire the knowledge, skills and competencies to achieve ESEVT D1Cs and to practise veterinary medicine, according to EU Directive 2005/36/EC (as amended by Directive 2013/55/EU).
The VEE provides a degree course in Veterinary Medicine (DCVM), which is a single-cycle degree course lasting five years. The degree is awarded following the successful completion of 300 ECTS, including the final examination consisting of the preparation and presentation of a final-year thesis. The curriculum includes 8 ECTS of elective courses that students are required to accumulate before graduation. In addition to courses in the core curriculum, students may take other courses offered by the University of Parma (UniPr) or participate in volunteer and sports activities, for a total of 3 ECTS.
The VEE offers two other degree courses. These are a 3-year course in Animal Husbandry and Production and a 2-year course in Innovative and Sustainable Animal Production.
The VEE offers teaching in all EAEVE-listed subjects. The first two years of the curriculum are dedicated to basic sciences, anatomy, physiology and animal husbandry and production. From the third year on, there is greater emphasis on the clinical disciplines, nutrition, herd health management (HHM) and food inspection. The year V is largely spent in practical clinical training, food safety and quality/public health services and electives. The last semester of year V is completely dedicated to professional practical training (PPT; "*Tirocinio*").

From year I-V, 14 ECTS are dedicated to the s.c. "Orientamento" which are compulsory hours of more in-depth training in several pre-clinical and clinical subjects, aimed at the acquisition of Day-1 competences. These are carried out either intramurally during the semester or in the summer, or extramurally during the summer in External Practical Training (EPT).

In the five years of study, the students receive a total of 4786 curriculum hours of which 2338 hours are lectures, 203 hours seminars, 307 hours are laboratory and desk work and 822 for clinical animal work (Table 3.1.1 of the SER). The minimum number of ECTS credits for each discipline that must be offered in the DCVM is established by the Ministry of Higher Education and Research (MUR). Each ECTS credit corresponds to 25 hours of activity, including personal study. The VEE has decided a ratio of activity: personal study of 12:13 for lectures, 20:5 for practicals (laboratory, desk work, supervised work) and 25:0 for clinical training. The number of hours per subject is listed in table 3.1.2 of the SER.

The practical rotations under teaching staff supervision are performed in years IV and V as listed in Table 3.1.3 of the SER. The practical rotation in Herd Health Management is performed as mandatory EPT.

3.1.1.2. Comments
The veterinary curriculum at the VEE includes all subjects within Basic Sciences, Clinical Sciences in companion animals, Clinical Sciences in food-producing animals, Food Safety and Quality, and Professional Knowledge. The VEE also delivers teaching within the Basic Subjects.
About half the teaching hours in the curriculum are allocated to lectures (ca. 49%). The use of seminars and self-directed learning accounts for only about 5% of curriculum hours.

3.1.1.3. Suggestions for improvement
The wider use of teaching forms that promote student-active learning should be considered.

3.1.1.4. Decision
The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings
Practical exercises and laboratory work are provided in the Basic Sciences. These include Basic safety training, and courses in Anatomy and Histology, Microbiology and Parasitology. The Anatomy courses in Year I include examination of organs from bovine, equine and pig and dissection of dog carcasses and in Year II topographical dissection of carcasses of dog, cat, calf, equine foetus and poultry. Physiology courses involve the principles of haematology and auscultation and animal welfare evaluation of production and companion animals including field trips to wild animal rescue centres and a sturgeon breeding farm. Herd visits are conducted in Animal Production and Genetic Improvement. In Pathological Anatomy, necropsy examination is taught, and each student performs at least one necropsy examination. In Pharmacology, Toxicology and Chemotherapy, students are introduced to basic concepts in the use of drugs in animal species and in Infectious Diseases students are trained to discuss a case of infectious animal disease. In Year II students are introduced to the basic concepts of Microbiology, Immunology and Epidemiology. In Year III the students receive further teaching and training in Infectious Diseases (Bacteriology) including Immunology and Veterinary Public Health and in Year IV Infectious Diseases (Virology) including Immunology.
The courses in Basic Sciences are supplemented by summer "Orientamento" courses in the VTH, Parasitology, Animal Production, and Pathological Anatomy in addition to clinical subjects. During semester II in the "Orientamento" Pathological Anatomy students are required to participate

in at least 5 necropsy examinations. The "Orientamento" VET01 provides basic knowledge for proper approach to observation and to landmarks of livestock and companion animals and consists of 25 hours and includes numerous seminars with practitioners.

3.1.2.2. Comments
Some basic science subjects are taught across a number of courses in the curriculum. For example, the subject of Immunology is introduced in Year II with Microbiology and Epidemiology and further aspects of the subject are taught in Infectious Diseases courses in Years III and IV. A further example is the subject Anatomy, which is taught in separate courses in Year I and Year II.

3.1.2.3. Suggestions for improvement
The VEE is encouraged to enhance the coordination of learning outcomes for subjects such as Immunology which is taught in more than one course.

3.1.2.4. Decision
The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings
All relevant EU-listed clinical subjects are provided and compulsory for all students. While the majority of the time clinical training occurs in year V, portions of the preparatory education is provided in selected courses completed in years I to IV. Rotations are both intramural and extramural. Intramural core rotations are mainly small animals and exotics, with equine patients restricted to podiatry and selected surgical procedures. In those areas for which academic staff is suboptimal (see Area 9), the VEE hires contracted staff practitioners to allow students to acquire competencies in an extramural setting. Equine clinical teaching of students is largely extramural through spending 5 days with contracted staff at the "Siccomonte Equine Clinic". During that time students take part in emergency service.
Rotations are arranged in small groups of students (an average of 7 students in the last 3 academic years; these are further divided into groups of 1-2 in the different clinical areas), allowing for sufficient observation and hands-on activity for all students.

3.1.3.2. Comments
Ensuring small groups in rotations is commendable. The clinic for exotic animals is to be commended and will likely expand in activity with the addition of expertise in small mammals and avian species, as well as moving to new facilities. The teaching days devoted to clinical training in equine clinics are inadequate. However, with the recent recruitment of a highly qualified equine surgeon and the opening of the new equine clinic, the clinical case accession in the core curriculum will likely greatly improve in the near future.

3.1.3.3. Suggestions for improvement
The VEE should consider increasing equine clinical rotation time under the supervision of formally trained teachers for students to enhance the acquisition of D1C in this species.

3.1.3.4 Decision
The VEE is not compliant with Standard 3.1.3. because of insufficient clinical training in the equine species, which may affect the acquisition of some Day One Comptences by all students.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings
Animal production and Breeding Animal Husbandry entails 102 hours of teaching, from which 59 are lectures and 43 are non-clinical animal work. Herd health management comprises 150 hours of non-clinical animal work. Ovine reproduction is taught in an intramural format using teaching animals.
In Year V, students spend 1 day in the CandiaBio farm in mobile ambulatory clinics and 5 days with a contracted practitioner. These visits aim to cover Bovine Medicine, Surgery and Reproduction, but they rely mostly on the reproduction work required in the dairy herd. Indicator 9, related to n° of individual ruminants and pigs' patients seen intramurally and extramurally, is largely above the minimal value. Clinical cases encountered during the visit are examined by the practitioner and by the student. Students' exposure to clinical cases can be variable, depending on the availability of patients during the visit.
Heard health data, reproduction data and clinical data observed during this extramural clinical training are not recorded in an effective retrieval system nor discussed in a structured way.
The contracted practitioner in pig's medicine provides veterinary services for both individual medicine and herd health management.
Indicator 13 is below the minimal value.

3.1.4.2. Comments
The student-teacher ratio in the practicals is commended, with often one teacher per student. Students are trained for FPA intramurally (mainly for animal handling, semiotics, and pregnancy diagnosis in reproduction) and extramurally by the ambulatory clinic using an on-call system and visits in farms with a practitioner for both individual medicine cases and heard health management evaluations. However, the clinical training in FPA is provided in a format which is closer to EPT than Core clinical training, since the staff involved with its supervision and assessment have not received formal training to teach and to assess (see Standard 9.1.).
The training in FPA is therefore not optimal and not ideally balanced between individual cases of medicine, surgery, reproduction and herd health management for all students.
Evidence-based learning is not encouraged in the extramural visits because of the absence of formal medical records completed with students' contribution (see Standard 5.4.).

3.1.4.3. Suggestions for improvement
It is suggested to enhance and better structure the teaching and assessment activities in both bovine individual medicine and herd health management, in alignment with well-defined learning outcomes in this discipline.

3.1.4.4. Decision
The VEE is partially compliant with Standard 3.1.4. because of suboptimal clinical training in ruminants.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

Teaching and practical training in the different topics of FSQ, as required for D1C as well as specific EU legal requirements, are all included in the teaching package VPH, including FSQ (SER table 3.1). They include lectures and practical training in legislation, food control, certification, zoonoses, food hygiene, microbiology, and the basics of food technology. Lectures and practical training are exclusively provided by the unit of FSQ, by 4 academic and 1 support staff member, 1 post-doc, and 2 Ph.D. students. Recently, the postdoc started a residency training program for the European College of Veterinary Public Health (ECVPH). The staff of the FSQ unit demonstrates a huge commitment and low-level accessibility to students and accompanies and supervises them in all intra- and extra-mural activities.

The total number of hours in FSQ is 480, including 253 h lectures, 20 h of seminars, 22 h lab work, and 185 h of compulsory non-clinical animal work (including meat inspection, food technology, and food microbiology). Students are submerged into FSQ throughout the curriculum, including food hygiene and technology (year 3), food science and meat hygiene (year 3), inspection and control of food of animal origin (year 4), and PPT in food inspection (years 4 and 5).

Practical training (laboratory work, meat inspection, and food production controls) is carried out in small groups of 10-12 students and always accompanied and supervised by academic staff members, including extra-mural activities.

To inform students about potential work and job opportunities in FSQ, compulsory seminars by veterinarians employed by food factories and the National Health Services (e.g. EFSA and Istituto Zooprofilattico Sperimentale) are in place and appreciated by the students.

The VEE does not have its own slaughterhouse, but EPT places, covering bovine and pig slaughterhouses are (very) close to the VEE (0,3 km and 20 km respectively). They also include visits to the fish market (Milano). Student transport and necessary protective clothing are provided and paid by the VEE.

Extramural teaching is scheduled in years 4 and 5, in groups of approximately 10-12 students. Slaughterhouse activities are mainly carried out in the 5th year in the bovine slaughterhouse near the VEE, for which there is a contract agreement between the slaughterhouse and the VEE. It is a small facility with a slow line speed, also slaughtering cattle from outside the Parma region, in which a potentially higher amount of post-mortem lesions is present.

During the visitation, a visit with students to the bovine slaughterhouse was organised, where a strong student-friendly and training-oriented atmosphere was demonstrated. Visits to the pig slaughterhouse are less frequent because of some CSF cases but are included.

All slaughterhouse and food production visits are recorded and traceable (student names, animal species, etc.) in the "registro delle esercitazioni". Practical skill learning topics include evaluation of slaughterhouse facility requirements, hygiene, evaluation of animal welfare during transport and lairage, ante- and post-mortem inspection of pigs and cattle at slaughter (all students perform ante- and post-mortem inspections and follow the activities of the Veterinary Officers at the slaughterhouse).

No visits to poultry slaughterhouses and training in poultry meat inspection are in place, partly due to the restricted hygiene requirements of such facilities. No alternative training is currently foreseen.

Visits to food facilities are mainly to dairy production facilities, where both production technology and hygiene are demonstrated and assessed.

In year 5, students may choose 5 weeks of additional a) intramural training including microbiological activities, discussion groups presented by teaching staff and Ph.D. students, and

additional visits to food industry slaughterhouses, and fish markets; b) extramural training including a training period with Veterinary Officers employed by local National Veterinary Public Health Service Agencies (called "AUSL") and by National Diagnostic Laboratories called "Istituto Zooprofilattico-IZS".

3.1.5.2. Comments
Education in FSQ covers all required aspects and is performed by highly motivated staff.
There is no organisation of practical FSQ training in poultry meat inspection at slaughterhouses, as well as no alternative teaching material available for AM and PM poultry inspection. Poultry necropsies are organised by the unit of avian pathology, but oriented towards bird diseases, without the involvement of the FSQ unit. There is no physical nor virtual visit to a poultry slaughterhouse. However, this is partially compensated by excellent practical training in bovine meat inspection.

3.1.5.3. Suggestions for improvement
It is suggested to establish a collaboration between the units of pathology, avian pathology, and FSQ to optimise the use of teaching material and student training.

It is suggested to establish a broader peer network in FSQ in order to further critically reflect and adapt course content towards D1C and address future challenges in veterinary public health.

3.1.5.4. Decision
The VEE is partially compliant with Standard 3.1.5. because of suboptimal FSQ practical training in poultry.

3.1.6. Professional Knowledge

3.1.6.1. Findings
Professional knowledge includes several subjects.
Professional communication and ethics (24 hours) are taught, as well as animal health economics and practice management (36 hours), ethology and animal welfare (33 hours) and herd health management (150 hours).
Veterinary legislation, including official controls and regulatory veterinary services, forensic veterinary medicine and certification account for 44 hours.
UniPr offers a number of voluntary e-learning courses on 'transversal skills' which are not specific to the veterinary field, but rather general and aimed at active citizenship, social inclusion and employment.
In Y3, students are trained in bibliographical research (2 ECTS).
In Y5, students learn about the organisation of the profession and the national veterinary service, and business in practice as well as communication. They also collect patient history from pet owners and write medical records while they communicate with farmers and contracted practitioners.
The completion of medical records and documents such as certificates are taught in accordance with the rules of good practice and professional ethics.

3.1.6.2. Comments
The requirements for Professional Knowledge laid down in the D1C are satisfactorily covered by the curriculum. Students train communication with clients during their clinical rotations

intramurally and extramurally, and their soft skills are regularly assessed.

3.1.6.3. Suggestions for improvement
None.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.
The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.

3.2.1. Findings
The study programme of the VEE is designed to meet competences outlined in the EU Directive 2005/36/EC (as amended by Directive 2013/55/EU) and the ESEVT Day One Competences. Academics responsible for individual courses provide details of the course content teaching methods, learning outcomes and assessments in the Syllabus. The VEE's EAEVE Committee have mapped the courses to the ESEVT Day One Competences (Appendix 2).
The QA systems are described in Area 1 with specific responsibility for review and monitoring under the relevant committees (DQAC, CC and JSTC) whose associated activities, including data collection, analysis and proposed changes, are reported at VEE and university level. In support of the VEE's aim of producing an environment conducive to learning, UniPr has provided a budget for a Student Centre, with a skills lab (to replace the current temporary facility), computer room and study and social space. The work on the Student Centre was reported in the SER as being scheduled for completion in June 2023 but has been delayed. Other initiatives to enhance the student learning experience include more opportunities to engage in research and practical activities, founding a chapter of IVSA, and increased career guidance.
Self-directed learning occurs through, for example, e-learning, case presentations and the final year thesis. The importance of lifelong learning is showcased in various ways including through training in the use of bibliographic databases and participation in research, webinars, journal clubs and scientific meetings.

3.2.2. Comments
The programme is designed to meet the intended learning outcomes and results in a qualification aligned with national and European frameworks. Lifelong learning is promoted in a variety of ways in the programme including promoting access to and appraisal of scientific evidence.

3.2.3. Suggestions for improvement
The programme delivery is predominantly teacher-led and lecture-based. The VEE is encouraged to identify additional opportunities to promote student self-directed learning through problem-based learning, adoption of more active learning strategies, and greater use of technology by academics during lectures to enhance student participation.

3.2.4. Decision
The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:
- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of Day One Competences**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1. Findings
The educational aims for the VEE are defined primarily by Ministerial Decree and annual self-assessment reports of programme planning, implementation, and revision are submitted to the national QA organisation (ANVUR). The learning outcomes for the degree programme are defined and include the Day One Competences. The VEE's EAEVE committee has mapped the ESEVT Day One Competences to the programme's courses. Students have a logbook listing the programme Day-one skills for each year of study. There are explicit learning outcomes for each course which are available online. There are several committees (DQAC, CC and JSTC) responsible for reviewing (including analysis of student feedback and surveys), managing and updating the programme. Annual and five-year reports on the programme are produced by the Review Group. External input in relation to relevance to the profession is provided by the Steering Committee and graduate destination surveys are conducted nationally.

3.3.2. Comments
ESEVT Day One Competences form the basis of the veterinary degree. The associated programme and course learning outcomes are available to staff and students. The VEE's committee structure and feedback-gathering mechanisms are used as quality assurance mechanisms to inform the review, management and updating of the programme.

3.3.3. Suggestions for improvement
None.

3.3.4. Decision
The VEE is compliant with Standard 3.3.

Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

The VEE has several committees (see Standard 1.4) with student representation that have responsibility for review, management and updating of the curriculum, and regular reports are produced. The committees' activities are aligned with the UniPr QA processes and guidelines and provide oversight of data gathering (including from internal and some external stakeholders), analysis and proposals for change. The VEE has an iterative process of curriculum review and changes are communicated to relevant stakeholders.

The VEE is responsible for identifying training needs of all types of staff in relation to pedagogical skills and competences to undertake their roles related to ongoing curriculum development, uses a survey and has a working group. There are some pedagogical training courses offered by UniPr but these are not currently compulsory for VEE staff.

3.4.2. Comments

The VEE has a committee structure to oversee and manage the curriculum. Quality assurance processes have led to some changes in content. There is suboptimal alignment of some teaching activities in the programme both horizontally (within a year) and vertically (between years); for example, integrating diagnostic imaging and surgical relevance into anatomy.

3.4.3. Suggestions for improvement

The VEE is encouraged to implement additional mechanisms to gather feedback from internal and external stakeholders and to further develop processes to ensure the effective management of the curriculum in terms of content relevance, and to promote enhanced integration within and between years of the programme, e.g. by encouraging discussions between teachers of linked disciplines.

3.4.4. Decision

The VEE is partially compliant with Standard 3.4. because of suboptimal alignment of some teaching activities, e.g. anatomy, diagnostic imaging and surgery.

Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural

training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).
Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings

EPT is conducted in Y2, Y3, Y4 and Y5 with specific objectives and takes place during the summer, except in Y5, when it takes place between January and September.
In Y2, EPT focuses on dairy farms with private practitioners while in Y3, it concentrates on diagnostic imaging in all types of private practices.
In Y4, EPT activities are related to both surgery (50%) and internal medicine (50%) in private practices.
In Y5, EPT takes place in any establishment (farm, national park, feed plant, etc.)
All EPTs count for 1 ECTS and last 25 hours, except in Y4 where it lasts a total of 50 hours for 50 ECTS and in Y5 where it lasts for 125 hours and counts for 5 ECTS.

3.5.2. Comments

The EPT complements the teaching and training in several disciplines at the VEE and increases the student competences.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.
There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

To participate in the EPT programme, EPT providers must complete an application form, detailing their activities, facilities, equipment and workload. Once approved, they must sign an agreement and are listed on the VEE website.
Students can suggest potential new EPT providers to the VEE.
UniPr's Guidance, Tutoring and Placement Service (OTP) is responsible for the administrative management of the VEE and ensures that full insurance coverage is provided. The VEE management of the EPT is carried out by a teacher and each VPT course is allocated an academic tutor.
The EPT provider must complete a standard assessment report at the end of the training period.
The general supervision is under the responsibility of Prof. Giacomo Gnudi.

3.6.2. Comments

Monitoring of EPT is very structured and allows relevant feedback both to students and providers.

3.6.3. Suggestions for improvement
None.

3.6.4. Decision
The VEE is compliant with Standard 3.6.

Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings
Before the start of the VPT, the academic tutor, the VPT provider and the student together define the training objectives, describing the skills and aptitudes to be acquired in a "Progetto Formativo" or training project. This training project is signed by all parties.
To document the hours spent during the EPT, students fill in a form describing their activities. From 2022/2023, students must also specify the activities carried out during 'Orientamento' courses. Once completed and signed, the form is uploaded by the student to the ESSE3 website for validation by the teacher. If the teacher confirms that the EPT activities correspond to the objectives of the training project, the student is awarded ECTS credits. At the end of the EPT, both the student and the EPT provider have to fill in the opinion questionnaires. The student questionnaire is used to monitor implementation, progress and feedback on EPTs.

In case of problems during the EPT, students can contact their teachers or complain anonymously. The complaint is received by the Head of Quality Assurance and the Dean.
If a student experiences or witnesses' discrimination or harassment during the EPT, he/she can contact UniPr's Equal Opportunities Commission, which can initiate an informal complaints procedure. Alternatively, the student, either independently or with the help of the Equal Opportunities Commission, may initiate a formal complaints procedure addressed to the Rector of the University of Parma.

3.7.2. Comments
Students have a large choice of EPT activities and benefit from an appropriate follow-up. They have to take responsibility for the content.

3.7.3. Suggestions for improvement
None.

3.7.4. Decision
The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings
New activities on modernising classrooms, upgrading animal housing and public spaces, the construction of a new wing for the teaching hospital and a new student centre have been completed or are underway.

The VEE complies with EU and national legal regulations, through the responsibility of the Facilities management unit of UniPr. The Italian Occupational Health and Safety Act *("Tutela della salute e della sicurezza nei luoghi di lavoro" Legislative Decree 81/08; Legislative Decree 112/2008*) sets clear workplace standards and regulates the spatial design of workplaces. The VEE has an ambulatory clinic for production animals.

The VEE has teaching agreements with three nearby farms (mainly dairy), the National Veterinary Laboratory for diagnostics of infectious diseases of food-producing animals, and with nearby slaughter plants and food processing plants. The VEE provides online compulsory biosecurity and work safety courses to students and faculty. Completion of this coursework is required by all to access the facilities.

4.1.2. Comments
Ready access to teaching environments including nearby teaching farms, the national diagnostic laboratory and large cattle slaughter plant are highly valuable supplements to the established teaching facilities.

4.1.3. Suggestions for improvement
None.

4.1.4. Decision
The VEE is compliant with Standard 4.1.

Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.
Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.

4.2.1. Findings
All lecture halls are equipped with video projector, screen, blackboard, and audio support.

There are six teaching laboratories; Poly-functional labs 1 and 2 (host wet labs in Physiology, Pathology, Microbiology, Infectious Diseases, Food hygiene and Parasitology), the Dissection and

Microscopic Anatomy labs (host practicals in gross and microscopic anatomy), the Pathology lab that necropsies on all animal species, and an avian pathology lab. Most laboratories' seating space requires repetition of teaching events to accommodate all students in a class year.

The central library provides access to electronic or printed versions to most books and periodicals relevant to veterinary medicine and is free for institutional users (students, teachers, researchers, technical and administrative staff) and Honorary Fellows. The library is suited for student, faculty and post-graduate study or research and directed learning within the context of individual courses and the year V PPT (see also Area 6).

The section of anatomy includes sufficient workstations for students learning for both gross and microscopic anatomy. The section has a wide offering of educational material including films produced by the teachers related to dissection activities, Interactive 3D Anatomy Programs (Equines, Ruminants, Pigs, Carnivores, Birds, Fish and Rat), and Digitized histological preparations. Additionally, they have a very rich collection of entire stuffed birds and various skeletons in their anatomy museum.

The student lounge is currently located next to the VEE bar with a total of 42 seats. The student Associations' site ("Coordinamento Studentesco- IL MATTONE" and IVSA) is located next to the lounge. Renovations are ongoing to provide a larger student lounge to accommodate more students. The cafeteria offers a service of bar-cafeteria.

The clinical skills lab is currently housed in temporary premises. Dummies and simulators are currently available for students under supervision and are used for a variety of hands-on clinical skills training as well as for practicals and exams.

4.2.2. Comments
The anatomy section has an excellent array of dissection models of important veterinary species as well as high-quality dissection simulation teaching programs for student learning of macroscopic dissection and anatomy for most common veterinary species. With the incoming student numbers returning to 80 per year the seating in the student lounge area is limited.

4.2.3. Suggestions for improvement
The VEE has planned an expansion of the lounge areas available for students (student centre) to accommodate the return to fully 80 students per course year.

4.2.4. Decision
The VEE is compliant with Standard 4.2.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:
- **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **be of a high standard, well maintained and fit for the purpose**
- **promote best husbandry, welfare and management practices**
- **ensure relevant biosecurity and bio-containment**
- **be designed to enhance learning.**

4.3.1. Findings
Healthy animals are housed within the VTH facilities. Specifically, there are 24 horse stalls, two

cattle stalls both equipped with an outdoor paddock (capacity 2 cows per stall), two boxes used as storage, and one box for calves. One box is used as an infirmary box for Large Animal (LA) and provided with padding and hoist. Facilities for hospitalized large animals are the VTH stables previously described for healthy animals. The LA isolation facility has housing for one bovine and 2 horses.

Premises for small animal hospitalization are located in the VTH. They consist of a small animal intensive care unit (5 cages + 1 ICU bed), as small animal sub-intensive care unit (10 cages), a cat hospitalization unit (10 cages), a dog hospitalization unit (6 cages), and finally an isolation unit (2 for parvovirus patients + 4 cages).

The small animal unit is equipped with specialised technological instrumentation for the treatment and support of inpatients, including infusion devices (syringe and volumetric pumps), oxygen cages, C-PAPs, multiparameter monitors for monitoring of ECG, venous pressure and pulse oximetry, and an ultrasound scanner for point-of-care ultrasonography. In addition, ICU patients who require advanced life support, such as narcosis and assisted ventilation, are cared for individually by a veterinarian.

Diagnostic and specialised services are always available for all inpatients.

4.3.2. Comments

There are no facilities for research animals in accordance with the National legislation. There are no facilities for housing healthy dogs and cats as faculty and student-owned animals are used as teaching animals for these species.

The areas for hospitalisation of equine patients do not allow the separation of patients from VEE-owned teaching animals (bovine and equine).

4.3.3. Suggestions for improvement

It is suggested that the area for equine hospitalization be renovated to ensure adequate separation of patients from the teaching animals.

4.3.4. Decision

The VEE is partially compliant with Standard 4.3. because of suboptimal separation in the equine stables between teaching animals and patients.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.

The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings.
Opening hours of the VTH for general consultations and first opinion cases are from 08.30-13.00. Specialist consultations and referrals are by appointment from 08.30-16.00. On-duty services include SA hospitalisation, ICU and Emergency and are 24/7. All on-duty services are managed by VTH staff, interns, residents, PhD students and fellowships, and IV/V-year students.
The companion animal hospital offers specialised services, including cardiology, internal medicine, neurology, dermatology, ophthalmology, oncology, nutrition, audiology, diagnostic imaging (CT, MRI), behavioural medicine, soft tissue and orthopaedic surgery, anaesthesiology, endoscopy, transfusional medicine, and internal medicine and surgery of non-conventional species. On-call services for horses and ruminants are managed by contract staff and are available 24/7.

4.4.2. Comments
Obligatory participation in emergency services in small animals and ICU allows students to attain insight into the demands of the profession. Student involvement in VEE equine emergencies is voluntary and mostly absent for VEE the ruminant emergency services.

4.4.3. Suggestions for improvement
None.

4.4.4. Decision
The VEE is compliant with Standard 4.4.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

4.5.1. Findings
Students have access to all relevant diagnostic and therapeutic facilities starting from year III to the V during practical lessons, "Orientamento" and especially during PPT (imaging, IC, surgeries, pharmacy, etc.). During practical lessons and "Orientamento", students are divided in small groups in proportion to the facility's capacity, to ensure proper access to all equipment required for the activities. PPT is organised in 6 different activities as described in Areas 3 and 5. Students of the V year are divided into 6 groups (average of 6-8 students per group) that alternatively attend all the 6 PPT activities during 6 different periods of 5/7 weeks.

4.5.2. Comments
The facilities are appropriate for implementing the study programme and learning outcomes.

4.5.3. Suggestions for improvement
None.

4.5.4. Decision
The VEE is compliant with Standard 4.5.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the

isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings
These premises guarantee the isolation and confinement of infectious patients through strict adherence to biosecurity measures. The academic staff and students receive a specific course on biosecurity and procedures organized by BAWC. The VEE has questioned the need for isolation units for large animals.

4.6.2. Comments
The large isolation facility was completed, apart from the installation of an air filtering system. However, the facility was suitable to accept patients needing isolation and is an important facility for the VEE for managing potentially infectious large animal patients and for student teaching. There were no facilities for hand washing within the building.

4.6..3. Suggestions for improvement
It is suggested that station/s for washing hands be installed in the isolation facility.

4.6.4. Decision
The VEE is compliant with Standard 4.6.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.

4.7.1. Findings
During year V, PPT, students accompany staff members (mobile clinic) or contract staff (own vehicles) to learn field veterinary medicine and practical skills, such as transrectal palpation, heifer health and management, pregnancy diagnosis by ultrasound in bovine, swine and equine species. There is one mobile clinic which is used by academic staff to accompany V-year students to cattle and pig farms. It is stocked with PPE, which includes masks, protective goggles, footwear, gowns, disposable plastic gowns, surgical caps, and gloves.

4.7.2. Comments
The ambulatory clinic provides training in field veterinary medicine and Herd Health management.

4.7.3. Suggestions for improvement
None.

4.7.4. Decision
The VEE is compliant with Standard 4.7.

Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to

ensure the safety of students and staff and to prevent the spread of infectious agents.

4.8.1. Findings
All VEE vehicles are provided with the identification register of individual drivers, vehicles' insurance, periodic service, and seasonal use of winter tires. Disinfection and cleaning are performed in compliance with current regulations. Information on the destination, drivers and mileage is recorded. For transportation of larger groups of students such as to extramural facilities, 25 to 50-seat buses are rented from private companies.

4.8.2. Comments
The team checked some of the vehicles and means of transportation, which are fully compliant with the Standard.

4.8.3. Suggestions for improvement
None.

4.8.4. Decision
The VEE is compliant with Standard 4.8.

Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings
The DVS promotes safety and biosecurity of its staff, students, visitors and any stakeholders. The BAWC defines manuals to provide useful information tools to identify the procedures that must be known to ensure the correct and safe use of all instruments in the biological, chemical laboratories and VTH of the DVS, while disseminating the relevant knowledge on the issue of quality. These procedures are therefore fully included in the path of quality assurance and are demanded of all students and all personnel who access the facilities of the DVS in any capacity. The procedures and regulations can be consulted at any time using QR codes posted throughout the VEE facilities. Regulations and manuals define access, proper attire, and good behavioural norms to be followed to work safely in the teaching and/or research facilities.
BAWC organises compulsory attendance mini-courses to train university staff and students on BAW guidelines. The BAWC composition is representative of all DVS facilities and meets at least six times per year to evaluate and discuss each specific request and/or emerging problems related to biosecurity and animal welfare. Each meeting is discussed in person. If necessary, procedures are updated and communicated through specifically organised meetings or electronically. Each incident or problem is reported on the DVS website and communicated to the Department Council. Students, professors, postgraduate students and technicians must take a compulsory online workplace safety training course by connecting to the Elly platform and logging in with their University credentials. The course is mandatory for access to the Department's facilities.
Client satisfaction with clinical and diagnostic services is monitored by the VTH Management Committee through analysis of the online questionnaire, available on the VTH website.

4.9.2. Comments
Access to biosecurity rules was by use of hard copies of information and posting of QR codes placed at the entrance and at clinical and laboratories. However, the hard copies of rules were not highly visible as signage, whereas QR codes were linked to the overall website and not directly specific for the relevant facility. Posters on some doors are very general and do not attract attention.

4.9.3. Suggestions for improvement
It is suggested that the VEE enhances and simplifies the visibility and access to biosecurity rules and procedures at the entrance of all clinical and laboratory facilities.

4.9.4. Decision
The VEE is partially compliant with Standard 4.9 because of suboptimal posting of biosecurity rules in clinical and laboratory facilities.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.
Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings
The VEE keeps teaching animals, namely 4 horses, 4 cows and 10 sheep, that are used only for clinical examination and animal handling teaching purposes. The sheep are also used in the teaching of reproduction and pregnancy diagnosis by imaging techniques.
In what concerns basic sciences, the anatomy room comprises 6 tables and takes on a maximum of 36 students (6 students per table). Cadavers and organs are stored in the freezer in preparation for classes, namely cats and dogs sourced either from the VTH or the animal shelter nearby, and organs from food-producing animals or bovine foetuses from the abattoirs. Records of the freezer log show that, in 2022, 17 equine foetuses and 2 bovine foetuses were used, along with 9 piglets, 6 dogs and 2 cats, but no adult food-producing animal or equine was stored in the freezer. Records of all organs and cadavers are kept in the log for disposal contractor purposes.
The necropsy and pathological anatomy room is equipped with necropsy tables for small and large-sized animals. Animals are sourced from the same sites as for the anatomy classes. Only two adult cows and 1 adult equine were used in the necropsy room in the last academic year. There are no protocols with surrounding farms to guarantee the provision of cadavers.

Regarding clinical sciences, the PPT visits expose students to a large number of swine herds and pigs, healthy and sick animals, and an individual approach to these sick patients is carried out, where many surgeries (castrations, hernia surgical correction) are performed by the students.
The PPT visits to ruminants' farms also expose students to several farms comprising a large number of ruminants, mainly dairy cattle, where teaching is based on reproduction visits and possible clinical cases present on the day.

Regarding FSQ, animal teaching material is included in standard 3.1.5.

5.1.2. Comments
Most indicators related to patients' caseload are above the minimal values.
The low number of intramural necropsies of ruminants and horses is a concern and may result in insufficient learning opportunities about pathology in these species. However, this is partly compensated by the participation of students in necropsies done extramurally in the nearby Regional Institute (IZS).
The number of individual ruminants and pig patients recorded is above the minimal value, and the number of visits to pigs and ruminants' herds is below the minimal value.

5.1.3. Suggestions for improvement
It is suggested to increase the number of necropsies in ruminants and horses with the active participation of the students.

5.1.4. Decision
The VEE is partially compliant with Standard 5.1. because of suboptimal number of bovine and equine necropsies.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.

5.2.1. Findings
Most of the clinical teaching on equine and food-producing animals (except for semiotics and animal handling and nursing) is currently provided in external sites, tutored by contracted practitioners. The contracted practitioners are recruited based on similar criteria as the university-based teachers. These members of staff are also assessed on their teaching quality through the student satisfaction survey as all other staff members.

5.2.2. Comments
The consistent attendance of academic staff at all extramural FSQ training for cattle and pigs, food production plants and fish markets is commended.

5.2.3. Suggestions for improvement
None.

5.2.4. Decision
The VEE is compliant with Standard 5.2.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

Students placed in the VTH activities take part in the two daily meetings, along with the clinicians and postgraduate students. Cases are discussed in the meeting prior to the students' placements, in a problem-oriented approach. Students take part in the clinical activities of the VTH and on external sites.

5.3.2. Comments
Nursing care skills are provided by the VEE, especially in the VTH and skill lab.

5.3.3. Suggestions for improvement
None.

5.3.4. Decision
The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.

5.4.1. Findings
Since 2014, the VEE patient record system uses *Fenice* for the VTH patients (companion animals and equine), allowing complete retrieval of records. Students can have access to the data for learning and research purposes. The medical records are used for teaching during discussion sessions with students in practical training, to prepare clinical cases for students and by students, and for supervised self-learning. At the moment there is at least one project in the course using data from the VTH - CA medical records database.

In the FPA practicals, medical records (diagnosis, treatment protocols) are recorded in farm management software by farm staff (in those farms that have such tools). This data does not belong to the VEE but could be retrieved per request and depending on the farmer's permission. The contracted practitioners record the activities carried out on the farm in a paper format, adding a vague number of animals seen during the visit. Students are asked to fill in a Google form at the end of practicals with information about the activities carried out, but this input of information is not supervised or controlled by teachers. No comprehensive and systematic medical information about FPA clinical cases observed is recorded.

5.4.2. Comments
The software Fenice used in the VTH is functioning well and being used to support teaching and research.
There is suboptimal recording of medical cases in FPA.

5.4.3. Suggestions for improvement
It is suggested to develop a patient recording system for extramural clinical activities, which allows active participation of the students.

5.4.4. Decision
The VEE is partially compliant with Standard 5.4. because medical records for extramural patients are not systematically maintained in an effective retrieval system.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.

6.1.1. Findings
The VEE offers students and staff a wide range of literary resources, electronic periodicals, databases and an effective online learning platform. Spaces for self-study and independent learning are available. Stakeholders have access to the VEE library.
To meet the need for advanced interactive learning resources and further to the pandemic, the VEE makes extensive use of digital resources and tools.
On enrolment, students receive institutional email addresses and login details to access all e-learning resources. At the beginning of each academic year, the head librarian introduces first-year students to the learning resources available, access methods and the University Library System (ULS). During the curriculum, students are taught bibliographical search,
The main library offers a number of services, including access to textbooks, scientific works and specialist journals, book lending, online research and the distribution of scientific literature, as
well as the purchase of books and periodicals from library funds. Other services include self-service photocopying, interlibrary loan of books and help with finding bibliographic material for theses.
The VEE library does not have a formal committee structure for its management. Instead, the SBA sends out annual requests to all academic staff to request learning resources such as books, periodicals and databases.
The VEE's e-learning services are managed by UniPr's central administration. Academic staff can download learning materials of their choice, which students can access freely.

6.1.2. Comments
Learning resources are easily accessible and students are taught on how to use them.

6.1.3. Suggestions for improvement
The VEE is encouraged to enhance the use of digital tools in teaching and learning.

6.1.4. Decision
The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.
The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-

Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings
The VEE Library is one of the central libraries of UniPr, managed by the SBA, and is part of the Science and Technology Library, one of the three units of the SBA.
The VEE Library is managed by a full-time qualified librarian and a part-time staff member, with an annual budget of approximately 10,000€.
The library consists of a study room with 65 seats (24 power points), a separate room with 8 computer workstations, offices and toilets.
It is open from 9 am to 7 pm, Monday to Friday, and is wheelchair accessible. When it is closed, the students have access to the UniPr library.
Within the VEE, there are 7 auxiliary libraries in different departmental units, which are used by PPT students and junior teaching staff and for meetings.
The VEE currently has two IT Services support staff members who work with UniPr's central administration to manage all online services and provide information, including e-learning modules for staff and student development.
Due to the increased use of personal devices by students, the number of IT workstations at the VEE has been reduced. The former computer room has been converted into a meeting room for staff and a group learning room for students.
The ELLY e-learning platform, based on Moodle, hosts course materials, supplementary documents, suggested reading, exercises, educational activities and assessment tests.
Wi-Fi coverage via the UniPr Wi-Fi and Eduroam service is available throughout the VEE.
All e-learning resources are accessible both on and off campus via VPN.

6.2.2. Comments
The VEE has a qualified and dedicated librarian and an IT expert as well as an effective portal conducive to learning, teaching and research.

6.2.3. Suggestions for improvement
None.

6.2.4. Decision
The VEE is compliant with Standard 6.2.

Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

6.3.1. Findings
The VEE has approximately 8,000 veterinary books and 636 print journals, all of which can be borrowed.
In addition, 152 electronic veterinary journals are available through the SFX database.
Students and staff also have access to various databases of open-access publications from other electronic journals.

The VEE uses the Moodle platform called ELLY, which offers many services to students (registering for courses, receiving updates from lecturers, participating in student forums, accessing video lessons, etc.).

As far as the Skills Lab is concerned, the current facility is temporary until the new "Student Centre" is completed. It houses simulators such as dummies, suture pads, an equine colic/palpation model and bovine theriogenology models, among others. The VEE has ordered additional simulators for catheterisation and a canine emergency model.

The skills laboratory is currently used for practical work and assessments under staff supervision but is not yet set up for self-study.

A computer station with access to Fenice software and PACS is also available for students to refer to clinical cases.

6.3.2. Comments

The students have access to relevant learning resources. At the moment the practical skills lab for the development of procedural skills consists of very few models and equipment, but the project to implement it with new mannequins is in progress. A new location close to the future "Student Centre" is planned in the near future.

6.3.3. Suggestions for improvement

It is suggested to hire a technician and enhance the participation of the teaching staff to develop new models for additional skills and procedures in the skill lab.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification.
In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.
Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings

The VEE runs various activities for prospective students including presentations to secondary schools, UniPr Open Day (which includes a desk about the DCVM, staffed by teachers and students) and an Info Day in July when more in-depth information about the DCVM is provided. The VEE also makes use of social media and broadcasting to promote the DCVM.

The VEE and UniPr provide information on websites about admissions and the admissions test, enrolment procedures and associated deadlines. UniPr produces a document ('Manifesto degli Studi') which is updated annually and contains general information for the university and a specific section for the DCVM.

The VEE's website has a list of courses for each year of the DCVM and provides information for new students on orientation and a detailed list of services for all students (including library, student

support, online services, rooms, job opportunities, etc.). There is information about the DCVM final year thesis and examinations and the state licensing examinations for veterinarians.
There is a UniPr website providing information for students considering study abroad and the VEE has recently supported the formation of an IVSA chapter. The VEE publishes information about its formal agreements with the Universities of Turin and Naples for practical training.

7.1.2. Comments
Student admission, progression and certification are pre-defined and published, and information about the programme is available to prospective students.

7.1.3. Suggestions for improvement
None.

7.1.4. Decision
The VEE is compliant with Standard 7.1.

Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

7.2.1. Findings
The number of students admitted is controlled by the Ministry of Higher Education and Research. In the last 3 years the numbers have been increasing with 80 in 2022-23, 65 in 2021/2022, 60 in 2020/2021 and 50 in 2019/2020; all are 'standard' students, none are fee paying. About a third of the students take longer than the standard 5 years to complete the course. Over the last 3 years the average number of Masters and PhD students has been 141.7 and 17.3 respectively. In 2021-22 the VEE had 1 intern and 4 residents.

7.2.2. Comments
The resourcing of student education is appropriate to the number of students admitted and progressing through the programme.

7.2.3. Suggestions for improvement
None.

7.2.4. Decision
The VEE is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.
The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings

The admission is based on a national 50-question MCQ test set by the Italian Ministry of Education, Universities and Research, that is administered twice a year and must be pre-enrolled. Details are on UniPr website. Italian applicants must have their high school diploma, criteria for foreign candidates are detailed on UniPr website. Admission depends on a pre-defined minimum score, with priority given to those with a higher score in chemistry compared to other subjects, and younger candidates. An appeals process is in place for admissions. There are no specific admission criteria that consider the fact that students plan to enter the veterinary profession in due course. If spaces are available students can transfer from other VEEs.

The selection process is managed by the ministry. In addition, the Rector appoints an internal selection Committee to oversee procedures (including attending the exam) and consider policies for students with disabilities. UniPr provides support services and tutors for students with learning disabilities.

The VEE provides information to the Ministry in relation to cohort size and its facilities and staffing. The VEE currently expects 80 places to be assigned for the next 3 academic years.

7.3.2. Comments

Selection is managed by the Italian ministry rather than the VEE and criteria are clear. Progression criteria are clear.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

7.4.1. Findings

There is a UniPr website with dedicated information (policies, procedures and support) for students with disabilities and a variety of services are available. The VEE has a dedicated academic responsible for all matters related to students with disabilities and illness, who liaises with the central university.

7.4.2. Comments

The VEE's procedures around disabilities and illness are clear and appropriate.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.
The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings
The criteria for progression on the DCVM are described on the VEE's website in a document "Regolamento Didattico del Corso di Studi", which included achieving a minimum percentage attendance, passing barrier exams, gaining the minimum number of ECTS required for enrolment in the next year, completion of the portfolio of Day-one skills and the PPT diary, and passing the graduation thesis.
The VEE has various systems and interventions in place to identify and support students who are not performing adequately. These include academic staff tutors, student tutors (senior years, postgraduates, etc.) and from 2022-23 supplementary student tutors have been available for courses identified as particularly challenging. Information on the professional code of conduct is included in the curriculum. Progression and attrition data is presented and monitored via the annual monitoring report. The VEE reports that the attrition rate is low and stable in recent years. Admission criteria are currently controlled nationally by the Ministry.

7.5.2. Comments
Information about progression is clear and available for students. Information on professional conduct is included in the curriculum. Mechanisms for remediation and associated support are in place.

7.5.3. Suggestions for improvement
None.

7.5.4. Decision
The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.
The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings
The mechanisms for exclusion are described in UniPr regulations. There is no limit to the number of supplementary years a student can enrol for and it is not possible to exclude the lowest performing student from the programme. UniPr has Disciplinary Regulation which can lead to temporary expulsion from the University. Students can appeal against disciplinary-based decisions through the Regional Administrative Court.

7.6.2. Comments
The policies for exclusion are clear.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision
The VEE is compliant with Standard 7.6.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.
There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings
Both UniPr and the VEE provide a variety of resources for student support, including physical and psychological services and career advice, with information available to students on associated websites. Students can access counselling, contact a specific academic at the VEE and use an online form to raise special needs. There is a UniPr equal opportunities committee to promote equality, wellbeing and non-discrimination.
The VEE has a form for students to provide feedback including complaints, appreciation and suggestions for improvement. The form goes to the Teaching Quality Manager and is forwarded to relevant committees.

7.7.2. Comments
The VEE supports the physical, emotional and welfare needs of students with provision at local and university level. Learning support and career information is available. Students can convey their grievances in various ways using informal and formal mechanisms.

7.7.3. Suggestions for improvement
None.

7.7.4. Decision
The VEE is compliant with Standard 7.7.

Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards.

7.8.1. Findings
There are various mechanisms by which students can convey their needs to the VEE including through student representatives on boards and committees, surveys disseminated at the end of the semester and by VEE committees, and at meetings with their academic tutor. Students can comment on VEE's compliance with standards to staff, using surveys and through their representatives.

7.8.2. Comments
Students can convey their requirements and comments to the VEE in a variety of formal and informal ways.

7.8.3. Suggestions for improvement
None.

7.8.4. Decision
The VEE is compliant with Standard 7.8.

Area 8. Student assessment

Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.

8.1.1. Findings
The general student assessment strategy at the VEE is to have examinations at the end of each course. These examinations can be either oral, written, practical or a combination. There are no limits on the number of times students can resit examinations but, each student must acquire a minimum of credits at the end of each academic year to enrol in the next year. If the student does not achieve the minimum number of credits, the student must enrol as a repeater for that year and becomes "off-course".

Students are required to pass propaedeutic (barrier) exams before sitting specific exams and class attendance is compulsory (75% of lectures and 100% of practicals and clinical rotations) and certified by the academic staff at the end of each course.

For each course, a minimum of 5 exam sessions/year are offered during intervals between teaching periods, while 2 extra sessions are reserved for off-course students. The VEE has a system of tutoring support that is aimed at assisting students who are having difficulty in progression. Each student is assigned an Academic Staff Tutor who follows the student through their part of the curriculum and ensures that student-completed questionnaires are sent for analysis. Student Tutors are older students or post-graduate students who can assist students with organising their study including PPT activities and examination periods. Student tutors also assist with final year thesis preparation. Supplementary Student Tutors are available to assist particularly Year I and Year II students in preparations for examinations through offering dedicated hours of individual study, group study and periodic mock assessments.

Acquisition of practical skills is assessed during laboratory practical and intra- and extramural clinical training and verified through Logbooks and PPT diaries. Clinical practical skills are mainly

evaluated during the last two curricular years. A pilot project for assessment of students in the practical training in internal medicine assigns level of competence acquisition for D1C's for the subject in addition to recording cases attended by the student. The assessment was performed at the end of the training period.

The final grade and the DVM title are obtained following the oral presentation of the undergraduate dissertation thesis after all exams are passed and all ECTS have been obtained.

Following graduation, each student is evaluated by the State Examination Committee, which is responsible for assessing the general knowledge and the acquisition of D1Cs. The examination procedure consists of a practical test involving three main areas of veterinary medicine including Companion Animal Medicine (including equines and exotics), Food Safety and Quality and Veterinary Public Health, Animal Production and Food-Producing Animal Medicine. The State Board Examination to obtain the national veterinary qualification is the only phase during which the student's level of competencies and skills are assessed by external committee members.

8.1.2. Comments

The VEE has many examination sessions for each course and there is no limit on the number of times students may sit an examination. A comprehensive system of student support has been implemented by the VEE to promote student progression through the curriculum. There are multiple examination sessions with a total of 5 sittings, so students are able to schedule EPT activities without missing the opportunity to sit examinations. The students are able to receive assistance from Student Tutors to organise their study and examination periods. The students requiring remedial support for their academic performance, particularly in challenging barrier examinations in Years I and II, have access to supplementary student tutors offering study support. The number of students enrolled as "off-course" at the VEE (the students enrolled to repeat a year) is overall low with the highest numbers in Year II (7 students; 10.1%) and Year IV (8 students; 15.4%).

The VEE has developed a system of performance-based assessment to document practical skills in internal medicine. This pilot system assesses the level of acquisition of D1Cs and provides a record of cases attended by the students. This system functions to provide summative assessment for fulfilling the requirements of the practical training and also provides feedback to the student on their level of acquisition of skills.

8.1.3. Suggestions for improvement

The use of performance-based assessment should be extended to other areas of intra- and extramural clinical training.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.
The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.
Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

The VEE is required by the general university framework to have 5 exam periods per year and for each course there must be a total of at least 8 exam sessions distributed among the 5 periods, with at least a 14-day interval between sessions in each period and no overlap between the exam and lecture periods.

Grades for exams are awarded based on a total of 30 points and the passing grade is 18. The examination committee for each course must include at least two professors, one of which is the course coordinator. Students may ask teachers directly for feedback on the outcome of the exam and any advice for their improvement. Students can appeal against any assessment outcome directly to the examination board or to the Coordinator of the degree course. Students can also file a motion to the Quality Assurance Manager using the appropriate complaint form available on VEE website. Grades for the graduation thesis are awarded by a Commission made at least up of 5 academic staff members, including the supervisors of theses to be defended within the same daily session.

Within each session, there can be from 1-3 sittings that the student can choose among for examination. In line with the general university framework, the current academic year (22/23) schedule is below:
- · 23 January 2023 - 19 February 2023 (2 sittings)
- · 3 -16 April 2023 (1 sitting)
- · 5 June 2023 - 13 August 2023 (3 sittings)
- · 21 August 2023 - 17 September 2023 (2 sittings)
- · 11-23 December 2023 (1 sitting).

8.2.2. Comments

The requirements for assessment are met.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings

The VEE monitors and reviews its evaluation methods and criteria through its QA system, principally by DQAC and JSTC. The DQAC has launched a substantial revision of the methods for compiling the course program (Syllabus) with particular attention to the evaluation methods and criteria.

It is the responsibility of the teacher of the course to ensure consistency between the learning outcomes and the assessment design of their discipline. The written examination has been adopted in various clinical and professional subjects and has been positively evaluated by the students. In clinical subjects, the discussion of clinical cases is particularly encouraged, as it allows for the assessment not only of theoretical knowledge but also of clinical reasoning and communication

skills. In the first curricular years, the oral exam modalities have been progressively integrated with the written examinations. However, the oral exam continues to be the assessment method most frequently used by teachers.

8.3.2. Comments
The VEE used different types of assessment formats including written, oral and practical examinations. A mixed format of assessment methods has been adopted by many courses across the curriculum (60% of courses; Table 8.1).

8.3.3. Suggestions for improvement
The use of a mixed format of assessment methods should be extended to more courses in the curriculum. The method of assessment should be aligned with learning outcomes, particularly for outcomes involving the demonstration of practical skills such as with the use of OSCE's for assessment of clinical skills.

8.3.4. Decision
The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.
The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

8.4.1. Findings
The achievement of learning outcomes is certified by passing final examinations, attendance records of laboratory practicals, the completion of a final year thesis and the use of log books. The VEE uses three logbooks: the "Portfolio", which enumerates all the preparatory skills required to access the final PPT; the "Libretto del Tirocinio" (PPT dairy), which serves both as an attendance register and activities logbook for the year V PPT; and the "Case Log", which starting from 2022/2023 documents the clinical cases the student has observed and the procedures they have performed. The Case Log is signed daily by the supervising member of the VTH staff/contracted professor. Students are also obliged to record all production animal and equine patients seen in extramural training in Google Forms to monitor activities carried out and patient numbers seen.

Students are encouraged to participate actively in both theoretical and practical activities. During theoretical lessons students are required to respond to questions and actively take part in the discussion to allow a self-evaluation of their level of comprehension of the subject. Furthermore, some courses include case-based problem-solving exercises, in class exercises as well as collaborative group work and multiple-choice quizzes.

8.4.2. Comments
The student logbook "Portfiolo" is the main verification tool for the acquisition of pre-clinical skills and the PPT Diary serves as both an attendance registers and activities logbook for the Year V PPT. A pilot project starting in 2022/23 has required students to document clinical cases in a "Case Log" identifying clinical cases they have observed and procedures they have performed. The pilot project in internal medicine also incorporated an assessment of the level of acquisition of skills

providing students with feedback on their progression to D1Cs. The students are also obliged to record all farm production animals and equine patients seen in extramural training in Google Forms.

The skills lab provides students with the opportunity to take an active role in practising clinical skills within a controlled environment before their PPT period in the clinics.

8.4.3. Suggestions for improvement
The Skills Lab should be developed further and incorporated into students' pre-clinical and clinical training.

8.4.4. Decision
The VEE is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings
Formative assessment methods such as classroom discussions, quizzes, observation by teachers and presentations by students are used to help teachers gather information about their students' learning and adjust their instruction to meet their needs. Summative assessment takes place in the final exams of each unit of study. Final exams can be oral, written (essay, short answers, multiple choice, true/false), practical or a combination of these methods.

8.5.2. Comments
Various methodologies of formative assessment are used to help teachers gather information about their students' learning and adjust their instruction to meet the perceived needs of the students. Formative assessment methods that gave information directly to students such as the results of informal testing or assessment during a course were well appreciated by students.

8.5.3. Suggestions for improvement
The use of formative assessment methodologies directed at providing feedback directly to students should be used more widely in courses. The use of performance-based assessment in clinical training should be developed from a summative assessment tool to include formative assessment during their clinical training period.

8.5.4. Decision
The VEE is compliant with Standard 8.5.

Area 9. Academic and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.
Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings
There is no requirement for pedagogical training for staff involved in teaching, so training is encouraged via email but not enforced.
A limited number of pedagogical training courses are available to teachers at the UniPr level, but only a small number of academic staff at the VEE have attended.
All PhD students have attended a one-week soft skills course and were strongly encouraged by their supervisors to do so.
Teachers of core rotation in clinical sciences, specifically in equine and FPA, are currently not required to and do not feel motivated to be trained in pedagogical methods such as teaching and assessing learning.

9.1.2. Comments
PhD students are aware of the benefits of training provided and are enthusiastic about sharing the learning with teaching colleagues.
If on one hand, the government contract does not require a minimum number of hours, on the other hand, it is not forbidden, so it cannot be the justification for the non-existence of this requirement from the ESEVT SOP.
The insufficient training of teachers in pedagogical methods is directly or indirectly linked to some of the minor deficiencies identified in this Visitation, such as Standard 3.1.4, 3.1.5, 3.4, 5.4 and 9.3.

9.1.3. Suggestions for improvement
It is suggested to develop:
-) a formal training to teach and to assess for all staff involved in core teaching;
-) regular continuing education sessions focusing on new teaching and assessment methods (e.g. digital tools).

9.1.4. Decision
The VEE is not compliant with Standard 9.1. because of non-compulsory formal training to teach and assess for staff involved with core teaching.

Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support

staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission.
A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings
The number of staff, their qualification and skills are adequate for the delivery of the VEE's mission.
There is an online student satisfaction survey for assessing the quality of the course and the teacher for each course taken. The survey results are evaluated by the JSTC and action can be taken, if there is cause for concern. No action has ever been taken to this date.
The student appraisal and assessment of teachers is currently not taken into account for career progression, although there are discussions for future possible implementation. Some teachers use these results for their own teaching improvement. Contract practitioners were not aware of this tool and had never seen the results of their assessments by students.

9.2.2. Comments
The teaching staff is very motivated and generally satisfied with their jobs at the VEE. The fact that some contracted practitioners were not aware of the student satisfaction survey may indicate that the communication between the VEE and these members of staff could be improved.

9.2.3. Suggestions for improvement
None.

9.2.4. Decision
The VEE is compliant with Standard 9.2.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define any systems of reward for teaching excellence in operation.
Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. They must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings
Laboratory technicians are involved in practical teaching activities and their skills and competencies are attested by their academic staff supervisors. Their participation in teaching is approved by the DCVM board.
Academic staff are evaluated every three years based on an individual activity report that includes teaching, research and organisational activities. Career progression is based on scientific output. Teaching and assessment skills are evaluated through analysis of student opinion reports and are the only motivation for teachers to develop their teaching skills, with no direct consequences if they choose not to.

Technicians have mandatory training on biosecurity, safety at work and other areas of their jobs.
All staff must attend a compulsory course on security and biosecurity in teaching laboratories.
There are only 4 EBVS Diplomates in the VEE.
There are no rewarding systems in place for teaching excellence.

9.3.2. Comments

The involvement and motivation of academic and support staff in teaching students is commendable.
The small number of EBVS Diplomates reduces the opportunities for specialisation at the VEE; however, there are opportunities for collaborations with other universities.
Teachers try to improve their teaching performance based on student feedback. Those who succeed in delivering excellent teaching practices should have some kind of benefits or advantages compared to the teachers who do not.

9.3.3. Suggestions for improvement

It is suggested to create a system that will recognise and reward teachers who deliver excellent teaching and learning experiences.

9.3.4. Decision

The VEE is partially compliant with Standard 9.3. because of a suboptimal system of rewarding teaching excellence.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.
Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

There are Type A contracts that correspond to 3-year tenure-track contracts, after which staff could obtain the Habilitazione.
Appraisal of all academic staff is based on a compulsory activity report that must be submitted every 3 years.
Support staff are evaluated every year based on performance.
Academic and support staff have representatives in several committees and boards (e.g. JSTC, DVSB, DCVMB, VTHC, Quality assurance committee) and have the opportunity to discuss and be part of the decision-making process.
The VEE utilises a well-defined, comprehensive and publicised programme for the professional growth and development of all staff. All members of staff are aware of this system and understand the requirements to develop and progress in their careers. Promotions are based on research outputs.

9.4.2. Comments

Academic and support staff play a very important role in the organisation and function of the

committees and boards that govern the VEE and feel they are part of the decision-making processes and that they actively contribute to the change and development of the VEE, which is very positive. The promotion criteria do not currently include any points on teaching excellence, but this is being discussed for the future.

9.4.3. Suggestions for improvement
None.

9.4.4. Decision
The VEE is compliant with Standard 9.4.
Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

9.5.1. Findings
There is a system in place to assess teaching quality by students, compulsory to fill in, and results are discussed in the DQAC and DCVM boards to evaluate performance. Non-academic teaching staff are appraised via opinion surveys and results are used by the VTH Management committee and DCVM Board to evaluate performance. Some contracted practitioners were not aware of this system.

9.5.2. Comments
Students participate in the assessment of teaching staff and the conclusions are taken into account to enhance the quality of teaching.

9.5.3. Suggestions for improvement
None.

9.5.4. Decision
The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

10.1.1. Findings
The performance of the VEE's research activities in broad veterinary-related topics is convincingly demonstrated by the project topics and publications in international journals, of which appr. 61% were in the upper quartile in the past 4 years.
An overview of recent research projects in the broad veterinary domain is included in the SER, supporting the presence of broad expertise. The majority of the recent projects are short-term projects, and (local) industry oriented.
There is a clear intention to integrate own research output in science-based education, in particular in the pre-clinical courses.

The VEE is committed to preparing students to be lifelong inquirers and learners by already training them to apply tools to search for, interpret, and critically analyse scientific papers and data.

10.1.2. Comments
The research output of the VEE demonstrates expertise in the broad domain of veterinary sciences, though more focused on local industrial activities. They succeed in connecting basic academic research with society and industrial needs.

10.1.3. Suggestions for improvement
None.
10.1.4. Decision
The VEE is compliant with Standard 10.1.

Standard 10.2: All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

10.2.1. Findings
The VEE provides students with multiple opportunities to receive a grounding in evidence-based veterinary medicine, to experience research, to consider research as a career, and to develop the knowledge and skills to use research outputs as part of evidence-based practice.
Students predominantly come in contact with and are trained in scientific methods and techniques during the preparation of the compulsory master thesis. Courses are in place in year 3 (2 ECTS) on thesis preparation, including how to carry out bibliographical research, year 4 (3 ECTS) on thesis format, writing techniques and clinical/laboratory activities if the thesis is experimental. The thesis topic has to be chosen by the end of year 4. For this, a list of topics is available on the VEE website, or students choose, guided by a staff member, their own research topic. In years 5 and 4, ECTS are devoted to the final drafting of the thesis and its presentation on the date of the graduation session. The minimum requirements for the final thesis are submission, presentation and discussion of a literature review or the results of research activity in basic or clinical sciences.

10.2.2. Comments
Multiple opportunities are in place to bring students in contact with science, such as compulsory research-oriented courses, student internships, Erasmus programs, free attendance to seminaries and public PhD defences, journal clubs, and research promotion events.

10.2.3. Suggestions for improvement
None.

10.2.4. Decision
The VEE is compliant with Standard 10.2.

Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.

10.3.1. Findings

The VEE runs several postgraduate programmes, including PhD in Veterinary Sciences and post-PhD fellowships, two specialisation schools, EBVS residency programmes, and postgraduate master courses.

UniPr PhD programmes are organised according to ministerial regulations. The total mean number of PhD students in the past years is app. 17. Each year, a new cohort of PhD students is admitted, following an open call and selection process. The PhD programme in Veterinary Sciences is managed by the PhD board and led by the PhD coordinator. The composition and functions of the PhD board are defined by specific university regulations. A PhD training course is in place and is divided into five different curricula: basic sciences, clinical sciences, bio-pathology, animal reproduction and food safety and quality. Grants for PhD students are financed by the MUR, by UniPr or by the private sector. They can also be funded with research project financing and co-financed with VTH income. The VEE foresees that the number of PhD positions financed by MUR will increase, given the availability of public funding through the Italian Recovery and Resilience Plan, financed by the European Commission.

The 2 Specialisation schools (SS) ("Food Inspection of Animal Origin", and "Animal health, breeding and livestock production") are activated every three years and have a duration of 3 years. The mean number of students registered in the past years is 9 and 12, respectively. The diploma is a prerequisite to access the National Health System through public competitions. Grants are available from the NHS for specialisation students in Food Inspection.

The VEE runs 4 EVBS programs, with a limited number of residents per program.

The VEE offers postgraduate Masters courses (1 year, 60 ECTS) in several clinical and non-clinical disciplines.

Post-doctoral fellowship grants are provided to graduates who wish to continue specific research activities. They run for 1 to 5 years and are funded by research projects of individual academic staff members, the VTH, UniPr or private industry.

Continuing education courses are in place (i.e. 27 courses with a mean of 844 attendees per year). Training of postgraduates is not in conflict with undergraduate training, given the variety of cases, with different levels of complexity. Both undergraduates and postgraduates working together is considered an excellent resource for creating an environment conducive to learning.

10.3.2. Comments

The VEE provides several postgraduate training courses and degrees, for which there are currently more applicants than places. Highly attended continuing learning seminars are organised. The VEE prepares students for a life-long learning attitude by providing tools for independently acquiring and assessing scientific progress.

10.3.3. Suggestions for improvement

It is suggested to assess the need and possibility of installing more EVBS residency programmes.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.

10.4.1. Findings

The VEE Research Committee drafts an annual report on the scientific activities (publications and funding) of academic staff members. The UniPr monitors research output through the Evaluation Unit's annual report. Every 5 years, The MUR carries out an evaluation of Universities' research activity. The main QA parameter for research activity applied by the VEE is the follow-up of the final thesis. With this, the VEE ensures that its research activities contribute to research-based education in the final year thesis, which needs the evolvement of the majority of the VEE's staff.

The presence of EBVS residents and specialisation students is regarded as stimulating for undergraduate students to learn how to apply research-based education.

Specialisation students prepare a final year research dissertation, and their contribution to the research activities of their academic supervisors contributes to up-to-date teaching.

Academic staff promotion is partially dependent on research activity and publication in scientific journals.

Decisions on postgraduate and continuing education programmes are made by the DVS board, following proposals from members of the DCVM board and other committees. Programmes are communicated to staff, students and stakeholders during board meetings and through the UniPr and DVS websites.

The Steering Committee, which is made up of representatives of the profession's stakeholders from the public and private sectors, meet annually to discuss the developments of the veterinary profession and for continuing education.

10.4.2. Comments

The VEE's research QA system is a tiered system with the involvement of the university and departmental organisms, and the drafting and submission of different QA documents, which are established for the monitoring and steering of the research activities.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

ESEVT Indicators

ESEVT Indicators

	Name of the VEE:	Department of Veterinary Science, University of Parma				
	Name & mail of the VEE's Head	Prof. Giacomo Gnudi giacomo,gnudi@unipr.it				
	Date of the form filling:	06.07.2023				
	Raw data from the last 3 complete academic years		Year -1	Year -2	Year -3	Mean
1	n° of FTE teaching staff involved in veterinary training		47.2	47.2	49,2	49,20
2	n° of undergraduate students		242	233	224	233,00
3	n° of FTE veterinarians involved in veterinary training		34,7	34,7	35,7	35,03
4	n° of students graduating annually		43	42	46	43,67
5	n° of FTE support staff involved in veterinary training		42	36	33	37
6	n° of hours of practical (non-clinical) training		877	877	877	877
7	n° of hours of Core Clinical Training (CCT)		822	822	822	822
8	n° of hours of VPH (including FSQ) training		485	485	485	485
9	n° of hours of extra-mural practical training in VPH (including FSQ)		40	40	40	40
10	n° of companion animal patients seen intra-murally		5043	4487	4084	4538
11	n° of individual ruminant and pig patients seen intra-murally		2	0	2	1,33
12	n° of equine patients seen intra-murally		97	51	59	69
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally		81	97	66	81,3
14	n° of companion animal patients seen extra-murally		0	0	0	0,0
15	n° of individual ruminants and pig patients seen extra-murally		3558	3408	0	2322,0
16	n° of equine patients seen extra-murally		216	448	0	221,3
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally		0	0		0,0
18	n° of visits to ruminant and pig herds		15	1	0	5,3
19	n° of visits to poultry and farmed rabbit units		1	0	0	0,3
20	n° of companion animal necropsies		88	114	124	108,7
21	n° of ruminant and pig necropsies		115	18	20	51,0
22	n° of equine necropsies		1	1	0	0,7
23	n° of rabbit, rodent, bird and exotic pet necropsies		90	3	95	62,7
24	n° of FTE specialised veterinarians involved in veterinary training		47,2	47,2	49,2	47,9
25	n° of PhD graduating annually		6	6	8	6,7

ESEVT Indicators

Name of the VEE:	Department of Veterinary Science, University of Parma				
Date of the form filling:	06.07.2023				
Calculated Indicators from raw data		VEE	Median	Minimal	Balance[3]
		values	values[1]	values[2]	
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,211	0,15	0,13	0,085
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,802	0,84	0,63	0,172
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,847	0,88	0,54	0,307
I4	n° of hours of practical (non-clinical) training	877,000	953,50	700,59	176,410
I5	n° of hours of Core Clinical Training (CCT)	822,000	941,58	704,80	117,200
I6	n° of hours of VPH (including FSQ) training	485,000	293,50	191,80	293,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	40,000	75,00	31,80	8,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduat	103,924	67,37	44,01	59,914
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of studer	53,206	18,75	9,74	43,466
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	6,649	5,96	2,15	4,499
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students grady	1,863	3,11	1,16	0,703
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0,122	1,29	0,54	-0,418
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,008	0,11	0,04	-0,037
I14	n° of companion animal necropsies / n° of students graduating annually	2,489	2,11	1,40	1,089
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1,168	1,36	0,90	0,268
I16	n° of equine necropsies / n° of students graduating annually	0,015	0,18	0,10	-0,085
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,435	2,65	0,88	0,555
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating	1,096	0,27	0,06	1,036
I19	n° of PhD graduating annually / n° of students graduating annually	0,153	0,15	0,07	0,083
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

ESEVT Rubrics (summary of the decision on the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and QA Policy	C	PC	NC
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.	X		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and Standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
Standard 2.2: Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Area 3. Curriculum			
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.	X		
3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)			X
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)		X	
3.1.5. Food Safety and Quality		X	
3.1.6. Professional Knowledge	X		

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.	X		
Standard 3.3: Programme learning outcomes must: ● ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework ● include a description of Day One Competences ● form the basis for explicit statements of the objectives and learning outcomes of individual units of study ● be communicated to staff and students ● be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: ● determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum ● oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes ● perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned ● identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.		X	
Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH). Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.	X		
Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.	X		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: ● be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students ● be of a high standard, well maintained and fit for the purpose ● promote best husbandry, welfare and management practices ● ensure relevant biosecurity and bio-containment ● be designed to enhance learning.		X	
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to	X		

assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	X		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.	X		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.		X	
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.		X	
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.		X	
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.	X		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		

The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.			
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Area 9. Academic and support staff			
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.			X
Standard 9.2: The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission. A procedure must be in place to assess if they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.		X	

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.			
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	X		
Area 10. Research programmes, continuing and postgraduate education			
Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
Standard 10.2: All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.	X		
C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)			

Executive Summary

The teaching of veterinary medicine at the University of Parma (UniPr) started in 1845. The original school has undergone several re-namings and reorganisations over the years. The degree course in Veterinary Medicine is now run by the Department of Veterinary Sciences (called the VEE in this report), one of nine departments of the UniPr.

The VEE's last ESEVT Full Visitation was completed in May 2011, followed by a Re-visitation in 2012, resulting in the Approval status granted by ECOVE. In 2021, the VEE asked for the postponement of the Full Visitation, resulting in the Non-approval status because the end of granted status was exceeded.
The VEE was also accredited by the Italian Agency for the Evaluation of the University and Research System (ANVUR) in 2019.

The SER was provided on time and written in agreement with the SOP 2019 as amended in 2021, although some data had to be corrected or added during the visitation process. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.

The Liaison Officer did an excellent job adapting the Visitation schedule, searching for the requested information, organising relevant meetings and ensuring the health and safety of the visitors.

Areas worthy of praise (i.e. Commendations):
-) Excellent interaction between students and staff
-) Highly motivated undergraduate and postgraduate students
-) Efficient collaboration with the food-producing sector
-) Excellent teaching staff-to-student ratio during practical and clinical training
-) Excellent practical training in FSQ in the bovine slaughterhouse
-) Important investment in the renovation of clinical facilities
-) Efficient tutoring system for the preparation of the exams and for the remediations
-) Well-designed pilot initiative to introduce performance-based assessment in one clinical unit

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards. However, some areas of concern have been identified.
Areas of concern (i.e. Minor Deficiencies):
-) Partial compliance with Standard 3.1.4. because of suboptimal clinical training in ruminants.
-) Partial compliance with Standard 3.1.5. because of suboptimal FSQ practical training in poultry.
-) Partial compliance with Standard 3.4. because of suboptimal alignment of some teaching activities, e.g. anatomy, diagnostic imaging and surgery.
-) Partial compliance with Standard 4.3. because of suboptimal separation in the equine stables between teaching animals and patients.
-) Partial compliance with Standard 4.9. because of suboptimal posting of biosecurity rules in clinical and laboratory facilities.
-) Partial compliance with Standard 5.1. because of suboptimal number of bovine and equine necropsies.

-) Partial compliance with Standard 5.4. because medical records for extramural patients are not systematically maintained in an effective retrieval system.
-) Partial compliance with Standard 9.3. because of a suboptimal system of rewarding teaching excellence.

Items of non-compliance with the ESEVT Standards:
-) Non-compliance with Standard 3.1.3. because of insufficient clinical training in the equine species, which may affect the acquisition of some D1C by all students.
-) Non-compliance with Standard 9.1. because of non-compulsory formal training to teach and assess for staff involved with core teaching.

Additional suggestions for improvement are described in this Visitation Report.

Glossary

D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
MUR: Italian Ministry for Higher Education and Research
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
PPT: Professional Practical Training
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
UniPr: University of Parma
VEE: Veterinary Education Establishment (Department of Veterinary Sciences)
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that the following Major Deficiencies had been identified:

1. Non-compliance with Standard 3.1.3. because of insufficient clinical training in the equine species, which may affect the acquisition of some Day One Competences by all students.

2. Non-compliance with Standard 9.1. because of non-compulsory formal training to teach and assess for staff involved with core teaching.

The Veterinary Education Establishment (VEE) of the University of Parma is therefore classified as holding the status of: **PENDING ACCREDITATION**.