



VISITATION REPORT

**To the Department of Veterinary Medicine and Animal Production of the University of
Naples Federico II, Naples, Italy**

On 17 – 21 April 2023

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Introduction

The Veterinary School of Naples was founded in the second half of the eighteenth century. In 1935, it became a Faculty of the University of Naples Federico II (UniNa) and was located in the convent of Santa Maria degli Angeli alle Croci in the centre of Naples.

In 2010, it became the Department of Veterinary Medicine and Animal Production (called the VEE in this report), which is part of the School of Agriculture and Veterinary Medicine, together with the Department of Agricultural Sciences.

Since 2015, some teaching activities have been completed in the educational complex of the UniNa Service Centre for Life Sciences and Technologies (CESTEV), located in Naples.

New facilities are being built in the Frullone campus in the vicinity of CESTEV and all activities of the VEE should move there in 2024.

The VEE's last ESEVT full Visitation was completed in 2013, resulting in the Approval status granted by ECOVE.

The VEE was also accredited by the Italian Agency for the Evaluation of the University and Research System (ANVUR) in 2017.

The main developments since the last ESEVT Visitation were a new strategy plan, certification of the veterinary courses by UNI EN ISO 9001:2015, updated curriculum, new equine and exotic pets clinical facilities, new patient e-recording system, enhanced biosecurity, new e-learning platform and skill lab, new student support services, new training to teach and to assess, recruitment of additional practitioners for supporting the clinical training, enhanced Quality Assurance procedures in education and research.

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 Mission Statement of the VEE is specified by the Italian National Agency for the Evaluation of Universities and Research Institutes (ANVUR) and encompasses four areas: education, research, internationalisation, and public engagement. The VEE's Strategic Plan 2022-2024 addresses the four areas.

The Mission Statement is further developed in the Strategic Plan. The main task of the VEE is to develop and promote teaching, research, the third mission and the transfer of the most advanced knowledge in the field of veterinary medicine and animal production, public health and the environment in line with a modern concept of One Health and Innovative and Precision Technologies for training, research and health in Veterinary Medicine.

The Mission and Strategic Plan is public on the VEE's website in both Italian and English.

The VEE operates within the framework of the principles of the University which states that the primary purposes are research and teaching.

The VEE aims to provide students with practical knowledge and skills to acquire the Day One Competences (D1C).

The VEE's strategy is based on a multimodal approach to ensure the effectiveness of the teaching offer: the parameters provided by ESEVT are periodically assessed, alongside the training needs of individual teaching courses, while student requests, the opinion of stakeholders and the offer of the local job market are also considered.

In addition to the single-cycle degree programme in Veterinary Medicine, the VEE offers degree programmes in Animal Production Technology, Animal Production Science and Technology, and Precision Livestock Farming.

Further, the VEE offers 17 postgraduate educations through seven specialisation schools, four Master programmes, and six post-graduate programmes. At the VEE there are also internships and residency training in programmes within the European Board of Veterinary Specialisation (EBVS). For nearly 40 years, the VEE has also offered postgraduate academic education through the PhD in Veterinary Science.

The training strategy of the VEE follows the standards and guidelines for quality assurance of the European Higher Education Area (ESG 2015) as set out by the European Association for Quality Assurance in Higher Education (ENQA) Board, the EU Directives (2005/36 and 2013/55), the principles established by EAEVE and by the ISO EN 9001:2015.

1.1.2. Comments

The VEE's main objective is 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.

Further, the VEE has developed and follows its mission statement that embraces all the ESEVT Standards.

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 a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings

The VEE has been part of the University of Naples Federico II since 1935 and is currently one of 26 departments at the University.

The University is a public institution under the authority of the Italian Ministry of University and Research (MUR).

The University essentially has three pillars:

- One pillar of University bodies which includes the Rector, the Academic Senate, the Board of Governors, the Board of Auditors, the Evaluation Committee and the Managing Director.
- The second pillar structures the University into four Schools and 26 Departments, along with Centres, Libraries, Botanical Garden etc...
- The third pillar is the Central Administration. Together with the Department of Agricultural Sciences, the VEE forms the School of Agriculture and Veterinary Medicine.

The University has its own Statute, and it defines its own regulations on educational, scientific, organisational, administrative, financial, and accounting activities. The Rector acts as the head University and chairs the two main governing bodies, i.e., the Board of Governors and the Academic Senate.

The Academic Senate has several members, the Directors of the four Schools and eight are Directors of Departments. The Director of the VEE is not a member of the Academic Senate or the Board of Governors. Currently, in the period 2020-2024, there are no VEE members of the

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Academic Senate but one academic member from the VEE in the Board of Governors.

The students of the University have six representatives in the Academic Senate and two representatives in the Board of Governors. One VEE VMTC student is a member of the Academic Senate for a three year-period 2021-2023.

The University also has a Student Council which has advisory and proactive functions. It is composed of a maximum of 45 student representatives in the Academic Senate and Board of Governors, as well as a balanced electoral representation of students from the various teaching areas and Departments. To strengthen and promote student participation in the decision-making processes of the other University governing bodies, the Student Council has full autonomy in organising and coordinating student and related representations, according to the University's Statutes, and expresses its opinion on the following issues: (a) the University's teaching regulations; (b) the guidelines for the regulation of educational activities and services; (c) tuition fees; (d) the criteria for the implementation of the right to study, including those related to educational and professional prospects; (e) the allocation of funds for social, cultural, recreational and sports initiatives and other activities for students; (f) the proposals of the Rector, the Academic Senate, the Board of Governors and the Students & Teachers Joint Committee of UniNa teaching courses. The procedures for election and the operation of the UniNa Student Council are outlined in the University Regulations. Members serve two-year terms and may be re-elected once.

Internally, the VEE is organised hierarchically.

The VEE is headed by the Director of the Department, who currently is a DVM, PhD and full professor. The Director is elected every three years by the Department Board. The Director of the VEE's term of office may be renewed only once.

The Director appoints a Vice Director and may assign certain functions/activities to delegates.

The Department Board is the governing body of the VEE. It is composed of all academic staff of the VEE (professors and researchers), the administrative officer, and representatives of support staff, PhD students, and students. It meets regularly (on average 10-11 times per year). The activities of the VEE and the Veterinary Medicine Teaching Course Committee are guided by various committees/boards. All these committees report to the Department Board and the VMTC Committee on major decisions.

The Department Council is a collegial body mandated by the University's Statutes. The Council assists the Director of the VEE in the exercise of his/her functions and has teaching and proposing duties. The members of the Council hold office for three years; their term of office may be renewed only once. The Council is composed of the VEE Director, the head of the VEE's accountancy office, the Vice Director, and nine members elected among the academic staff to ensure equal representation of each category of permanent and temporary positions. The Department Council drafts the Strategic Plan, which is then discussed and approved by the Department Board. It discusses proposals for staff planning and related budget needs, discusses the activation of new teaching programmes, and manages didactic and research activities in collaboration with the various VEE Committees. The Department Council has no decision-making authority. All decisions are made within the Department Board.

Within the VEE, each teaching course is managed by its own Teaching Course Committee chaired

by a Coordinator; the management processes are mapped and described in the Teaching Bylaws, where roles and responsibilities are identified within each operational function.

The coordinators are elected every three years by the members of the Department Board, they may be renewed only once, and are responsible for the organisation and quality of teaching.

Each Teaching Course Committee is composed of all internal and external professors who have a didactic role in the curriculum and representatives of support staff and students.

The Veterinary Medicine Teaching Course Committee (VMTC) is chaired by the Veterinary Medicine Teaching Course Coordinator, who holds a DVM degree and is a qualified veterinarian. The VMTC Committee consists of all academic staff responsible for teaching subjects (a total of 85), eight student representatives and two support staff representatives (guests). According to Italian law, University and VEE regulations, the number of student representatives is proportional to the total number of students.

The VMTC Committee meets periodically to approve the organisation of teaching and learning (planning, timetable, examination, and graduation calendars, etc.), to discuss day-to-day issues (student and Erasmus practices, practical training, analysis of student evaluation results) and extraordinary activities related to teaching (e.g., student requests, changes in the study regulations) and to monitor the progress and quality of the curriculum.

Suggestions or critical issues are discussed with external stakeholders during ad hoc meetings (e.g., Steering Committee, PPT Committee etc.). Students' suggestions can be directly communicated or received through their evaluations. The proposed solutions usually consist of updating instruction, introducing new practical activities or changes to practical activities (e.g., timetable, shifts) or introducing new professional electives that closely meet the needs of the field and the professional skills. In any case, the decision on changes to the curriculum has to be approved by the VMTC Committee.

The VMTC also adheres to the ANVUR Periodic Accreditation procedures, and since 2017 this has also been implemented by a Quality Management System certified by an accredited authority, in accordance with the UNI EN ISO 9001:2015 Standard. This process has been closely monitored by the University's Quality Centre CQA.

The VEE also has a PhD Board in Veterinary Sciences which has 21 members of academic staff (3 from foreign universities), including the PhD Coordinator who is proposed by the VEE Director and nominated by the Department Board. Members of the PhD Board are appointed from among the academic staff whose research activities are consistent with the research fields covered by the PhD programme, and in compliance with the requirements to be met for the ministerial accreditation.

The VEE's activities are managed by 10 departmental committees. The committees are chaired by the Head of VEE or by relevant delegates/referent persons. Students are represented in most of the departmental committees. The committees are:

- Quality Assurance (Members: 4 academic staff, 1 support staff, 2 students). It is responsible for supporting, monitoring and controlling the QA processes of the Department, in accordance with ANVUR, the University and consultation with the VEE Director, the Teaching Course Committees, the Review Group, the Steering Committee and the Teachers and Students Joint Committee.
- Research Quality Evaluation (Members: 7 academic staff). It analyses and monitors internal research activities, and their evaluation in comparison with national and international reference parameters, to optimise the evaluation of the research products of the academic

- staff.
- Third Mission (Members: 6 academic staff). It is the institutional reference body for the activities of the VEE public engagement. It coordinates the set of activities through which the VEE interacts with society and disseminates scientific knowledge through citizen initiatives.
 - Safety and Security (Members: 8 academic staff, 10 support staff). It prepares, publishes and updates the safety/security manual; provides updated training on the prevention of chemical and biological risks, protection, biosafety and biosecurity; promotes Good Laboratory and Clinical Practices; keeps the hazardous waste loading and unloading register providing the pick-up; takes care of the purchase, storage and distribution of personal protective equipment; promotes the risk assessment document.
 - Veterinary Library (Members: 6 academic staff, 2 support staff from the University). In accordance with guidelines established by the University Centre for Libraries, it decides on matters concerning the library policy and decides on the books and journals acquisitions based on the needs of teachers and students.
 - Orientation and Tutoring (Members: 6 academic staff, 2 students). It is responsible for tutorial guidance of first-year university students and high school students who wish to obtain detailed information about the VEE teaching courses in terms of admission and didactic organisation. It represents the link with the University's Student Active and Participatory Inclusion Services Centre (SInAPSi) and its coordinator is also responsible for disabled students.
 - Job & Placement (Members: 4 academic staff, 1 student). It is responsible for promoting postgraduate career activities. It maintains contacts with public and private veterinary companies and supports private and public institutions in the search and selection of personnel.
 - Erasmus and Internationalisation (Members: 7 academic staff, 2 support staff, 1 student). It is the reference body for international activities of the VEE and coordinates functions for international mobility programmes for incoming and outgoing students, doctoral candidates, teaching staff and support staff, promotion of the initiatives of the University Language Centre, and collaboration with international student associations (e.g., IVSA).
 - Double Degree (Members: 7 academic staff, 1 support staff, 1 student). It is responsible for an integrated programme of study aimed at obtaining a double degree thanks to an agreement between two universities, during which students attend each foreign academic institution for 1 or 2 years.
 - Teachers and Students Joint Committee (JC) (Members: 4 academic staff, 4 students). This is the only VEE Committee whose components are elected according to the Italian University Law. It provides permanent monitoring of the VEE teaching activities. It monitors the educational and service activities offered to students; it formulates opinions on the correspondence between the ECTS assigned to each subject and the learning objectives; it prepares the annual report on the progress of teaching activities; it uses the information contained in various documents (student teaching evaluation questionnaires, review group reports, etc.), data obtained from the University Statistical Office, and specific indicators (e.g., ESEVT indicators in the case of the VMTC) to produce an annual document and propose corrective actions when needed. The annual report is sent to the University's PQA. The JC also evaluates the outcomes of the anonymous survey, which are then shown in VMTC Committee and VEE Board meetings at the end of each semester. The corrective actions proposed by the JC are discussed within the Management Group,

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Review Group, and finally decided by the VMTC Committee.

The Quality Assurance Committee and the Safety and Security Committee report to the VEE's Director, while the other committees report one level up and ultimately to the VEE's Department Board for major decisions.

For the Veterinary Medicine Teaching Course, several permanent subgroups, boards and committees have been established. They are nominated by the VEE Director and approved by the VEE's Departmental Board. They include student and stakeholder representatives:

- EAEVE Committee (Members: 11 academic staff, 5 students). The academic members are selected from the different teaching areas (basic science, pre-clinical, clinical subjects, animal health and food inspection). It is coordinated by two ESEVT experts and integrated with the QA Committee. The student members are selected from the different years of the course. The EAEVE Committee is responsible for informing all components of the VEE of the ESEVT SOP. It prepares the self-evaluation report (SER), verifies the compliance of the VMTC with the ESEVT Standards and the Day One Competences, and monitors its continuous fulfilment.
- Professional Practical Training (PPT) Committee (Members: 6 academic staff, 2 students). It consists of at least one academic staff member for each professional area (clinical, inspection, infectious diseases, animal husbandry), and two student representatives. It deals with all the aspects related to CCT both intra- and extra-mural; it identifies potential weaknesses also related to ESEVT Day One Competences and proposes corrective actions. It plans extramural CCT activities and determines the schedule and location of extramural CCT, considering student requests as much as possible.
- Management Group (Members: 6 academic staff, 1 support staff, 5 students). It is made up of the VMTC Coordinator, the teachers/students responsible for the year (year coordinators), and a member of the Teaching Office (TO). It organises teaching planning, course timetables, exam, and graduation calendars; at the end of the semester evaluates the progress of courses; it also performs syllabus periodic evaluations.
- Review Group (RG) (Members: 4 academic staff, 1 support staff, 2 students). It includes the VMTC Coordinator and the QA Committee Coordinator, students and support staff. It annually draws up the Annual Monitoring Report (SMA) and periodically prepares the Cyclic Review Report (RRC), using surveys on the employment level of graduates and data extracted from the questionnaire used to assess student satisfaction.
- Steering Committee (Members: 2 academic staff, 2 students, 4 stakeholders). It is entrusted with annually redefining veterinary training needs based on national and international job requirements and adjusting training objectives to align expected learning outcomes with the training needs.
- HVTH Board (Members: 1 director and 6 heads of units). It provides basic and highly specialised diagnostic-therapeutic health services for companion and food-producing animals with access to the public. Meetings of the HVTH Board, chaired by the HVTH Director, are attended by academic staff offering courses in clinical sciences, PhD students and fellows, and support staff involved in HVTH clinical activities.

In addition, a VTH Board was recently formed to organise the activities of the staff and students involved in Frullone Veterinary Teaching Hospital (i.e., the Local Public Health Authority's (ASL) hospital for stray dogs and cats (Frullone Veterinary Teaching Hospital - FVTH) and Wildlife Rescue Centre (CRAS)). This new board is composed of HVTH and

FVTH Directors and the VMTC Coordinator.

The HVTH is headed by the HVTH Director who is DVM and qualified veterinarian and an HVTH Board. The HVTH Director is proposed by the Director of the VEE and appointed by a working group that includes the ASL (i.e., Local Public Health Authority) and the City Mayor.

The members of the HVTH Board are all clinicians and heads of major HVTH services, responsible for the organisational management of the clinic and services. A specific ambulatory clinic group is composed of all academic and support staff involved in the ruminant and equine ambulatory clinic services, responsible for the organisational management of the clinical activities in the field.

The HVTH Director is responsible for the professional, ethical, and academic affairs of the HVTH. The decision-making body of the HVTH is the HVTH Board, and its decision authority is limited to issues which do not require discussion/approval by the VEE Department Board or the VMTC Committee.

1.2.2. Comments

The VEE is commended for the commitment of all staff to enhance the quality of education and to comply with the ESEVT Standards.

The VEE is also to be commended for setting up a permanent EAEVE/ESEVT committee to implement the requirements of the latest SOP.

The VEE is part of a university formally recognised as such by the Italian Ministry of University and Research (MUR).

The Director of the VEE, the Veterinary Medicine Teaching Course Coordinator, and the HVTH Director all hold a veterinary degree.

The decision-making process, organisation and management of the VEE allow implementation of its strategic plan and the cohesive study programme, in compliance with the ESEVT Standards.

The VEE has a high degree of autonomy and has also seen increasing autonomy in using its resources. The decision-making bodies of the VEE are the VEE Department Board, the VEE Council, and the HVTH Board. There are different committees with the participation of staff members. Students are involved in most of the committees thus actively contributing to the management of education.

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 2022-2024 which is publicly available on the VEE's website in Italian and English. The Strategic Plan includes a SWOT analysis related to the VEE's teaching activities, research activities, internationalisation, and third mission activities, respectively.

The strategic plan addresses the following four themes:

- Teaching - with the overall objective to develop innovative, inclusive and high-quality educational pathways in line with market demands. Four sub-objectives with associated action points have been developed;
- Research - with three objectives and associated actions points;
- Internationalisation - with 11 objectives and associated actions points;
- Third mission (knowledge dissemination, public engagement) - with two objectives and associated action points.

For each action point, achievement indicators, responsibility, and execution time have been prepared.

1.3.2. Comments

The VEE is commended for the strong involvement of external stakeholders in the strategic development of the VEE.

The VEE is also to be commended for excellent interaction between students and staff who are proud of their VEE. And further, the VEE is commended for the strong and efficient involvement of staff and students in the management of the VEE in a collaborative approach.

A common and shared strategic plan at the VEE level has been developed and implemented.

The strategic plan takes into account departmental needs, and analyses through a SWOT analysis of all the dangers and threats for the VEE as a whole.

A list of objectives, action points, and an operating plan with a timeframe and indicators for its implementation has been developed.

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 its 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 works in a national quality assurance system that provides for continuous monitoring of

all activities on three levels:

- National level - Ministry of University and Research (MUR) through ANVUR
- University level- the University's Evaluation Board
- Internally - the VEE

National level:

The Ministry of University and Research (MUR) evaluates the quality assurance of universities through the ANVUR as part of the Higher Education Quality Assurance System (AVA). AVA sets standards for the self-assessment of programmes and institutions. ANVUR also carries out an external assessment, conducted by experts based on peer reviews and carried out through on-site visitations and document analysis. ANVUR is a member of ENQA in Higher Education, thereby ensuring full compliance with the ESG standards. Since 2017, all of the University's teaching courses have been accredited by ANVUR.

University level:

The internal QA process of the University is coordinated by the Presidium of Quality Assurance (PQA) which, in accordance with the QA Policy, enacted by D.R.3743/2021, defines and monitors the QA procedures as follows:

- for teaching: planning, management, monitoring, and self-evaluation procedures of the teaching courses (including those related to Teaching Course Unique Annual Report (SUA-CdS), Cyclic Review Report (RRC), Annual Monitoring Report (SMA), Teachers & Students JC report, consultations with interested parties, student evaluation questionnaires)
- for research: self-evaluation procedures and research monitoring by the University's Departments and regular updating
- for the third mission: coordination, survey, valorisation and self-evaluation procedures of the public engagement activities of the University's Departments.

In the management of the QA process, the PQA analyses and corrects the SMA and RRC and sends them to the University's Evaluation Board.

Internally:

The VEE outcome assessment system includes annual and cyclical reports both established by ANVUR and monitored by the PQA and the University's Evaluation Board based on the AVA system.

The annual report provides for the filling of the "Teaching Course Unique Annual Report (SUA-CdS)" by the VMTC Coordinator, its discussion in the VMTC Committee and approval by the VEE Board. In the SUA-CdS, all aspects of studying veterinary medicine are evaluated, i.e., the planning and regular review of goals, the organisation, resources used, and student welfare. In the SUA-CdS, quantitative indicators concerning students' careers and the employment rate of graduates are also collected. These indicators are provided by the National Student Registry (ANS). The values of these indicators, together with the results of the student evaluation questionnaires prepared by the University's Evaluation Board and by the Teachers & Students Joint Committee (internal questionnaire), as well as the results of the graduate evaluation questionnaires derived from the University's surveys, are analysed and discussed by the Review Group that draws up the Annual Monitoring Report (SMA). The drafting of the SMA includes the identification of critical issues derived from the indicators or the results of the questionnaires and the planning of corrective/improvement actions. In the SMA of the following year, the corrective measures are evaluated to close the loop of the QA PDCA cycle or alternatively to propose different corrective measures.

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The cyclic evaluation takes place every five years by drafting the Cyclic Review Report (RRC), which helps to evaluate the monitoring of the criticalities in the planned time frame and examines all aspects of the VMTC, i.e., teaching course planning, student experience, resources, monitoring and comments on the indicators. The RRC is also drafted when serious problems are identified or extensive improvement measures are proposed, involving a modification of the Teaching Bylaws or the didactic order (RAD). Both SMA and RRC are publicly discussed in the VMTC Committee, approved in the VEE Board and sent to the University's PQA.

The Annual Monitoring Report (SMA) and Cyclic Review Report (RRC) are publicly available on the VEE's website.

The VEE Teachers & Students Joint Committee independently evaluates the ANS indicators and the results of the student evaluation questionnaires and drafts an annual report. This report is sent to the University's PQA and the PQA sends it to the University's Evaluation Board.

The VEE has a Quality policy in which the VEE commits itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance. The Quality Policy is publicly available on the VEE's website.

The VEE has a Quality Assurance Group, consisting of 4 academic staff, 1 support staff and 2 students, to develop synergies among QA systems.

The VEE has established its objectives and developed the guidelines related to research, teaching and the third task, in accordance with the applicable directives:

- European Directive: 36/2005 CE and EU/2013
- National legislation: DM 270/2004, Law n.240 20 December 2010, Legislative Decree 19 of 27 January 2012, DM 1059 of 23 December 2013, DM 47 of 30 January 2013, DM n.987 of 12 December 2016, DM n.133 3 February 2021, DL n. 1154 14 October 2021, Law n.163 8 November 2021, Legislative Decree n. 652 5 July 2022
- European Association for Evaluation of Veterinary Education (EAEVE) Standard Operating Procedures 2019 indicated by the ESEVT
- UNI EN ISO 9001:2015.

Under the Quality Policy, the VEE has set the following goals:

Teaching Quality Assurance:

- Educational planning and activation, resource planning, and instructional design
- Management and provision of educational activities and educational services for students
- Self-assessment and periodic evaluation of teaching
- Adoption of appropriate measures for improvement.

Research and Third Mission Quality Assurance:

- Planning research lines in accordance with the University's Strategic Plan
- Research activities and third mission in accordance with ANVUR guidelines
- Monitoring research products and public engagement activities
- Adoption of adequate measures for improvement

The VEE has a Quality Assurance (QA) system which is a set of activities through which the VEE implements its own Quality Policy to achieve these goals:

- disseminate the Quality Policy and provide regular information and updates so that academic and support staff, as well as other external stakeholders, are aware of the principles and share the procedures.

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- involve academic and support staff, as well as other external stakeholders, in the planning and development of the quality management system so that they can contribute to its improvement and effectiveness.

The VEE has set up a Quality Assurance committee. This committee has 7 members, 2 of whom are students. The committee is responsible for supporting, monitoring and controlling the quality assurance processes of VEE, in accordance with ANVUR and University management requirements and consultation with the Department Director, the educational coordination committee, the review management and steering committee and the teachers-students joint committee. Quality monitoring in accordance with EN ISO 9001/2015 is also its responsibility. Its role is to promote the improvement of the quality of the Degree Courses Programmes and to support the procedures by ensuring:

- an effective system of self-assessment and criticality monitoring;
- constant attention to the opinions and needs of students, teachers, technical and administrative staff who contribute at different levels and with different responsibilities to achieve and maintain quality objectives;
- the joint development of corrective actions to effectively resolve critical problems.

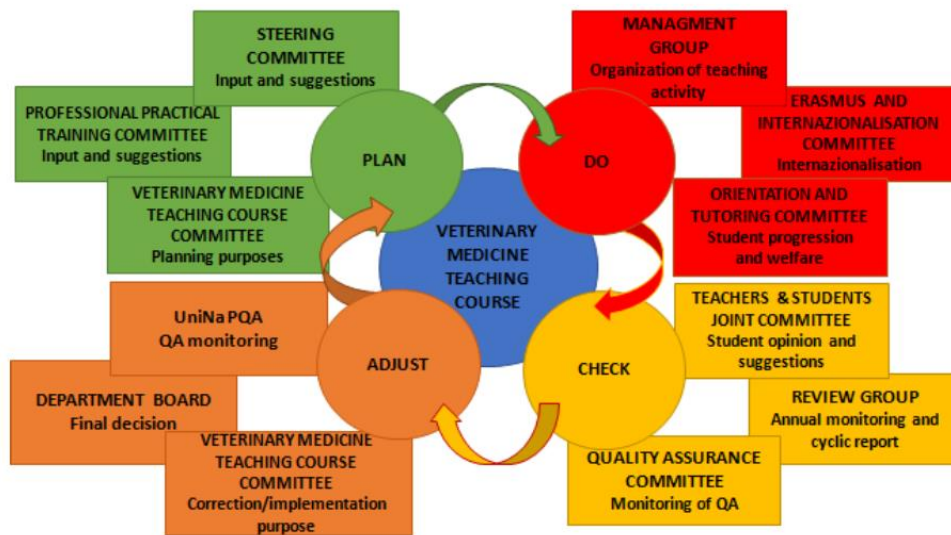
The QA system is publicly available on the VEE's public website.

In the VEE's Strategic Plan, a point in the Mission is to improve the quality of teaching, strengthening the international sphere of education, and in the objectives for teaching, one objective is to achieve accreditation of all degree programmes.

The VEE also has Research Quality Evaluation Committee (VQR) with 7 members (no students). The committee is charged with implementing measures to improve the quality of research at the VEE by promoting excellence in research activities and adjusting the presentation of products (e.g., metrics for journal articles and research papers) and their editorial placement.

Further, the VEE has set up an EAEVE Committee with 16 members, 5 of whom are students from different cohorts of veterinary students. The committee prepares the self-evaluation report (SER) and undertakes the control of the theoretical and practical teaching activities of the Veterinary Medicine program. The EAEVE Committee informs the VMTC Committee, and the VEE board of the changes made to the ESVET SOPs, including the indicators. In addition, the Committee suggests improvements or corrections to the teaching staff to ensure the achievement of the learning outcomes and Day One Competences.

The interconnection between different committees and boards can be illustrated:



1.4.2. Comments

The VEE and the students are commended for active participation in the many committees encompassing the different areas of the VEE.

The VEE is commended for its active participation in various ISO accreditation processes, e.g. ISO certification of various procedures at the HVTH.

The VEE received in 2018 and renewed in 2019 and 2022 ISO 9001:2015 certificate for Design, provision and management of the Study programme in Single Cycle Master Veterinary Medicine. The VEE has a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards.

The VEE has committed itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within the VEE.

The VEE has developed and implemented a strategy for the continuous enhancement of quality.

The development and implementation of the VEE's strategy include a role for students and other stakeholders, both internal and external.

The strategy has a formal status and is publicly available.

1.4.3. Suggestions for improvement

None.

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

On a national level, there is a system, AlmaLaura, for recording university education and professional level with results being publicly available on an official website. In the 2021 report, the employment level of VEE VMTC students was 72, 82 and 88 %, respectively at one, three and five years after graduation, with no significant differences between genders.

During their study, students fill in three anonymous satisfaction questionnaires, in which they can make criticisms and suggestions. These are 1) prepared by the University's Evaluation Office, 2) specific to the VEE and developed by the Teachers & Students JC, and 3) related to the extramural activities made by the PPT Committee. The results are evaluated by the Review Group, Teachers & Students JC and PPT Committee respectively and discussed during VMTC Committee meetings.

The VEE has in its Strategic Plan a focus area named Third Mission which has 2 objectives (Public engagement and Promoting the dissemination of knowledge).

The VEE is engaged in many activities and initiatives to interact with its stakeholders and wider society, including prospective students, e.g.,

- Welcome day for 1st year students at the beginning of the first semester (September)
- organisation of the compulsory extramural CCT and monitoring of the progress of the training itself (April-May)
- Scheduled meetings with fourth- and fifth-year students on approaching the world of work
- Regular meetings with 1st, 2nd, and 3rd year students about real working conditions in the veterinary profession
- Orientation and Tutoring Committee activities for guidance on admission, ongoing, outgoing and professional procedures
- Job & Placement Committee activities for information about job opportunities for graduates
- Erasmus and Internationalisation information
- Activities and services provided by the HVTH
- The University's Orientation, Open Days, UNIVExpo, the Student Hall, Federico II meets the School, where the University teaching courses are presented to high schools and the Researcher's Night
- Many active postgraduate courses

All features of studying veterinary medicine are annually reported in the SUA-CdS which is published on the VEE website and is also accessible through a national communication platform.

Public information is clear, objective and readily accessible, e.g. on the University's and VEE's websites; the information includes up-to-date information, in some areas only in Italian language, about the study programme, enrolment, the Italian educational system, views and employment destinations of past students as well as the profile of the current student population.

On the VEE's public website, the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Report are available.

An example of interaction with stakeholders and the wider society is the recent online client satisfaction survey in the HVTH which was initiated by a remark from the ISO certification process.

1.5.2. Comments

The VEE interacts with its stakeholders and the wider society.

Public information is clear, objective and readily accessible.

The information includes 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 profile of the current student population and the employment destinations of past students come from the AlmaLaura (the national data bank with survey data on all education in Italy) annual surveys. However, a Job & Placement Committee (5 members, 1 is a student) has recently been established at the VEE to improve the employment rate by connecting the world of work with students, and to follow the career path of former students more closely and to promote integration between university education and the world of work.

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

Several processes are in place to monitor and periodically review the VEE's activities, e.g.:

- The Strategic Plan: the plan is reviewed every third year. The VEE Council drafts the Strategic Plan, in accordance with the University's Strategic Plan. Priorities, objectives and goals are identified by interviewing academic and support staff, students and stakeholders. The VEE Board, which includes students as members, then discusses and approves the Strategic Plan. The 2022-2024 Strategic Plan was positively evaluated by the Rector and General Director.
- Annual Report: the outcomes of the monitoring envisaged within the Strategic Plan are outlined every year in an 'Annual Report' to monitor and assess the results of the interventions carried out throughout the period covered by the Plan. This document describes the results of the VEE performance evaluation in each year over the three-year period in question. In past years, according to the University's requirements, the Strategic Plan focused only on some specific policies (e.g., recruitment and FFO attribution to each

Department, etc.) and the VEE had to provide some data on demand. This plan contained neither a SWOT Analysis nor an Operating Plan, nor an Annual Report. The Annual Report that monitors the 2022-2024 Strategic Plan's objectives is expected by the end of December 2023. Therefore, the report is not available yet, also because the VEE is waiting for the template that will be provided by the University's PQA. This document will describe the measurement of the indicators that need to be achieved at the level of teaching, research, internationalisation and the third mission to achieve the established objectives as well as the timeframe for their accomplishment. For these reasons, the Annual Report for the Strategic Plan 2022-2024 will be publicly available in December 2023.

- The QA Committee, in accordance with the VMTC Committee and the VEE Board, proposes, implements, monitors and reviews the QA policy. All the QA procedures are shared with academic and support staff, students and stakeholders.
- Teaching Course Unique Annual Report (SUA-CdS) and its associated Annual Monitoring Report (SMA).
- The Cyclic Review Report (RRC) conducted every 5 years.
- The University's Presidium of Quality Assurance (PQA) and Evaluation Board defines and monitors the QA procedures as follows:
 - for teaching: planning, management, monitoring, and self-evaluation procedures of the teaching courses (including those related to SUA-CdS, RRC, SMA, Teachers & Students JC report, consultations with interested parties, student evaluation questionnaires). In the management of the QA process, the PQA analyses and corrects the SMA and RRC and sends them to the UniNa Evaluation Board;
 - for research: self-evaluation procedures and research monitoring by the Departments and regular updating;
 - for the third mission: coordination, survey, valorisation and self-evaluation procedures of the public engagement activities of Departments.
- Stakeholders are part of the VEE's Steering Committee and actively participate in the annual planning of the VMTC.

In addition, the ISO certification process regularly monitors and assesses various areas of the VEE including various procedures at the HVTH. An example is the client information brochure available online and in print to clients which was initiated by a remark made by the ISO accreditation body.

1.6.2. Comments

The VEE:

- monitors and periodically reviews its activities, both quantitative and qualitative, to ensure that the VEE achieves the objectives set and responds to the needs of students and society;
- has made public how this analysis of information has been utilised in the further development of its activities;
- has provided evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data;
- communicates any action planned or taken as a result of this data analysis to all those concerned.

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 first EAEVE visitation dates back to 2002. On that occasion, the VEE did not receive Approval. A second ESEVT Stage-1 visitation in 2013 did not identify any major deficiencies and the VEE was given the status of Full approval by ECOVE.

The VEE's public website gives access to SER 2013 and the Final Report, ECOVE decision.

The SER also points out the national evaluation of the DVM programme in 2017 by the National Agency for Evaluation of Universities and Research Institutes (ANVUR). The outcome of the visit was entirely satisfactory.

1.7.2. Comments

The VEE:

- on a cyclic basis undergoes external review through the ESEVT;
- has provided evidence of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.3. 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 VEE's last three years' expenditures and revenues are presented in detail in SER Tables 2.1.1 and 2.1.2 respectively. The annual balance between expenditure and revenues is summarised in Table 2.1.3 of the SER.

Table 2.1.3 Annual balance between expenditure and revenues (in Euros)

FINAL REPORT AS ISSUED BY ECOVE ON 7 JUNE 2023

Year	Total expenditures	Total revenues	Balance (Ren-exp)
2020	11,696,693	12,261,924	565,231
2021	12,797,068	13,047,309	250,241
2022	14,258,681	18,194,630	3,935,950

The main revenue sources of VEE are Ministry of Universities funds, UniNa funds (i.e., student fees), Regional veterinary service Funds, Ministry of Agriculture funds and VEE's own revenues from clinical and diagnostic activities, public and private institutions, European and international grants, revenues from contracts and joint work agreements, and voluntary contributions. Agreements are signed by academic staff with various public or private entities, (feed or food industries, pharmaceutical industries, breeders and professionals) for professional advice or to carry out research trials which form 9.5% of the revenues for 2022.

The majority of UniNa revenue comes from the Ministry of Universities (MUR) and about 67% of it is used for the salaries of university employees (academic and support staff). The remaining share is distributed among the other departments for the overall educational activities and general expenses. Utilities, maintenance and renovation of premises, logistics, and cleaning and security services of the department are the responsibility of UniNa's Central Administration.

The VEE budget for the following calendar year is drafted 'nd proposed by the VEE Director together with the Teaching Course Coordinators and the Accountancy Office of the VEE. It is forwarded to the department Board for discussion and approval.

When released from UniNa, VEE Accountancy Office decides on funding allocations based on the teaching needs of courses in VEE. Student (tuition) fees are collected by the University assigned to the VEE based on university regulations.

The VEE Accountancy Office certifies the overall financial management of the previous year which will form part of the University's Single Budget to be approved by the UniNa Board of Governors. Upon the request of the VEE Board, UniNa financially supports VEE for the specific needs of HVTH.

The VEE has autonomy over its own funds according to Law 240/2010 and in accordance with the university statute. Teaching, scientific research activities and public engagement are carried out by the autonomous management of resources.

The VTH budget is managed by VEE, and most of it comes from services provided (to private clients and other veterinary facilities in the area), or from specific contracts with other institutions.

Of the total revenues of VEE obtained from commercial services, 16.5% were transferred to UniNa. The VEE charges and manages 5% of its grants and service incomes.

2.1.2. Comments

Positive balances with a significant increase by years were observed during the last three years between the revenues and expenditures in VEE.

Revenues from the clinical and diagnostic services are only a minor component of the revenues.

VEE's finances are adequate to sustain its requirements and to meet its mission for education, research and services.

There are sufficient resources to sustain the activities of the VEE, and the University supports the VEE's developments in case of the completion of a new campus.

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

The overall funding of the VEE is mainly dependent on the public authorities, has slightly increased over the last few years, and is linked to teaching activities and the number of students and staff.

The director of HVTH is proposed by the director of the VEE and appointed by the local public health authority and the city mayor. The HVTH Board consists of all clinicians and heads of HVTH services. The approval of HVTH's financial budget is the responsibility of the VEE Board which gives a high priority reserved for teaching.

HVTH revenues of VEE account for only about 1.7 % of the VEE revenues. There are negative balances between the revenues and the costs of HVTH for the last three years. VEE Board approves the financial support of the HVTH as the revenues of the HVTH are not sufficient to cover the costs of maintenance and equipment.

2.2.2. Comments

The funding situation of the VEE is stable and has sufficient autonomy to take strategic decisions in the use of its resources to achieve the educational requirements, ESEVT standards and the targets listed in its strategic plan.

The VEE is not dependent on increasing its revenues to remain functional.

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

The VEE Director, Council, Teaching Course Committees, HVTH Board and VEE Board (academic and support staff and student representatives) are involved in the decision-making process at different stages of the VEE regarding the budget which is allocated according to the annual planning of teaching activities.

The VEE and UniNa negotiate the annual allocation of funds based on the previous year's budget to meet the requirements. The effectiveness of budget allocation is evaluated both intramurally and extramurally by the VEE Board and UniNa central level respectively. Students and staff can evaluate and review the budget allocation. Suggestions and needs can be communicated in various ways including the representatives on the VEE Board.

All decisions about major expenditures and investments are made at the planning stage, however, any specific needs during the year are provided when approved by the VEE Director and Board with the support of the head of the VEE Accountancy Office. Facility-related issues are dealt, with a specific request, by the UniNa Building Management Office.

UniNa is planning to move to the new Frullone Campus after the completion which is planned to be completed in 2024 with the allocation of a total of € 20,000,000€.

2.3.2. Comments

The finances of the VEE strongly depend on public funding from UniNa. The allocation of resources is reviewed annually and there is sufficient autonomy to put forward some change.

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 VEE offers a 5-year veterinary programme of 300 ECTS distributed over ten semesters. The academic year is divided into two semesters – 15 weeks each – which run from mid-September to mid-December and mid-March to June, respectively. Exams are scheduled during the intervening tuition-free months (except for April and August).

Due to the lateness of the central admissions process, the new students only arrive in mid-October, so their first semester is extended into January.

The contents of the programme accord with the EU Directive 2005/36/EC (as amended by Directive 2013/55/EU) and the List of subjects in Annex B and C.

Briefly, 25 hours of student workload is equal to one ECTS including both teaching and individual study at home.

The 300 ECTS compulsory courses are divided into a 278 ECTS Core Curriculum taken by all students both intra- and extra-murally, 12 ECTS Elective Courses which the students follow according to their individual interests, and 10 ECTS Graduation thesis work.

Within the Erasmus+ bilateral agreement between the NaVEE and the Department of Veterinary Medicine of Cordoba (Ucordoba), a training course (degree in veterinary medicine) has been undertaken aimed at issuing the double academic degree, valid in both countries, which will start in the academic year 2023/2024.

The first three years encompass basic medical and preclinical sciences and the final two years focus on clinical sciences, animal production, food safety and quality, and clinical training.

During the first year, additional English training is offered to students with a language level lower than B2 (Cambridge University or similarly certified levels).

From the academic year 2022-23 introductory PPT (Professional Practical Training) is provided in the first three years (2, 2 and 1 ECTS, respectively) which is essentially dedicated to handling animals. This part of the PPT includes care of hospitalised animals; customer reception and first clinical examination assistance; and clinical calls, intensive care assistance, surgical room access.

In the first semester of the fifth year, students obtain 12 ECTS of their choice organised in elective Professional Modules. From the academic year 2022-23 each module consists of a series of subjects of 6 ECTS from which the student can choose two.

The second semester of the fifth year is entirely dedicated to extramural core clinical training (extramural CCT) that lasts 23 weeks (750 h, 30 ECTS). This part of the PPT includes periods within the VEE (20%), i.e. in the VTH and the various laboratories, and external periods (80%) within public (ASL) and private organisations (veterinary clinics, livestock farms, and dairies)

affiliated with the VEE. The distribution between different subject areas is as follows: FSQ (9 ECTS), VPH (4 ECTS), Production animals (6 ECTS), and Companion and Food-Producing Animals Clinics (11 ECTS).

The final exam consists of the presentation and discussion of a Graduation thesis (10 ECTS) written in an original way by the student under the guidance of one or more supervisors. The evaluation will take into account the results of the student's entire career as well as the quality of the presentation of the thesis.

3.1.1.2. Comments

The early exposure of students to practical activities in the VTH adds both to the “professional identity” of the students and to the contact between students from different years.

Broad clinical training is offered which combines intra- and extra-mural activities, and first opinion and referral cases of both common species and wildlife animals in a structured way.

3.1.1.3. Suggestions for improvement

The framework that Italian legislation provides for university education makes it difficult to complete the veterinary training within 300 ECTS without “curriculum overload”. It is therefore suggested that VEE addresses the issue with the curriculum overload.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

Of the 22 subject areas listed in SOP 2019 under “Basic Subjects” and “Basic Sciences”, 20 are taught within the framework of 15 integrated courses during years 1-3 (SER Annex B). Breeding, ethology and welfare are found in an integrated course during year 4.

The extent of teaching and which Day One Competences are included in the Learning Outcomes are presented for each subject (SER Annex B).

In the subject courses listed under “Basic Subjects” and “Basic Sciences”, lectures occupy 75% of the total time, while practical elements (“laboratory and desk-based work” and “non-clinical animal work”) comprise 22% of the time.

3.1.2.2. Comments

Practical activities of topographic anatomy for horses and ruminants are performed on skeletons and models located in the Veterinary Anatomy Museum (MAVet). Thereafter training on live horses and ruminants is usually performed. However, a dedicated software has been recently introduced to further improve the practical anatomical training (Biosphera 3D).

3.1.2.3. Suggestions for improvement

The practical training of the topographical anatomy of horses and food-producing animals should be strengthened. See sections 5.1.3. and 5.1.4.

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

The teaching of clinical sciences, with teaching in companion animals, is included in the following subjects (for hours, see SER Table 3.1.2). It is 543h lectures, 18h seminars, 9h supervised self-learning, 26h laboratory and desk-based work, 13h non-clinical animal work, and 344h clinical animal work. The PPT includes Clinical Rotating from 1st to 4th year (total 272 h) and extramural CCT (total 750 h) performed during the last semester of the 5th year under external tutor supervision.

The clinical rotations commence in the 1st year of study when Students are taking care of hospitalised animals (32 h). During 2nd-year Students customer reception and first clinical examination assistance (60 h). In the 3rd year, Students start clinical visits, intensive care assistance, surgical room access (70 h) assistance in the night emergency room, and hospitalisation management (60 h) excluding extramural CCT. During the course, Students must have core clinical knowledge and skills introduced earlier in the course to take participation in next-level clinical rotations. In light of the COVID-19 restrictions, in 2022 the VMTC Committee in agreement with the 24 students decided to reschedule the hours of the Clinical Rotating.

The Electives offer in clinical science – companion animals include: Clinical haematology and immunopathology, Dermatology, Advanced surgery for small animals, Intensive and emergency care in pets, Advanced surgery of reproductive system, Veterinary oncology, Dietetics of pets, Veterinary myopathology, Veterinary radiology and nuclear medicine, Advanced surgery for racehorses and podology, Advanced internal medicine for racehorses, Imaging of the affections of the reproductive apparatus, Behavioural medicine, Pathological anatomy of non-conventional species with 22h lectures and 22h clinical work each. The Electives are planned in the 9th semester and the list is published on the VEE website. Each Student has to collect 12 ECTS (4 ECTS for one elective).

The extramural CCT (750h) in clinical sciences takes 8 weeks out of 23 weeks in total and is mandatory in the VEE. It starts in the 2nd semester of the 5th year. 80% of the ECTS is obtained at external public or private institutions, and universities (also foreign), as part of the Erasmus traineeship and 20% of the ECTS, is supervised by teaching staff. The academic staff-to-student ratio is 1:1 for clinical training. Extramural CCT lasts 3 weeks in a private practice for dogs, cats, and exotic pets and one week in the equine field practice. The clinical part of CCT is performed also intramurally (3 weeks at the HVTH).

Until the opening of the new equine clinic, the clinical training in equine species is performed extramurally, where students participate in all clinical activities including basic surgeries. For advanced surgeries, e.g. colic or orthopaedic surgeries, videos are shown to students as a compensation.

3.1.3.2. Comments

The international standard veterinary education, and graduate professionals capable of self-responsible, independent veterinary work and life-long learning are provided by VEE. The curriculum is consistent with EU Directive 2005/36/EC (as amended by Directive 2013/55/EU).

Commendable is that VEE ensures Students have contact with animals from the first years when

they learn the basics of handling. With time gaining experience during the next year, Students are involved in clinical procedures whereas in the last years are on their own resolving basic cases under the academic staff supervision. This allows a proper introduction to the future clinical work. In addition, Students are reporting the clinical cases by writing the reports which ensure the gaining proper knowledge. In addition, Students are involved in night and emergency shifts.

Students can practise in the Skill Lab which is open from the beginning of 2023 and Students can practise during their free time. It is equipped with simulators adequate for veterinary medicine training.

There is a low number of intramural first-opinion equine clinical cases. However, this is compensated by extramural activities. The combined number of intra- and extramural equine patients is indeed above the minimal value.

3.1.3.3. Suggestions for improvement

None.

3.1.3.4 Decision

The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings

Several curriculum revisions have been implemented over the last decade, including a deep revision of the professional practical training (PPT). This, of course, has also affected clinical sciences in food-producing animals.

Pre-clinical exposure to food-producing animals occurs as part of practical rotations in several subjects during the 3rd, 4th and 5th years (see SER Table 3.1.3.). However, this is limited by the fact that there are no livestock facilities in the VEE and so all contact with food-producing animals is done extra-murally. Nevertheless, students are taken to farms (mainly dairy cattle farms) for propedeutics, semiology, herd health, animal production, reproduction and other practicals.

In total, work with animals comprises 314 h in non-clinical contact and 708 h in clinical work including extramural CCT activities during the 10th semester. All these activities are done extramurally due to the aforementioned logistic constraints.

Clinical activities in food-producing animals start in the 4th year through the Ambulatory Clinics. Students go out in a van to farms in small groups (up to 6 students) with one or more teaching staff. Students will have to complete at least 50 h of these clinical activities but may volunteer for additional participation in farm animal activities as there is always an extra place in the vans. In this way, regular visits and the intensive workload on farms, replace the intramural absence of activities with food-producing animals. It does, however, involve a lot of travelling as farms are spread over a 150km radius.

The groups are on call for emergencies but usually have the daily activities previously planned because they have been contacted by a practitioner asking for assistance.

The caseload in food-producing animals is mainly composed of referral cases by practitioners and

mostly on large ruminants (cattle and buffalo). However, students are usually presented with more basic clinical activities once they are at the farms.

Exposure to clinical, animal production, and herd health cases also occur in the 10th semester when students are going through the extramural CCT period. Activities with food-producing animals occur exclusively in the extramural part of the CCT, except for some days in aquaculture production that may take place during the intra-mural period.

Clinical training in food-producing animals in the 10th semester occupies 5 weeks and is worth 6 ECTS. This period is divided into: 2 weeks with a cattle/buffalo practitioner; 2 weeks staying on a dairy cow/buffalo farm; and one week divided into activities with pig, poultry, and bee medicine/production. Two weeks of pre-clinical activities with production animals are also included in this period. Extramural tutors are hired officially after the submission of an application form and going through a training module (Teaching for Vet). For the clinical modules, a ratio tutor/student of 1:1 is mandatory. Tutors are asked to grade the students through a standard evaluation report, at the end of the respective CCT modules.

Additionally, in the 9th semester, students have the opportunity of enrolling in 3 subjects included in one of six available Elective Courses (see SER Table 3.1.4.). Two Elective courses include subjects related to food-producing animals: Production and welfare of livestock (Track 3) and Health and Welfare of Farm animals (Track 4). Track 4 elective is a mix of ruminant and equine medicine. It is noteworthy that an effort is being made by the VEE to increase Elective tracks' suitability to students, stakeholders and market demands.

Finally, some farm-animal specific training may be done on models in the skill lab during the first years, namely simulated rectal palpation.

During Ambulatory Clinics and the clinical training in the 5th year, logbooks have to be filled out daily and signed by the supervisors. Additionally, clinical cases and activities have to be described and registered on the MyClinical platform at the end of each day, being checked and certified by the teaching staff.

Recently a questionnaire on how the activities improved knowledge and competency and on the ambulatory service as a whole, was introduced. It has to be answered and downloaded daily by the students. Students are also asked to evaluate the institutions and tutors providing the 5th-year extramural CCT. This evaluation is reviewed and approved by VEE committees to ensure quality.

3.1.4.2. Comments

The curriculum is consistent with EU Directive 2005/36/EC (as amended by Directive 2013/55/EU).

It is praiseworthy the attempt to introduce clinical issues into different subjects as this integrative teaching will introduce students to a more practical approach to Veterinary medicine from the very beginning.

Logistic constraints have limited the VEE's offer of hands-on pre-clinical activities with food-producing animals in the first years. However, the new campus being created in Frullone does include facilities for livestock (most of them already built at the moment of the visitation).

In contrast with companion animals, contact with food-producing animals is not easy and frequent in the first three years as this implies visits to farms located far away from the VEE. However, the exposure, starting in the 4th year, is then very significant, during the ambulatory period and the extramural CCT in the 10th semester for cattle/buffalo. This may result in students missing lectures

when away on farm visits.

Clinical cases offer is not very well balanced across food-producing species, as activities comprise essentially large ruminants (buffalo and dairy cows). Pre-clinical and ambulatory clinical activities with small ruminants or beef cattle are scarce and almost non-existing at the moment for pigs and poultry due to sanitary restrictions (see more in Standard 5). The 5 weeks of contact with production animals in the 10th semester is mainly on large ruminants (4 weeks). The other weeks are divided between three species but not including small ruminants. These limitations due to current logistic and local regulatory constraints are compensated by specific seminars and videos.

Also, there is a predominance of referred clinical cases in food-producing animals. This is compensated by additional cases that are presented by the farmers when visiting for a referred case.

The Elective Courses are a very good way to expand the knowledge needed for more specialized work. Two tracks of the Elective include subjects related to farm animals but one mainly addresses husbandry issues while the other mixes large ruminants and equines (both designated as farm animals). This means that it is not specialized in food-producing animals' issues. At the moment, no elective course addresses other production animals (e.g. swine, poultry, small ruminants, fish).

It is noteworthy the teacher/student ratio during CCT with food-producing animals and the effort done by the VEE to attract extramural tutors and to give them teaching training. Also important is to include these tutors in the appreciation and evaluation of students.

The possibility students have to assess the institutions, practitioners and other tutors is also commendable, as it is a way of ensuring quality, harmonised and consistent teaching. The obligation of having the logbooks verified and signed by tutors or teaching staff is crucial as it compels students to engage more deeply in clinical activities.

Finally, it is praiseworthy to note that students' opinions and feedback on the subjects, tutors and teaching staff are well established.

3.1.4.3. Suggestions for improvement

Pre-clinical practical activities (e.g. handling, behaviour observations) and activities with species other than large ruminants, could be more frequent and start earlier in the course. This will most probably happen when the new campus is fully operational.

The number of first-opinion clinical cases could be increased in ambulatory clinic activities.

Students having to miss lectures at the VEE because of ambulatory activities should have easy access to recorded lessons.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

A total of 414 hours of teaching in FSQ, VPH and One Health Concept are distributed as: 255 hours of lectures, 8 hours of supervised self-learning, 70 hours of laboratory and desk-based work, 71 hours of non-clinical animal work, 10 hours of clinical animal work.

FSQ courses include: “Food Hygiene and Technology (3rd year), Food microbiology (3rd year), Industry of food of animal origin (4th year) Practical works in slaughterhouses, laboratory, and food industries (4th year) Inspection and control of food products of animal origin (4th year) Veterinary legislation on food of animal origin (4th year).

The VEE has agreements with ruminants, pig and poultry slaughterhouses, (tutor-to-students ratio of 1:10), cheese factories, fish markets, Border inspection posts for students training in FSQ and VPH. After each activity, all the students are asked questions through the evaluation cards (via Microsoft Forms®) on the contents of the attended practical lesson.

For extra-mural training sites, private and public practitioners are hired as external tutors, after a specific training for pedagogy and teaching methodology. The PPT Committee is in charge of the coordination of extra-mural training performance. Feedback from the students are evaluated by the committee for the continuity of the agreements.

Starting from the second year of the programme, the students receive 151 hours of practical rotations related to FSQ and 6 weeks (staff-to-students ratio of 1:3) of CCT in the fifth academic year. Extramural CCT for FSQ and VPH is planned as 3 weeks at the ASL (Local Public Health Authority), 1 week at the slaughterhouses, 1 week at the fish market, cheese factory and Border control Posts and 1 week between the CSA (Experimental centre for avian and rabbit), CRAS (Wildlife rescue centre) and CREMOPAR (Regional centre for monitoring parasitic diseases).

3.1.5.2. Comments

A mozzarella cheese-producing establishment is used for practical training by the faculty which has best practices in operation with modern and hygienic design. Management teams were vocal in their support for this collaboration.

All students visit border inspection posts to observe and join the procedures for the international trade of foods of animal origin. A fish market is also visited by all students.

Practical activities in extramural sites are organised, supervised and evaluated by food inspectors contracted by the VEE. FSQ extramural visits are organised in small groups that guarantee the possibility for each student to take part in the practical activity.

3.1.5.3. Suggestions for improvement

It is suggested to include seminar hours in the FSQ course contents and to better involve stakeholders with the regular review and update of the course contents of FSQ.

Course contents of FSQ electives need to be reviewed on a regular basis in order to avoid overlapping with the subjects of the core curriculum of FSQ.

The slaughterhouse visits could be better monitored by an efficient use of logbooks.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

All along the five AYs, 270 hours in the curriculum are dedicated to professional knowledge. Most of these hours are done through lectures. The subjects and duration can be summarised as Information literacy and Data Management (40 h), Professional ethics and communication (33 h), Animal Health Practice Management (99 h), Animal welfare (13 h), and VPH Legislation certification (85 h).

There are no elective subjects on professional knowledge.

3.1.6.2. Comments

Communication skills, especially towards the owners, are permanently included in each consultation at the VTH. Practice management of a veterinary clinic is taught through Ethics courses and a workshop in cooperation with FNOVI.

3.1.6.3. Suggestions for improvement

Elective courses on soft skills and/or a mock clinic could be implemented to increase the students' confidence and enhance the preparation of students for teamwork.

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 curriculum comprises a total of five years of full-time theoretical and practical study at a university (5 years, subdivided into 10 semesters, for a total of 300 ECTS (on average, 60 ECTS/year, 1 ECTS=25 hours (h) including both teaching and individual study at home; the number of allocated hours mainly depends on the subject).

The curriculum covers all subjects listed in Directive 2005/36/EU. Teaching units are delivered either as single-discipline 'monographic' courses or as 'integrated' courses including two or more

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'subjects' (modules). Hence, some subjects are being given as part of, or in association with, other courses.

The VEE has implemented a curriculum that takes a competences approach into account. Competences embrace the ESEVT Day One Competences. A competency matrix was established to provide an overview of how courses of the curriculum support the development of Day One Competences (SER Annex C).

The programme includes lectures, supervised self-learning, laboratory, and desk-based work, as well as professional practical training (both intra-mural and extra-mural) and the programme has been designed and implemented to meet social expectations on the day one veterinarian, e.g. non-EU listed subjects such as English and Bioinformatics, are also included in the curriculum. For all subjects, but especially for integrative courses, the aim is that the practical part of the teaching load represents at least 50% of the total.

The veterinary medicine program, courses, learning objectives and description of individual courses which also lists the objectives of each course are publicly available on the VEE's website.

The educational objectives are standardised by national legislation and defined by the MUR. Day One Competences are further certified by the licence to practise exam. In Italy, this is mandatory to access the veterinary medicine profession. However, starting from AY 2023-2024, to implement the national provision, the VEE will adapt the whole curriculum to a qualifying degree, by eliminating the state exam for professional certification and introducing a final exam before the thesis defence.

The Qualification gained (Degree in Veterinary Medicine) refers to the correct level of the national qualification framework for higher education and thus also into the European qualification framework.

Due to national legislation, the VEE has limited freedom to implement substantial curricular changes. However, autonomous decisions may be taken (within certain limits) on the ECTS assigned to specific subject areas; the balance between theoretical and practical hours at the teaching unit level; workload distribution at the ECTS level (e.g., the number of hours assigned to individual study vs. theoretical and practical hours).

The Veterinary Medicine Teaching Course Committee (VMTC Committee; eight members of which are students) is responsible for the design and management of the programme, whereas a major responsibility in analysing issues and suggesting solutions is placed (by national regulations) on the Review Group (RG; 7 members, 2 of which are students) and Quality Assurance Committee (QA; 7 members 2 of which are students).

The VMTC Coordinator reports on main issues concerning planning, monitoring and revision activities, including financial needs related to the purchase of teaching materials and/or to the enrolment of additional temporary staff in support of practical training. Following discussions in the VMTC, any proposals resulting from the discussions are then to be approved by the VEE Board, where students are also represented.

An environment conducive to learning is mediated through a mix of factors that range from the

quality of students and teachers to the availability of several teaching resources in terms of patients, learning material provided, the implementation of a clinical skills lab, simulators, e-learning resources.

Several different self-learning opportunities for students exist and their presence is communicated to the students, e.g. the Veterinary Library, and a Skills Lab. Since 2020, all teaching activities have also taken place through IT platforms in online mode and a self-learning system available to students. In particular, first-year students, who enrol late have the possibility of accessing registered first-semester courses in self-learning mode. In addition, the Veterinary Educational Portal UniNaVET is freely accessible and available for veterinary students and academic staff. The veterinary educational portal is organised in 4 veterinary expertise macro-areas (basic subjects, clinics and animal production, food safety and public health, pathology) and it collects multimedia teaching materials to support students of the Degree Course in Veterinary Medicine.

On the VEE's website and in the individual course descriptions, details of the type, provision and updating of appropriate learning opportunities are communicated to the students.

According to the Italian Law n. 240/2010 the academic staff is divided into 'permanent' and 'temporary' positions. Permanent positions include Full Professors, Associate Professors and Assistant Professors. Since 2010, Assistant Professors have been replaced by tenured and untenured Temporary Researchers. To access both positions a PhD is mandatory. Formal training (including good teaching and evaluation practices, learning and e-learning resources, safety, security and QA procedures) is in place for all staff involved with teaching. This is accomplished by the formal 'Training for Teach in Vet' which is mandatory for all teaching staff from 2022 and available as an e-learning resource. The course is divided into different levels (basic and advanced) dedicated to practitioners involved in the students' training, support staff, junior and senior staff. All the staff is also trained on security and safety matters. All notices are regularly communicated to staff (both academic and support staff) and published on the VEE website.

The teaching staff is available to encourage and prepare students for self-learning and lifelong learning. Further, the e-learning portal, the Skill lab and the library are available to students for self-learning. The contact of students with external practitioners also contributes to making the students aware of the necessity for life-long learning.

3.2.2. Comments

At the VEE:

- the Veterinary study programme is competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes.
- the qualifications are clearly specified and communicated and refer to the correct level of the national qualification's framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
- the QA system 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 are clearly described, as well as the involvement of students.
- the VEE also describes how it encourages and prepares students for self-learning and lifelong learning.

3.2.3. Suggestions for improvement

None.

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

Educational aims are established at the National level by the Ministry of University and Research (MUR).

Self-assessment and evaluation of the learning outcome are based on the SUA-CdS, through which the VMTC reports the expected achievements.

The SUA-CdS provides a complete set of information to students, families and stakeholders, useful to i) clarify the objectives of the VMTC, ii) describe the educational track and the learning environment, also illustrating the expected results, iii) describe the organisational structure and responsibilities related to QA, iv) indicate the results of the monitoring and review activity annually performed.

The VEE ensures that the learning outcomes fit with the ESEVT Day One Competences through two major systems (a Tuning matrix and the PPT Logbook).

Programme learning outcomes include a description of Day One Competences.

The objectives and learning outcomes of individual study units are explicitly stated and available to students and teachers, e.g. through the VEE's website.

The programme learning outcomes are regularly monitored, updated and published.

3.3.2. Comments

At the VEE, the study programme learning outcomes:

- 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;
- are communicated to staff and students;
- are regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

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 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.**

3.4.1. Findings

The VEE, under the umbrella of the University's QA system and the MUR, has put in place a highly structured network of decision-making bodies and procedures to oversee QA of the curriculum, to perform periodic reviews, and to take action for continuous improvement using PDCA. Teachers, committees, and directors have a clear description of their functions, duty and responsibilities and to whom they should report. Students are associated with and in many instances also taking part in the decision-making process.

3.4.2. Comments

At the VEE:

- The VEE has a formally constituted committee structure that includes effective student representation and has clear and empowered reporting lines, to oversee and manage the curriculum and its delivery.
- The committee(s)
 - 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 reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews are used for continuous improvement. Any action taken or planned as a result of such a review is 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.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

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

As a consequence of a well-organised compulsory extramural CCT under the supervision of teaching staff who received a pedagogic formation through a webinar and an evaluation, elective practical training is not used very frequently. Students can attend on a voluntary basis the intra- and extra-mural activities in addition to their compulsory shift.

3.5.2. Comments

The high number and diversity of patients, the broad intra- and extramural clinical training and the excellent organisation of the core clinical training compensate largely for the non-compulsory Elective Practical Training.

3.5.3. Suggestions for improvement

To diversify the experience of students outside the VEE and enhance the student's experience, some Elective Practical Training could be proposed during the last semester.

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

Currently, all staff involved with extramural clinical training supervision are contracted teaching staff (academics or practitioners) who have received a formal training to teach and to assess.

Non-academic teaching staff must have an agreement with the VEE. Practitioners have to follow a specific training combining a webinar and an evaluation.

After examination of the students' feedback, the partnerships with practitioners are/are not renewed.

3.6.2. Comments

The combination of the programme "Teaching for VET" and the taking into account of the feedback from students and providers ensure a good quality of Extramural clinical training.

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

The fifth-year students are actively involved in organising extramural CCT. Before their participation, they must meet exam goals. They must record their daily activities in an extramural CCT booklet. They evaluate host facilities, and their feedback is reviewed by the PPT committee which can take corrective actions to ensure effective training management.

3.7.2. Comments

What is called extramural CCT by the VEE is in fact Core Clinical Training since it is compulsory for all students and supervised by teaching staff. Students have, however, the possibility to enhance their training in some areas on a voluntary basis.

Feedback from students and QA loops are effectively implemented.

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

The VEE is distributed in three different areas: main building, 7 km away CESTEV and FVTH. In the main building, there are 52 offices, the main VEE library and 4 subsidiary libraries, 6 classrooms, 22 laboratories used for both practical teaching and research activities, study rooms for students, the Museum of Veterinary Anatomy (MAVet), meeting rooms, HVTH and the Skill Lab. The CESTEV is a didactic complex of 3 buildings: 1 - dedicated to classrooms, 2- dedicated to collective activities, socialisation, and teacher offices, and 3 - dedicated to service and technological spaces, the Student Secretariat, teaching and research laboratories. The FVTH is composed of small and exotic animals' hospitals, isolation, 24/7 emergency services, and offices for the staff. Except for certain activities of the extramural CCT, all teaching activities of the VMTC take place in the three above-mentioned premises. For extramural CCT, approximately 80 different facilities have been established.

There is also The Experimental Centre for Avian and Rabbit (CSA) approximately 30 km from the VEE main building, the Regional Experimental buffalo farm Improsta, ~ 87 km from the VEE main building and Regional Centre for Monitoring Parasitic Diseases (CREMOPAR), ~ 87 km from the VEE main building.

There are also 3 other buildings: the Building Management Office, Centre for the IT Services (CSI) and Prevention and Protection Department which are part of the synergy between UniNa and VEE. 2000 m² of the old building collapsed where several facilities were situated.

4.1.2. Comments

Ensuring maintenance and development of the external facilities may be challenging. Especially when 80 (SER appendix - Università degli Studi di Napoli Federico II Convenzioni di tirocinio curriculare) different facilities have received permission for performing the clinical training. Some parts of the building have collapsed, however, the new VEE building at the Frullone campus is hopefully going to be opened in 2024/25. In addition, the agreement with Punto Verde Equine Hospital (EH) was started in 2022 as well as with different external facilities to compensate for that.

The widespread use of 3D (QR) codes for quick access to specific and relevant biosecurity information that is in place throughout the VEE is an advantage.

In addition, which should be commended, the facilities for people with disabilities (wheelchair access) in the HVTH are very good and allow access to most areas of the historical campus.

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

Main building – there are 6 lecturing theatres (from 49 to 155 m²) - equipped with computers, video projector and projector screen, a blackboard, microphone with amplifier and speakers, video camera for remote connections, desk with chair, variable number of hangers, internet connection, both cabled and wireless (UniNa and Eduroam); 52 staff offices, 20 research laboratories, 4 subsidiary libraries and the Zootechnia Room (about 33 m², 50 seats) which are used for group work, 22 laboratories used for both practical teaching and research activities, a necroscopy room equipped with camera, and a dissection room. In the necropsy room there are 1 large and 4 small dissection tables, 3 freezers, a refrigeration room (4°C) and a freezing chamber (-20 °C), and a locker room for staff. The VTH equipment, and the dissection and necropsy rooms, have been upgraded since the last Visitation. On the ground and on the first floors there are lockers for students. In addition, since February 2023 a clinical Skill Lab (58.35 m², 10 workstations) has been opened. There is a student room (96 m²) and MAVet room for self-learning (10 seats). There is no catering service but only vending machines. However, there is a lunch area with microwaves. There are leisure areas and benches are placed along the corridors. There are toilets, washing/showers and coin-operated washing and drying machines.

The HVTH has access to a one-bedroom area (13 m²) with beds, a room with shower and toilet service (35 m²), a dining hall (with a microwave) and a relaxation area.

CESTEV: there are 4 lecturing theatres (72 m² each) - equipped with computer, video projector, screen and a blackboard, microphone with amplifier and speakers, video camera for remote connections, desk with chair, variable number of hangers, internet connection, both cabled and wireless (UniNa and Eduroam); 2 staff offices, 1 research laboratory, a linguistic-informatic and microscopy laboratory, 6 didactic laboratories (total of 750 m²) and students accommodations, located on the first floor with a common locker room. There are also 2 study rooms (261 m² - 60 seats; 622 m² - 200 seats). There is a canteen and vending machines. There are leisure areas indoor with benches and large outdoor spaces. There are toilets, washing/showers.

In the CREMOPAR there is a research laboratory, a necroscopy room equipped with 10 small stainless-steel tables, 1 stainless-steel large table and 5 chest freezers at -30°C.

4.2.2. Comments

Teaching spaces are adequate in number and well maintained. Offices, teaching preparation areas and research laboratories are adequate. However, different locations (e.g., the HVTH, FVTH, CESTEV) may be the limiting factor for the optimal integration of students and staff involved in the educational programme but in 2024/25 the new facility is due to be completed.

There is the availability of dormitories and guesthouses for students in extramural facilities.

4.2.3. Suggestions for improvement

None.

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

There are 3 locations for healthy equine: 1) stable of the Police's Mounted Unit (~4 km from the main building) with 4 horses, 10 brick boxes (~16m²/box), 1 outdoor paddock (~50 m²), 5 roofed grooming places, 1 horse washing box, 1 drying area (equine solarium), areas for food storage, 1 saddlery, 1 horse shoeing area, 2 locker rooms; 2) Equine Centre of the Nunziatella Military School (~15 km from the main building) with 10 horses, 12 brick boxes (~ 16m²/box), 1 roofed carousel stock, 1 indoor riding hall (300 m²), 2 outdoor paddocks (~ 100 m²), 3 roofed grooming places for horses, food storage areas, 1 saddlery, 1 horse shoeing area, 2 locker rooms, 1 leisure area and 3) the Regional Centre for Horse Increase (~30 km from the main building) with 60,000 m² paddocks (~ 15 of different sizes), a hay barn of 1,000 m², 6 silos and three shelters with almost 20 brick boxes (~ 10 m²/box), room with the equine stock and a stallion semen collection phantom, 2 andrology laboratories and a 1 bedroom with a bathroom and a kitchen. The husbandry and welfare are monitored both by internal self-control systems and by dedicated services of the Veterinary National Health System as envisaged by National legislation. The equipment for animal handling and care is provided by the stables.

For ruminants there is the Improstata farm with 300 buffaloes in an area of 22,000 m², including barns, food storage areas, calves' boxes, a milking parlour, isolation facilities and an accommodation building.

For research animals, the facilities had been renovated according to the Italian legislation 26/2014 (implementation of Directive EU/2010/63). There is a fish facility (main building and Mezzocannone 8, Naples), a mouse facility (CEINGE Biotecnologie Avanzate), and a laboratory dedicated to larviculture and experimental activities.

At the HVTH companion animals, there are 4 rooms for dogs and cats (intensive and non-intensive care) equipped with cages, oxygen sockets, anaesthetic machines, a washing point and all clinical care-related facilities as well as an isolation area with a filter zone and oncology unit.

The Large Animal Service at the HVTH (main building) has been closed since November 2022

and it was changed to the Skill Lab and storage rooms. The VEE since September 2022 is cooperating with private Punto Verde Equine Hospital (EH) (~ 28 km far from the main building). EH has got a locker room, a consultation room (39 m²), a preparation room (56 m²), surgery room (46 m²), a recovery room, a roofed food storage area and a shelter (150 m²) with 9 boxes (8 standard boxes of 9 m² and 1 box for foaling mares of 18 m²), three paddocks (~100 m²/each), a round pen, isolation unit, and accommodation for students (2 rooms 18 m² each with 4 beds). There is equipment for endoscopy, laparoscopy, arthroscopy, surgery and haematology and biochemistry analysers.

4.3.2. Comments

At present the VEE has no facilities that can house healthy animals, therefore practical training is usually performed directly in farms/stables/dog kennels. The horse clinic is closed also due to the collapse of the building and is compensated by extramural facilities. In 2024/25, the VEE is going to open a new equine facility on the new campus.

The skill lab is well-equipped. With access to QR codes explaining all of the procedures from beginning to end, it allows students to practice disciplines if there is no teacher available at that time.

4.3.3. Suggestions for improvement

It is suggested to extend the opening hours of the skill lab to allow students the possibility to freely access it in the evening time once they are finished with lectures or daytime activities.

4.3.4. Decision

The VEE is compliant with Standard 4.3.

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 (EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings

The Veterinary Teaching Hospital (VTH) is composed of HVTH for owned pets and FVTH for stray animals. The HVTH is in the main building and is consisted of: a waiting room (46 m²), a first consultation room (27 m²), oncology and chemotherapy unit (22 m²), the Internal Medicine consultation room (20 m²), ultrasound room (24 m²), exotic pets consultation room (22 m²); Imaging service unit (68 m²), pharmacy (10 m²), 2 toilets, a storage room (15 m²), a room for

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sterilisation (35 m²), bedroom (16 m²), surgical unit (90 m²) with 2 surgery rooms, consultation room, radiology room (3 m²), an awakening and hospitalisation room, and an intensive care room for dogs (16 individual cages). There is also a separate cat hospitalisation and consultation unit (39 m²).

The FVTH is consisted of (1,100 m²): 1 reception and waiting room; 1 consultation room; the emergency consultation room; 2 surgical theatres, preparation room, 1 intensive care room, 1 post-operative hospitalisation room, 1 diagnostic imaging room, 1 laboratory, 1 internal kennel with 14 boxes; 1 internal cattery with 16 cages; 1 drugs warehouse; 5 offices for staff and 1 room for free phone service, 3 bathrooms and three changing rooms, 1 external kennel with 16 cages; 1 isolation room (4 cages).

The Large Animal Service at the HVTH (main building) has been closed since November 2022 and it was changed to the Skill Lab and storage rooms. The VEE since September 2022 is cooperating with private Punto Verde Equine Hospital (EH) with 9 boxes.

The specialised clinical service is delivered from Monday to Friday (9:00 am – 6:00 pm) and The Emergency, Intensive Care and Hospitalisation services are available 24/7. For the internal management, the MyClinical software is used. The EH Clinica Equina Punto Verde is open 24/7.

4.4.2. Comments

The meetings every morning including both academic staff members, practitioners and students, and also the online Journal Club every Tuesday morning are commendable activities organised by the VEE. The students are exposed to clinical-diagnostic activities on animals with excellent academic staff-to-students ratios (1:6 max).

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

The HVTH is equipped with: cages for chemotherapy; X-rays, a 16-slice multidetector row CT, anaesthetic machine, an endoscope tower, surgical microscope, the equipment needed to perform general, maxillofacial, abdominal, obstetric/gynaecological, oncological and minimally invasive surgeries, neurosurgery, orthopaedic surgery and also arthroscopy, autoclaves, oxygen sockets, and washing points. There is a haematology and clinical biochemistry laboratory equipped with haematological and biochemical analysers, blood gas, coagulation, electrophoresis analysers and an optical microscope. The cardiology and internal medicine services are equipped with ultrasound including specialised cardiology equipment and software, ECG including Holter monitor, and also

blood pressure analyser. The Gynaecology, Obstetrics and Andrology Service is equipped with a Sperm Class Analyser and ultrasound device. The Microbiology and Parasitology Diagnostics Services are well equipped with devices that ensure a quality system which is in compliance with European Standards. The Diagnostic Service of Pathology and Animal Health is equipped with an automatic stamping machine, staining system, microtomes, cryostat, and 2 multi-head microscopes. The Laboratory of Veterinary Genetics is equipped to perform cytogenetic and molecular genetic analyses (including chromosomal aberrations, karyotype analysis, RFLP-PCR, AS-PCR, molecular sexing, PSE test) for the diagnosis of genetic disorders. In addition, the VEE has agreements with different Local Health Authorities such as 2 slaughterhouses (bovine, buffaloes, pigs, sheep, goats, horses, poultry); meat processing brands, Cheese factory, Fish market and Border control post.

FVTH – autoclaves, 12 cages, 1 post-operative hospitalization room with 5 boxes, X-ray, ultrasound equipment and CT; centrifuge, automated haematology analyser, automated chemistry analyser, an optical microscope and an extractor hood.

EH – the is equipment for endoscopy, laparoscopy, arthroscopy, surgery, haematology and biochemistry analysers and X-Ray.

4.5.2. Comments

Students access all facilities after passing preparatory exams, demonstrating knowledge of biosecurity procedures and achieving the expected activities on the logbook.

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

In HVTH there is an isolation unit for dogs and cats. The isolation unit for companion animals is 38 m² wide and consists of a filter zone and the proper isolation area equipped with dedicated cages to house animals (4 - 5 cages), washing points and all facilities allowing therapeutic procedures. FVTH has 1 isolation room with 4-5 cages. In CRAS there are 6 isolation rooms for wildlife purposes. At the EH there is a single isolation box (34 m²) and some cases are isolated in the field. Ruminants are mostly isolated in the field, however, Improstata Buffalo Farm as well as Iemma Buffalo Farm have isolation units.

4.6.2. Comments

The isolation facilities and equipment are available in the clinical units and are adequate. In

addition, the VEE teaches about biosecurity procedures which are well-advertised and accessible everywhere via QR codes.

Thus, there is a high level of awareness regarding biosecurity in both intra- and extra-mural facilities.

4.6.3. Suggestions for improvement

None.

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 practice field veterinary medicine and Herd Health Management under academic supervision.

4.7.1. Findings

Students practise production animal veterinary medicine and Herd Health Management on farms under academic staff and practitioners' supervision. During visits, biosecurity is fully upheld by wearing the appropriate clothing required for each type of farm. Training in Herd Health Management is provided when Students visit different types of farms (academic staff-to-student ratio max. 1:5).

An on-call field service is available where the academic staff can decide to visit an animal as an ordinary visit (information is sent to students 24 hours in advance) or as an emergency visit (students are informed at least 1 hour before visit). Students usually accompany veterinarians during ambulatory clinic field visits.

Official veterinarians from the ASL (Local Public Health Authority) are also visited by students.

4.7.2. Comments

Herd Health Management is practised at farms under academic staff and practitioners' supervision. Biosecurity is fully upheld by clothing and special devices dedicated to that.

4.7.3. Suggestions for improvement

Multiple-use clothing associated with relevant cleaning and disinfection procedures could be implemented in the future to reduce plastic wastage. The VEE is equipped with washing machines located in the HVTH laundry.

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

Students of the VEE are transported by the ambulatory clinical service vehicles (two 9-seat Renault Traffic vans) which are equipped with syringes, tubes, gloves and biosecurity materials such as disposable gloves, gowns, and shoe covers. If needed, 25 to 50-seat coaches are hired through a private company for transportation of larger groups of students. For some locations, such as the EH (Equine Hospital), students might use their own transport.

The cadavers/organs are transported by a dedicated company (PROTEG). The live animals are transported by owners.

4.8.2. Comments

Considering that some facilities for extramural training are around 15-80 km away from the VEE, the number of VEE-owned vehicles for student transport is limited. However, students manage themselves properly to attend most practices, and their training is not affected by this situation.

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

There is Safety and Security Committee (SSC) in the VEE which prepares the safety and security manual, and documents to protect both human and animal health. They are reviewed every 2 years and are published for all academic communities. A “Compendium of Safety and Prevention in the Clinical Management of food-producing animals and equines” for students and academic staff involved in the Ambulatory Clinics service is available in the transportation vehicles. The SSC also organises and coordinates compulsory courses on safety and security in workplaces for students and academic staff which is followed up by an exam. There are also lectures and presentations available which explain the proper handling of animals. All biological samples are disposed of in appropriate containers for special medical waste.

4.9.2. Comments

The Quality System is in compliance with European Standards. There are QR codes for quick access to specific and relevant biosecurity information that is in place throughout the VEE.

4.9.3. Suggestions for improvement

None.

4.9.4. Decision

The VEE is compliant with Standard 4.9.

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

There is a praiseworthy policy of providing contact with most animal species in all stages of the course and guaranteeing a balance between species. However, due to logistic constraints, the VEE has not been able to offer any intramural contact with food-producing species. Intramural contact with equine has also been very low (14 patients seen during AY 2021-2022) but has been compensated by agreements with several institutions in Naples.

Preclinical and clinical hands-on activities with companion and exotic animals occur in two teaching hospitals - HVTH for animals with owners and FVTH, for stray dogs and cats. Clinical activities start during the 3rd year (e.g., clinical examination or management of hospitalized animals) but are more intense during the 4th year in rotational clinical activities. The students are presented with different diagnostic services. They are involved in recording history and clinical signs, carrying out physical examinations, creating lists of differential diagnoses and also involved in decision-making. They are also actively involved in therapeutics, including surgery.

SER Table 5.1.2. presents the numbers of healthy animals seen in pre-clinical training. Dairy cattle are the most numerous. The lower number in equine is related to the COVID-19 period but also to the reorganization of available spaces due to the collapsing of the buildings. The effort to increase this exposure is evident in the AY 2021-2022 when agreements with several institutions in Naples started.

The pre-clinical contact with small ruminants and pigs was nil during the COVID-19 years but increase to around 100 in the AY 2021-2022.

A low student/teacher ratio aims at ensuring hands-on for all students in both intra- and extramural environments.

Third-year students can also volunteer for further work at the VTH with the Ambulatory clinics. In the final two years, students are also encouraged to practice different surgeries on cadavers.

During intramural CCT (2nd semester of the 5th year), there is intensive and close contact with companion, exotic and wild animals within the two veterinary teaching hospitals. Rotation between these services ensures that all students are presented with different clinical settings and conditions. The work at the VTH includes night shifts and also emergency and critical care work. Students are involved in maintaining and updating clinical records regarding all hospital activities with patients. Since 2022, a new service for exotic pets was inaugurated and it is expected that this will increase students' exposure to clinical situations in this group of animals.

Contact with wildlife, including eventual rehabilitation and release back to the wild, is also possible during the intra-mural CCT. It results from very successful agreements with regional services that collect injured wild animals (mainly birds but also some mammals). Over 3,000 wildlife were

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involved in pre-clinical and clinical work during AY 2021-2022 (a huge increase from the years before).

Phantom animals and model organs are available in a designated Skill Lab. There is a commendable intention to increase the use of these models and/or simulators and reduce the training of basic skills in live animals. Since 2023 students are encouraged to train on these models before working on live animals (for example, intubation, sutures etc.).

The welfare of the animals used for teaching is a concern of the VEE. Although all academic staff are responsible for up-keeping the welfare of animals used for teaching, there is also an Animal Welfare Body that ensures good welfare practices in liaison with competent government authorities. Additionally, recording events related to animal welfare in a dedicated book has been recently implemented.

Further contact with animal resources (e.g., cadavers, organs) occur in the necropsy rooms and in various laboratories.

For anatomy training, organs come from slaughterhouses and cadavers come from practices (see Table 5.1.1 in the SER). Anatomy training on whole cadavers is only performed in companion animals, while for other species organs were used. In AY 2021-2022, 23 companion animals' cadavers and over 57 organs from food-producing animals, were used in anatomy training. No equine cadaver or organ were used.

Organs and cadavers originate from healthy animals so as not to endanger students' health. The material arrives weekly and is refrigerated until used in classes. All material is then collected and disposed by a specialised company.

For pathology training, the animals or organs sources are: slaughterhouses, practices, farms and institutions with which the VEE has some kind of agreement. Most small ruminants' necropsies are done at CREMOPAR, a research institution part of the VEE that has a very fruitful agreement with local practitioners and breeders. The disposal of this material goes through the same procedures as described for the animals used for anatomy training.

Exposure to necropsies in companion animals has been much larger than for food-producing species or equine (Table 5.1.6). After the two COVID-19 years, during which necropsies in food-producing animals were residual (15 and 11, in 2019-2020 and 2020-2021, respectively), necropsies in ruminants and pigs increased to 31 in AY 2021-2022. It was reported during the visitation that this number will be larger in AY 2022-2023.

Necropsies are also done in aquatic animals (345 in 2021-2022), exotic species and zoo animals when available. The VEE has agreements with several zoos in southern Italy to provide this service when needed. Teaching staff contact potentially interested students so they may attend.

During the 10th semester CCT period, intramural 5th-year students are asked to perform necropsies and carcass inspections under supervision.

The various activities that include close contact with animals are planned some time ahead so that students and teaching staff are prepared. The number and variety of animals used for pre-clinical and clinical studies are compiled to be monitored by the EAEVE committee. The source of this information is various: a record of type, species and number of animals involved in different activities, done daily by the teaching staff; data uploaded onto the online platform MyClinical of clinical cases, necropsies etc... which is done by staff and students involved in rotational and ambulatory clinics, and can be followed by the students; the clinical data from Frullone Teaching Hospital regarding stray companion animals; the CCT booklet that is filled daily and checked by the teaching staff and the PPT Committee. This data is also introduced in questionnaires for the different activities. Logbook with the skills and procedures students have to go through from the 1st year to the end of the VMTC.

All this information is checked by different VEE bodies so that insufficiencies or incompletions may be identified and amended.

5.1.2. Comments

Contact with companion animals is very diverse, frequent and regular over the 5 years of the VEE course. The clinical contact with companion animals occurs in the two VTH and in private clinics. The involvement of students in the companion animals' hospital activities starts very early, meaning that students are familiarised with the pre-clinical and clinical activities at a very early stage. Case discussions and the possibility to give and listen to talks (seminars) is also an important tool to involve students and ensure knowledge. In the HVTH a very close contact between teaching staff and students is very evident, with teachers ensuring as many hands-on activities as possible. In the FVTH, the involvement of students in the clinical cases is also very evident, as well as the follow-up of the patients (stray animals).

Exposure to wildlife and exotic clinical cases is still limited but conditions are being set to ensure growth. There is a significant amount of work being done with wildlife, including a connection with the regional services, city zoo and other zoos.

Anatomy training in companion animals is significant including whole-body dissection for topographical anatomy. However, for farm animals (including horses) exposure to only organs limits the understanding of the topographic disposition of the organs, especially important in polygastric animals. Having no equine-sourced material may also limit the understanding of horse limbs' anatomy. As a compensation measure, the teaching staff presents videos and computer programmes explaining the topographical disposition of the organs, as well as the presentation of organs as already mentioned.

A lot of necropsies are done in aquatic animals (345 in 2021-2022), as part of the collaboration with aquaculture farms in the region.

It is noteworthy that a significant increase in food-producing and equine necropsies in 2021-2022 allows for a more balanced distribution between species, although companion animals continue to represent a very large majority of necropsies (297 companion animals vs 46 ruminants and pigs and 25 horses). This means that there is currently a sub-optimal exposure of students to necropsies in ruminants and pigs.

This increase comes after two difficult COVID-19 years during which students had a very reduced exposure to practical training. The VEE did try to compensate for this deficiency when restrictions were lifted. The VEE applied several compensation measures, namely concentrating a higher number of necropsies at the end of the COVID-19 pandemic when restrictions eased. It was ensured that each student was involved in at least one companion animal and one food-producing animal necropsy. Additionally, the teaching staff distributed descriptions of lesions of the clinical cases, so that students could integrate them into clinical reasoning. Viewing of videos and use of software on pathology were also recommended.

The skill clinic is an excellent way of exposing students to invasive procedures without involving or potentially impacting animal welfare. The skill lab in VEE is a very recent inclusion but is already quite popular with students that can use it voluntarily but also as part of clinical training in different subjects.

5.1.3. Suggestions for improvement

Dissection of whole-body cadavers for topographic anatomy training of polygastric species should be considered. The use of sheep/goats sent to CREMOPAR or from other sources, or the use of models, are two possibilities to achieve this.

The effort to increase necropsies of ruminants and pigs should continue, including increasing the number of field necropsies of large ruminants, which are few at the moment.

Investment in the skill lab should be encouraged as it should be a priority of any VEE to reduce the use of live animals in basic invasive procedures training such as injections, rectal palpations, catheter placement, or intubation.

Although it is clear in the SER that conditions for food-producing animals are being set (including a hospital), it is recommended that most clinical activities should continue to be held at the farm level. For farm animals, intramural work should prioritise pre-clinical activities.

5.1.4. Decision

The VEE is partially compliant with Standard 5.1. because of suboptimal compensation for the absence of whole-body dissection in large animals and suboptimal number of necropsies in ruminants and pigs.

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

In contrast with companion animals, for which most contact is done at the two VTH with only a small percentage being done at private practices during the 5th year CCT, no contact with food-producing species or equine occurs at the VEE. All pre-clinical and clinical activities with food-producing animals (mainly large ruminants) happen during the 4th-year ambulatory clinics, during 5th year extramural CCT and during scheduled visits to affiliated farms where animal handling, herd health, nutrition and other basic sciences are taught (mainly 3rd and 4th years).

Activities with pigs and poultry are less frequent, particularly at this moment because of recent outbreaks of infectious diseases. Training external sites are also available for small ruminants, poultry, bees and fish, as part of the basic curriculum and for a few days during 10th semester CCT. In AY 2021-2022 the number of animals seen extramurally in pre-clinical activities (e.g., physiology, propaedeutics, animal production and herd health) was quite large for large ruminants (350), but also significant for other species (Table 5.1.2 in the SER). This comes after two years – 2019-2020 and 2020-2021) – of contact only with large ruminants (293 and 117, respectively), companion animals (255 and 127, respectively) and horses (49 and 6, respectively).

Contacts with equines also increased in the last year due to agreements with outside institutes, providing animals for handling, behaviour assessment and other pre-clinical work. Clinical work is also performed at these sites.

The contact with food-producing animals is done in small groups in the 4th year during the ambulatory clinical services (mainly in large ruminant farms) for a total of at least 50 hours. These activities also include being on call for emergencies.

During the 5th year CCT, several weeks are dedicated to clinical work with large ruminants (buffalo and dairy cattle). Two weeks with practitioners and one week staying at a research buffalo farm belonging to the Campania Region Agricultural Ministry (Improsta) and another week in a dairy farm.

Visits to swine and poultry farms are conducted by practitioners, although have been highly limited due to biosecurity rules.

In total, almost 6,000 large ruminants and just over one thousand equines were seen for clinical

procedures during AY 2021-2022 (Table 5.1.4 in the SER). This was a huge increase from the numbers in previous (COVID-19) years. The number of pigs or small ruminants seen for clinical reasons was much less (85 and 216, respectively).

During the ambulatory activities, students are involved in collecting samples and doing animal-side tests, as well as ultrasound or endoscopic examination and other specific exams. Students are introduced to the concept of herd health and production medicine, being asked to evaluate animals, score lameness, farm management and environment, as well as propose a diagnosis and treatment. Hands-on clinical activities with horses are also done through the ambulatory services and the workload is increasing in these last few years because of the inclusion of new equine centres and of new staff. Contact with horses also happens in a specific period of the CCT when students work with equines under the supervision of specialized medicine and surgery practitioners.

Students also have extra hands-on contact with companion animals during the extramural CCT in private practices for dogs, cats, and exotic pets.

Also, as part of the 10th semester CCT, students visit slaughterhouses, food processing establishments, fish markets, cheese factories, wildlife recovery centres (CRAS), research institutes (Regional Centre for Monitoring Parasitic Diseases - CREMOPAR) etc. For example, almost all necropsies of small ruminants are done at CREMOPAR where students stay for a few days.

In all these extramural activities, independently of the species, students are expected to work and help the tutor (VEE staff or practitioners) in all work related to the training. They will have to report their activities and also assess the tutors and the host institution. Outside institutions are assessed by the students working there and this is probably a good way of ensuring best practices and good teaching.

5.2.2. Comments

In contrast with companion animals, contact with food-producing animals depend exclusively on extramural activities and this involves much travelling and teaching staff commitment. It was found during the visitation that this commitment exists and that students truly recognise the effort.

In the final two years contact with farm animals increases but it is mainly supported by large ruminants. Activities in pig and poultry farms are irregular as farms try to reduce visits that may represent a biosecurity hazard.

Contact with horses at the VEE is very limited but is being compensated by the recent inclusion of new equine centres that increased exposure and workload. In the last AY 2021-2022, students' exposure to horse clinical cases was very significant (over one thousand).

Visits to small ruminants' farms is more limited, although in SER Table 5.1.4. it is stated that 216 live small ruminants were observed during extramural CCT and ambulatory clinics. Students staying at CREMOPAR installations on a compulsory basis are involved in the necropsies of these species.

The inauguration of a new campus may solve part of the problems, especially for pre-clinical activities in farm animals and equine. However, it is likely and desirable that clinical work with large ruminants and other food-producing species is still done at the farm level.

It is praiseworthy the effort done by teachers and practitioners, to provide students with a variety of settings and clinical cases. Having a low student/teacher ratio, means that the dedication and commitment of the teaching staff are enormous.

5.2.3. Suggestions for improvement

Without compromising biosecurity, visits to pig and poultry farms should be reassumed as soon as

possible.

On-farm pre-clinical and clinical activities with small ruminants should be increased, although buffalo and dairy cows are the predominant species in the region.

It is suggested that multimedia teaching materials be used as an introduction to farm and herd health activities.

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

The VEE does not have a vet-nursing service. However, students are presented to nursing procedures during basic training, rotational clinical activities and also during 5th year CCT.

Pre-clinical (e.g. handling), pre-operative (e.g. disinfecting or trichotomy), customer reception and safety and biosecurity activities are presented to students very early in the course (1st and 2nd year). They are also asked to work on the well-being of hospitalised animals. Further on, students are asked to participate in several nursing procedures such as performing injections, doing fluid therapy, applying bandages etc... All these basic procedures are taught and supervised by academic staff, residents, PhD or more advanced students.

In the 3rd and 4th years, students are asked to participate in emergencies, critical care, clinical signs collection, complementary exams selection, imaging, differential diagnosis, therapeutics, surgery etc. Students are involved and asked to participate in case discussions and all the decision processes.

During clinical rotations, final years' students are supposed to discuss new clinical cases and hospitalised cases with the teaching staff, and to participate in the decision-making process. Additionally, students finishing their intramural CCT are asked to present a seminar with the most important clinical cases followed.

An important issue is the communication skills that are necessary in any clinician-client relationship. With this in view, students are trained to discuss euthanasia and other critical issues with owners.

It is noteworthy that an integrated approach is favoured so that students are presented and must critically analyse the clinical story, including clinical signs, laboratory results and therapeutics, so as to reach a decision on therapeutic and prognosis.

Also, it is praiseworthy that students involved in necropsies are also asked to present a report of the necropsy findings and to correlate them with clinical findings and outcome. This was the basis of teaching during most of the time close contact with patients was limited by COVID-19 rules.

5.3.2. Comments

In companion animals, students are called to participate in all stages of clinical cases admitted to the VTH: admission, examination, diagnosis, treatment and eventually surgery. The tasks are divided by the years, according to the level of knowledge, experience and responsibility. First and second-year students are essentially involved in admission, triage and nursing procedures.

This means that students are called to participate very intensively in clinical activities with companion animals.

This is only possible for food-producing animals in the 4th or 5th year, when rotational clinics or CCT at farms or with contracted practitioners start. During these periods, students' participation in physical examination, diagnosis and decision-making, is very active. Nursing activities in food-producing animals are not so common except when students are staying at the farm premises (e.g. Improsta farm).

However, the integrative approach proposed for almost every subject is a plus and should be commended and developed.

5.3.3. Suggestions for improvement

It is suggested to enhance clinical and herd health approaches to small ruminants and pigs, which would enrich students' preparedness to work as farm animal practitioners.

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

The VEE is improving and increasing the use of new digital technologies, namely through the development of innovative management software (MyClinical platform). The aim is to facilitate all work related with admission and clinical assistance to HVTH patients.

The other VTH at Frullone, uses a different platform to record clinical data of the stray animals assisted.

Other ways of keeping track of clinical activities are through the CCT booklet that is daily filled by students and verified by the teaching staff or practitioners.

5.4.2. Comments

There are multiple ways to record students' activities – MyClinical, booklets and logbooks - and these are constantly verified and approved by the teaching staff. Certain skills are listed in the logbooks.

5.4.3. Suggestions for improvement

It is suggested to simplify recording systems by merging the two clinical databases (MyClinic and Frullone Teaching Hospital clinical data), as this would be beneficial for students, researchers and overall management of information.

5.4.4. Decision

The VEE is compliant with Standard 5.4.

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 various facilities like study rooms, libraries, multimedia rooms, a museum, a Skill Lab, and a Veterinary Educational portal. At the beginning of each AY, a welcome session is dedicated to help students to deal with those facilities. These resources are maintained and managed by adequate staff. The museum is open to the public and can also be visited virtually. The Skill Lab has animal dummies and anatomical models to allow students to carry out medical and surgical practices.

6.1.2. Comments

Learning resources are fully appropriate to support education and research activities.

6.1.3. Suggestions for improvement

None.

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 library, managed by a qualified librarian, is open every day of the week except on the weekend with defined opening hours (9h-16h30, 9h-16h30 on Friday). Many libraries are also available in different units.

The WI-FI is available in the different sites of the VEE, even in the Improstata Farm. It provides access both to the Eduroam and UniNa network.

An interlibrary service is offered through NILDE which is integrated into the UNINA library.

A digital library is provided, with many workstations available. The Skill Lab access needs a reservation. It allows students to learn in autonomy practical training.

6.2.2. Comments

The two different networks guarantee permanent access to the different platforms.

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

WI-FI access is available within the VEE. After connection, an IP recognition grants access to the learning resources. Web Docenti is the actual name of the platform used by academic staff to share their documents.

Access to the skill lab is granted through an online booking system. The daily maintenance is performed by support staff.

6.3.2. Comments

The skill lab has only been open since February 2023 and is well-appreciated by students.

6.3.3. Suggestions for improvement

It is suggested to:

-) increase the opening hours of the skill lab to allow students to enhance their skills;
-) analyse the feedback from students during the next academic year.

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

In Italy, the number of veterinary degree study places has been governed by national law since 1999.

Access and enrolment criteria have been regulated since 2004 by the MUR with a national selection procedure. The number of places is determined by the MUR consulting the National Federation of Veterinary Professional Associations (FNOVI) and distributed among the 13 Italian VEEs.

Over the years, the number of places has continued to decrease and in the last four years, the number of allocated places at the VEE has been approximately 60 for Italian and EU students and 10 for non-EU students. According to the new ministerial regulations, free places for non-EU students can be allocated to EU students.

On its official websites (in Italian or English), the VEE presents detailed information e.g., Qualification awarded, Qualification Type/level, Number of years of study, Mode of study, Admission requirements, Admission procedure, Programme profile, Occupational profile of graduates, Assessment methods and grading, Course structure, and detailed course descriptions.

In the last three years, the mean number of incoming Erasmus students attending specific courses and/or traineeships in the framework of international exchange programmes was 24.

The VEE has formal agreements with private and public institutions where students can complete part of their practical training, examples are the MorphoPHEN collaboration between the VEE and Universidad Autonoma de Barcelona, Aristotle University of Salonico, and Universidade de Lisboa.

Formal agreements have been made with other of the University's departments, other departments/universities in Italy and other countries, especially those related to the Erasmus exchanges. On the VEE's website and the University's website, these co-operations are listed. The VEE has more than 30 Erasmus agreements. Detailed information on Erasmus partners can be found on the University's public website.

Information on the employment areas for new graduates is annually collected in the SUA-CdS, and quantitative indicators concerning students' careers and the employment rate of graduates are also collected. These indicators are provided by the National Student Registry (ANS).

The main areas for the first job following graduation are within the clinical area, specifically companion animals, farm animals and horses.

7.1.2. Comments

The VEE:

- consistently applies 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 provides accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students;
- formal cooperations with other VEEs are clearly advertised.

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 total number of veterinary undergraduate students registered at the VEE is approx. 360 students.

During the last three years, the number of students admitted annually has been approx. 60.

The number of total admissible students in Italy and procedures are centrally determined by the MUR following proposals from the veterinary professional associations and the VEEs of each University.

The standard of buildings and equipment is adequate for the intended use at present but may not be so in the future. Thus, the decision and the current activities to establish new facilities are acknowledged.

ESEVT Indicators 1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 19, 20, 21 and 22 exceed the minimum value.

ESEVT Indicators 9, 10, 11, and 18 are below the minimum value.

Indicators 9-11 concern the number of specific animal species seen intramurally at the VEE. To compensate, but not completely so, the VEE has made agreements with external partners (e.g., CRAS for clinical training on wild animals, extramural clinical training opportunities).

Indicator 18 concerns the number of ruminant and pig necropsies at the VEE. To compensate, but not completely so, for this, some necropsies especially on small ruminants are performed in the necropsy room at the CREMOPAR.

7.2.2. Comments

The number of students admitted is consistent with the resources available at the VEE for staff, buildings, and equipment, but there are some concerns regarding the resources available at the VEE in relation to animal resources, as described in Standard 5.1.

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 procedure is published on the VEE's website and is regulated at the national level by MUR, just like the number of students that can be admitted.

The admission test is organised also by the Ministry and is the same at all Italian universities. Admission tests are regulated and organised by the MUR at a national level and normally consist of multiple-choice questions to be answered in a determined number of minutes. A new entrance test, TOLC, will be initiated in 2023/2024.

A minimum score of 20/90 is required for admission to the examination. The application form must be properly completed; any error in the compilation will disqualify the student. The entrance test fee must be paid by the stated deadline, or the student will not be admitted.

Students achieving a minimum score are listed in one national ranking list and assigned to an Italian VEE Course on the basis of i) score obtained; ii) number of available places at each University; iii) student geographical preferences (students must indicate three Italian Universities in order of preference).

The selection and procedures are made public also on different websites supervised by MUR, and the VEE.

The selection process is thus not controlled by the VEE, however, the MUR in charge of the process consults academic institutions and the Board of Directors of Italian VEEs has recently asked the MUR to include a motivation questionnaire that candidates must complete when registering to sit the admission test. MUR has responded by proposing a different organisation of the admission procedure through the CISIA agency, which is also outside the VEEs. It is possible to appeal against MUR selection criteria and/or procedures to MUR and to the Regional Administrative Court.

As of the academic year 2023-2024, scheduled access to veterinary medicine will see the debut of the CISIA Online Text (TOLC). A potential benefit of the new test is that school students will be able to take the test online twice during the last school year (in April and July) and then the CISIA will send the test in which the students have obtained the best score to the MUR. This could reduce the time for ranking of freshmen so that enrolment can be completed by the start of teaching activities.

For the purpose of transference of ECTS points achieved at another VEE, the VMTC Coordinator handles this assessment after consulting relevant teachers within the VEE. The final decision is made by the VMTC Committee.

7.3.2. Comments

The VEE demonstrated that:

- the selection and progression criteria are clearly defined, consistent, and defensible, 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 regularly reviews and reflects on the selection processes to ensure they are appropriate for students to complete the programme successfully;
- the selection processes are also decided by national authorities who are also given feedback regularly from the VEE;
- adequate training (including periodic refresher training) is provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

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

Regarding the admission of students with learning disabilities, disorders and illness, the University's Student Active and Participatory Inclusion Service (SInAPSI) is closely involved in the management of students also for special requirements of admission tests.

The selection process is managed by the MUR, but an internal selection committee appointed by the VEE Director ensures the correct application of general procedures and of the policy for students with disabilities. Students who have been excluded from the admission ranking list may appeal to the Regional Administrative Court (TAR) against the MUR selection process.

The policy for students with learning disabilities, disorders and illnesses is that of the University. The University and the VEE being Erasmus partners also means that students are entitled to be treated equally to the home students/employees and not be discriminated against on the basis of age, ethnic origin, race, nationality, membership of a national minority, culture, language, gender, sexual orientation, marital status, caring or parental responsibilities, illness, ability or disability, mental health status, medical condition, physical appearance, socio-economic background, religious faith or affiliation or lack thereof, political affiliation or opinions or lack thereof, or any other irrelevant distinction.

For students who feel excluded from university life due to disabilities, specific learning disorders, or have temporary difficulties, can contact the SInAPSi centre.

The Orientation and Tutoring Committee at the VEE is the link with SInAPSi and its coordinator is also responsible for disabled students.

By law, all students must undergo a medical examination at the Department of Occupational Health to obtain a certificate of health that allows them access to all internal and external teaching facilities. Students who are considered ineligible, defined fragile students by SInAPSi (e.g. immunosuppressed, chronically ill) or pregnant students are exempted from the hazardous practical activities and alternative practical training is provided.

7.4.2. Comments

At the VEE there are 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.

7.4.3. 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 requirements for progression are regulated in the curriculum and made available to the students on the VEE website.

Progression criteria and services to students are planned, implemented, monitored, and revised by the VMTC Committee. All the decisions are ratified by the VEE Board.

Students can convey their needs through their representatives in the different boards, committees and councils where they are represented.

According to the University's Teaching Bylaws and in the Student Guidance, the general criteria are:

- a minimum of 75% in theoretical lectures and 90% in practical activities attendance are required for admission to the course examination;
- passing certain preparatory exams is a requirement for admission to other subjects (e.g., Anatomy, histology and embryology must be passed before Physiology) ;
- for admittance to the final graduation examination, students must have i) participated in the entire PPT and reported the signatures on the PPT logbook and extramural CCT Booklet ii) acquired a total of 290 ECTS and written a thesis.

The VEE has no procedures for excluding admitted students. By national law, a student who fails to take examinations and does not pay tuition fees for eight consecutive years will be expelled from the course. Before this happens, the VEE through the Student Secretariat contacts the student by e-mail to pay the fees and pass at least an exam to maintain his/her student status. A student expelled from the programme may re-enrol in subsequent years if free places are available. In this case, the student may apply for recognition of ECTS already earned. The student may also appeal against

the exclusion decision directly to the Responsible Office of UniNa.

A Tutoring Service is organised by the Teachers & Students Joint Committee for out-of-course students.

There is no restriction on admission for subsequent years of study, except for admission to extramural CCT, for which preparatory exams are required.

Student progression and performance are monitored by ANVUR and evaluated in the VMTC Committee.

The ANVUR criteria and quality indicators are officially published each year in the SUA-CdS. The ANVUR indicators, the results of student evaluation questionnaires and the opinions of graduates are commented on by the Review Group (RG) and the QA Committee at the VEE. The comments are included in the Annual Monitoring Report (SMA), which is independently supervised by the Teachers & Students Joint Committee, discussed and approved in the VMTC Committee and thereafter it is evaluated by the University's Presidium of quality assurance (PQA).

Student dispersion is monitored annually with indicators provided by ANVUR. These data for each cohort of the VMTC can be compared with those of the other Italian VEEs also broken down by specific geographical areas (North, Centre, South and Islands). Over the last three years, the average drop-out of the VMTC has been 11.3 students per year. Admission to other courses (e.g. Medicine, Dentistry) is one of the reasons for drop-out.

Attrition is also monitored based on individual communication between teachers and students. The causes of attrition are few. Students complain mainly about the intense teaching load and the overlap of examination dates.

7.5.2. Comments

The VEE is commended for its use of electronic evaluation forms that in some instances allows for almost real-time evaluations performed by students.

At the VEE:

- The basis for decisions on progression (including academic progression and professional fitness to practise) is explicit and readily available to the students;
- The VEE has provided 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 has mechanisms in place to monitor progression and is able to respond and amend admission selection criteria (to the degree allowed by national or university law) and student support if required.

7.5.3. Suggestions for improvement

If possible, an analysis of reasons for dropout could be undertaken along with an analysis of barriers to completing the VMT course within 5 years.

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

As noted in Standard 7.5, by national law, a student who fails to take examinations and does not pay tuition fees for eight consecutive years will be expelled from the course. Before this happens, the VEE contacts the student.

A student expelled from the programme may re-enrol in subsequent years if free places are available. In this case, the student may apply for recognition of ECTS already earned. The student may also appeal against the exclusion decision directly to the Responsible Office of the University. The exclusion procedures are laid down in the University's Teaching Regulations in accordance with national law. Both are publicly available on the University's website and on official websites.

7.6.2. Comments

At the VEE there are:

- Mechanisms for the exclusion of students from the programme for any reason are explicit as defined by law;
- internal policies at the VEE for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, are transparent and publicly available.

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

The University and the VEE have set up several means to support physical, emotional and welfare needs of students, e.g.: Through group meetings led by experienced clinical psychologists on anxiety, the approach to exams, public speaking, dealing with emotions in relationships with teachers and colleagues, and the most appropriate study methods for different personalities; Possibilities for assistance in case of illness, impairment and disability; Activities organised by the SInAPSi aimed at recognising the importance of feeling part of an institution and counteracting any form of discrimination.

The University and the VEE being an Erasmus partner, also include obligations for the VEE and the University to secure that students are entitled to be treated equally and not be discriminated

against on the basis of age, ethnic origin, race, nationality, membership of a national minority, culture, language, gender, sexual orientation, marital status, caring or parental responsibilities, illness, ability or disability, mental health status, medical condition, physical appearance, socio-economic background, religious faith or affiliation or lack thereof, political affiliation or opinions or lack thereof, or any other irrelevant distinction.

Additionally, the University in 2022 has adopted a Gender Equality Plan.

7.7.2. Comments

At the VEE there are:

- Provisions, such as learning support and counselling services, career advice, are made by the VEE to support the physical, emotional and welfare needs of students;
- Fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme, e.g. by providing reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation;
- Effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

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

Students can express their needs to their representatives in the various boards, committees and councils.

The annual evaluation tests made by the students are strictly anonymous. The evaluation tests are analysed and discussed by the VEE's Review group (RG), Teaching and Students Joint Committee, and QA Committee.

Since 2022, the VEE has organised monthly meetings for all students, attended by the VEE Director and all Committee coordinators. At these meetings, students are free to talk about their problems or make requests, complaints and suggestions.

At the University, the Single Guarantee Committee for Equal Opportunities, the Promotion of Employee Welfare and Against Discrimination (CUG) provides a Listening Desk. Anyone who is part of the University community and believes they are being subjected to bullying, harassment, sexual harassment, discrimination, and generally acts that violate their dignity may contact the Listening Desk.

7.8.2. Comments

At the VEE there are:

- Mechanisms in place by which students can convey their needs and wants to the VEE;
- A mechanism for students, anonymously, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards

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's assessment strategy of the VEE is outlined in the VMTC Teaching Bylaws and in the Guidelines for management of exams (SER Annex D). In the VMTC, the expected learning objectives refer above all to the Day One Competences, such as what a graduate should be able to carry out independently and with some degree of certainty (SER Annex B and C).

The number of exams per year and the time gap between them are provided by the VMTC Coordinator. The procedures of the students' assessment are established by the Examination Committee (ExC) and are available in the Subject syllabus. All actions regarding implementation, assessment and revision are addressed by students or academic staff to the VMTC Coordinator and the VMTC Committee for final approval.

Exams are scheduled every month, except for April and August. The exam sessions are divided into three periods:

- Summer session (May-September): during which 5 exam opportunities 15 days apart are scheduled.
- Autumn session (October-December): during which 3 exam opportunities 15 days apart are scheduled.
- Winter session (January-March): during which 3 exam opportunities 15 days apart are scheduled.

Student's reservations for exams are carried out on the Segrepass UniNa platform.

The Teaching Bylaw of the VMTC provides for the following types of exams:

- individual oral exam
- individual written exam (multiple choice - open answer or numerical exercises)
- individual practical test
- mixed written-oral individual exam
- mixed practical-oral individual exam.

Generally, the basic science and basic subjects prefer oral interviews or mixed written-oral exams. As for the professional subjects, mixed written-oral or practical-oral exams, or single modality are

used. More than 60% of exams are oral interviews, the remaining are divided as follows: written 14%, oral and practical 13% and oral and written 8%.

Theoretical knowledge is evaluated mainly in oral or written exams. Pre-clinical practical skills are assessed during the practical activities of the subjects and the PPT. Practical and oral exams can also certify skills by evaluating the acquisition of both manual and reasoning abilities. Clinical practical skills are mainly evaluated during the PPT as well as during the practical activities of subject courses. Manual and reasoning skills are also tested by practical and oral examinations.

Soft skills (learning and communication skills, judgement and problem-solving abilities) are evaluated during the clinical consultancies and rounds at HVTH or by the presentation of clinical cases prepared by students individually or in small groups.

The logbook is used to certify the acquisition of skills.

8.1.2. Comments

National law in detail regulates the assessment of students' performance by exams.

8.1.3. Suggestions for improvement

The early introduction of PPT in the curriculum allows the supervisors to follow the student's development of "soft skills" over time. It would be of value if this could include an assessment and support of the individual student's communication skills.

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 information on the type of exam, procedures and evaluation criteria is given in the Subject syllabus, available on the Department website or on the UniNa Teacher website. All teachers also have the duty to provide detailed information about the examination procedures and evaluation criteria on the first day of the courses.

To ensure maximum transparency during the assessment process, oral and practical tests are open to all.

The evaluation is expressed with a mark out of 30 for the exams. The pass grade is 18 and the maximum grade is 30 cum laude.

The criteria for assessing the acquisition of knowledge/skills are as follows:

- a very thorough knowledge of the topics covered in the integrated course, alongside excellent critical analysis skills, clear linking of ideas, and a good command of the specific terminology are evaluated with the highest grades (27-30 cum laude)
- adequate knowledge of the topics covered in the integrated course, a good degree of control of critical analysis skills, some linking of ideas, and some commands of specific terminology are

assessed with good grades; good relevance of the topics presented (24-26)

- acceptable preparation of the topics covered in the integrated course, a sufficient ability to analyse critically, and a limited command of specific terminology result in fair grades; sufficient relevance of the topics presented (18-23).

The Examination Committee (ExC) must include at least two professors, one of which is the integrated course coordinator. At the end of the exam, the professor tells the students their grade. If the student accepts the grade, this is recorded on the UniNa platform, with the students adding their personal code (PIN) for final validation of the grade. The students can discuss the results or the grade of the exam with the committee. They can also make an appointment with the teaching staff to obtain clarifications on specific parts of the syllabus.

A student who fails to pass the exam can repeat it at the next session. The student has the right to refuse a grade that he considers inadequate or unsuitable for his exam average, repeating the exam at the next session.

The students can appeal against an assessment outcome directly with the professor or with the VMTC Coordinator or if there are serious problems, these can be reported to the Teachers & Students JC and eventually to the VEE Director, who may nominate a new ExC.

8.2.2. Comments

The average percentage of students that fail to pass an exam for the first time is about 22.5%. The highest average percentage of failure is mainly reported for the third year (31.8%), probably due to the high didactic overload.

In the last 10 years, no appeals have been reported.

8.2.3. Suggestions for improvement

See 8.1.3.

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 Coordinator of the Course, the Management Group, the Joint Teachers & Students Committee, the Quality Assurance Committee, and the Steering Committee control the organisation and management of the exams from different perspectives. They ensure that the procedures of all exams are in line with the learning objectives of the Course and comply with the Exam Guidelines and Policy and ensure that students' rights and duties are respected.

The Management Group (MG) is responsible for the assessment strategy. The MG consists of the VMTC Coordinator, one member of the Teaching Office (TO), a teacher and a student representative for each curriculum year. The MG meets periodically to organise the teaching plan, the course timetable, as well as to schedule exams and thesis defences. In addition, at the end of each semester, the MG gets together to evaluate the progress of the courses, to review teaching

programmes and syllabuses and to check the correlation between programmes and learning outcomes. The stakeholders sitting on the Steering Committee (SC) ensure that the contents of the individual subjects are updated.

8.3.2. Comments

The Quality Assurance loop is in place and is working.

8.3.3. Suggestions for improvement

None.

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

Achievement of learning outcomes is certified by a positive grade in the final exam of any subject, by a positive grade or judgement in a mid-term test, when applicable, and by the final graduation grade awarded following thesis defence. The achievement of Day One Competences is certified through a signature by supervisors on the logbook, which at the end is delivered to the Teaching Office. The acquisition of skills and the verification of attendance during the extramural CCT are daily certified by tutors, checked by the PPT Committee and finally validated by the VMTC Coordinator.

A variety of tools and settings are applied to encourage students to take an active part in the learning process. These include clinical case-study exercises, seminars and study days, clinical rounds, technical visits, interaction with specialists and practitioners, and e-learning resources both for individual and shared work. Students also actively participate in the learning process through interaction with their tutors and by playing a key role in the Teachers & Students JC and the MG.

8.4.2. Comments

The VEE has an established system to certify student achievement of learning objectives at the level of the programme and individual units of study.

8.4.3. Suggestions for improvement

The combination of the present systems with several (paper and IT) logbooks into one IT-based system would probably allow for more efficient and expedient registration and follow-up of students' performance.

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

The fulfilment of the knowledge required by Day One Competences, as well as the assessment of theoretical and practical skills in accordance with EU Directive 2005/36/EC on the recognition of professional qualifications is the basis of the assessment paths. These include intermediate formative tests as well as blended examination methods in compliance with the requirements of each subject (SER Annex B and C).

Members of the academic staff are responsible for verifying and certifying the competences achieved. The delivery of the certified extramural CCT Booklet to the Student Secretariat is mandatory for admission to the thesis defence. When required by the subject, specific provisions are applied to special needs, such as in the case of pregnant students or students with specific disabilities.

8.5.2. Comments

The VEE has a Student Secretariat which reviews and ensures that the information provided in logbooks etc. is correct and that the students complete all compulsory parts of the education.

8.5.3. Suggestions for improvement

None.

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

Over 80% of the permanent or temporary teaching staff are qualified veterinarians. Teaching staff are composed of Full, Associate and Assistant Professors. Full and Associate Professors have

permanent positions. The category Assistant Professor has been replaced by two types of ‘Temporary Researchers’ (designated a and b) since 2010, for which a PhD is mandatory.

To achieve a permanent position, candidates must go through a national public tender after showing qualifications for the placement.

The Senate and the Board of Governors have to ratify all hiring and career progression.

All teaching staff, including non-academic, involved in the extramural training, must go through courses on security/safety, and since 2022 on teaching (Training for Teach in Vet). Additionally, continuing education of staff is ensured by the organisation of seminars and similar activities at the VEE, or by encouraging exchange programmes with other EU and non-EU institutions. These exchange programmes have involved 10 VEE staff members in the last three years.

Teaching staff may have to go through a 10-year process to get to Associate Professor category and so to a permanent position. Academic career promotion is considered the hardest compared with other civil servants.

9.1.2. Comments

The proportion of qualified veterinarians involved in teaching is commendable. It is also commendable the ratio student/teacher in almost every practical activity but especially the clinical ones.

There are several members of the full-time teaching staff that do not have a PhD (SER Annex A). This is explained partially by the fact that some older members of the staff were hired as specialists when a PhD was not mandatory, and partially because several younger staff are still going through the PhD acquisition process.

Only a few members of the permanent teaching staff are European specialists. However, there are signs that the number of European specialists will increase soon as several residents are currently working at the VEE and show interest in remaining as teaching staff.

Some frustration related to the difficulty and prolonged path to a permanent position is evident in the SER and was stated by staff members. In spite of this, professional fulfilment was very evident when talking to junior teaching staff. Apparently, very few have given up working at the VEE, even if the promotion process is difficult and protracted.

The university provides and encourages continuous education for the teaching staff, and it is praiseworthy that funding for participation in scientific meetings is considered sufficient by staff members.

9.1.3. Suggestions for improvement

It is suggested that residency programmes for European specialisation in clinical areas be implemented and encouraged.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

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 teaching staff and gender distribution is adequate. The teaching staff did not complain of work overload, even considering the very low student/teacher ratio.

In Italy, there is no compulsory ratio for the different academic categories. However, every category or position has a pre-determined number of teaching hours per year, accordingly to their academic position (from 120 per year hours for a full Professor to 60 hours per year for Temporary Researchers type a). These teaching hours may be complemented by other work such as research or other professional activities. Inclusion in organisational, administrative or other work for the VEE is not recognised for career progression nor is it financially rewarded.

PhD students are involved in the teaching process with a limit of 25% of the working hours. PhD students and residents consider that working at the VEE facilitates access to labs, to farms, to more modern technologies, to other universities, research groups, consortiums, institutes and central and regional services.

Practitioners and other non-academic teaching staff are qualified veterinarians and have to go through a training course that includes teaching methods, communication skills and evaluation.

9.2.2. Comments

The number of supporting staff (32) is relatively low, and do not have specific qualifications. Residents, fellows and PhD students are active members in the teaching process, and contracted practitioners are deeply involved in the extramural CCT and in curriculum development.

The commitment, dedication, resilience and proactive attitude of all members of the VEE staff are praiseworthy. This was evident during the visitation but also reflected in the way the VEE surpassed the difficulties related to the loss of facilities (building collapse) and the COVID-19 severe restrictions.

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

A high proportion of the teaching, research or support staff are permanently hired (FTE 0.75 to 1).

The workload is limited by law for the different categories. Researchers have a lower teaching workload, to be able to pursue their research activities. However, researchers go through a hiring process that is long and arduous. Employment stability and financial reward are only achieved after, at least, 10 years of teaching and researching.

A few members of the teaching staff are European or National specialists or going through residencies and are so eligible for recognition by EBVS.

Although in Italy there is no official teacher evaluation, the UniNa does impose rules for progression, namely the publication of papers. Additionally, teachers are evaluated anonymously by students at the end of each teaching period.

9.3.2. Comments

The VEE provides several opportunities for professional and teaching development. The teaching staff declared that they have sufficient training and support from the Department and the University.

It is noteworthy to gather that the percentage of junior staff is increasing. This may explain why several teaching staff do not have a PhD degree.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

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

Recruitment and career progression depend on the availability of (public) funding openings. Several criteria are used to identify the need for new openings. The VEE Board will be responsible for validating these needs and evaluating the requests for new positions.

Candidates for staff positions have to go through a public contest for admission and only those that have obtained the mandatory National Scientific Qualification can apply. A committee of professors at the VEE evaluates and scores the candidates' CV.

The more junior academic teaching staff consider that career progression is slow - more than 10 years after the initial contract are necessary to achieve a permanent academic position. Temporary Researchers (type b) can only apply for the position of Associate Professor after 3 years of contract, provided they have the National Scientific Qualification and a positive appraisal by an external committee.

A Strategic Plan for 2020-2024 is published and publicly available. In this document, the objectives

of the VEE in teaching, research, internationalization and the Third Mission (public dissemination) are well explained. Additionally, an organigram and a SWOT exercise are presented.

9.4.2. Comments

Promotions depend on the opening of vacancies. The hiring of new staff follows national laws, but this means that it is very dependent on budget availability, meaning that perhaps hiring for new positions may be delayed causing work overload to the teaching staff.

The distribution of hours accordingly to categories is set by national laws and cannot be changed by the VEE. However, the distribution of workload is well accepted by the different categories.

Working conditions and especially slow career progression for teaching staff is considered a negative point, compared with other careers in civil services. However, this has not affected the stability, willingness and continuity of the academic teaching staff.

The Strategic Plan is well-designed and exposed, setting ambitious objectives 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 no national scheme for teaching skills assessment, but ANVUR provides a global assessment of the Universities. Since 2017, ANVUR is providing accreditation of the UniNa departments.

Teaching staff assessment is compulsory and promotion and increase in salary depend on the fulfilment of the pre-established conditions.

Members of the temporary staff have to hand in an annual report to be approved by the VEE Board. For Temporary Researcher type b, a UniNa training and evaluation programme (FEDERICO) has been set since 2018.

Additionally, teaching quality is regularly appraised by students (mandatory anonymous survey) in three areas: organisational, teaching and overall satisfaction.

9.5.2. Comments

A complete and multifaceted system for the assessment of teaching staff is in place at the VEE, including student participation.

It is praiseworthy that students are called to evaluate teachers through an online system that ensures anonymity. The criteria for the evaluation of the candidate in three distinct areas is praiseworthy.

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 VEE has permanent or temporary contracts with 100 researchers belonging to 17 different disciplines. There are more than 500 scientific papers published (among which, 300 were in Q1) during the last three years.

Research activities of the VEE are funded by different financial sources including International (Horizon, Marie Skłodowska-Curie Actions, COST Action, ERASMUS, LIFE, FEAMP) National (PRIN MUR, MISE, Ministry of Health, PNRR, MiPAAF), University (e.g., FRA and STAR), and Regional (e.g., PSR), sources and contracts with private companies, industries, other institutions accounting for more than 6 million Euros for the ongoing research projects grants.

The students voluntarily participate in research activities during the first four years of the degree programme, and they can take part in experimental research on a specific topic under the supervision of academic staff.

VEE also has some exchange programmes with other universities for undergraduate students.

10.1.2. Comments

Most fields of veterinary sciences are covered in the research activities of academic staff in the VEE.

The number and quality of research activities, projects and collaborative works with national and foreign researchers provide evidence for strong integration and strengthening of the veterinary degree programme.

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

Students have the opportunity to attend and perform experimental studies and write scientific papers. Only the original experimental studies are compulsory to be followed by the students.

The VEE organises study days during the academic year for the students to be trained in scientific methods and research techniques and to guide them to select their area of interest.

Students can participate (compulsory and non-compulsory) in national and international research programmes, courses, workshops, seminars and conferences.

The graduation thesis is compulsory, and it could be either original experimental work (perform experiments in the laboratory or field, analyse data, and write a final text organised as a scientific paper) or a critical review supervised by an advisor academic staff.

The thesis supervisor guides the students to reach databases and search literature on the related topic and informs the students about the research activities available. The Graduation Committee (composed of five members, four of whom are professors) is in charge to decide the acceptability of the graduation thesis. The assessment criteria for the graduation thesis are available on the website.

10.2.2. Comments

In addition to the completion of the graduation thesis, the VEE organises study days and provides opportunities for students (both compulsory and non-compulsory) to participate in and perform research activities, which is a good indication of training relevant to scientific methods and evidence-based medicine.

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 has many postgraduate programmes including: Three-year PhD course in Veterinary Sciences, Seven (three-year) Specialization Schools – Two Level I Master – One Level II Master – One Residency program, Six Postgraduate improvement courses and a Rotating Internship Programme attended by more than 650 students annually.

Currently, 4 of the VEE academic staff are EBVS diplomates (ECVPC, ECVPH, ECVS and ECVM) and 4 are PhD Board members of other Universities. About 7 students are attending EBVS programmes annually.

Furthermore, about 12 continuing education courses were organised per year by VEE with about 856 attendees on average.

In the last three years, 34 students on average were enrolled in PhD courses.

Postgraduate students are involved in undergraduate students' hands-on professional training.

Qualified veterinarians have been obligated to take 50 Continuing Education Programmes (ECM)

per year by attending accredited courses since 2000 in Italy.

10.3.2. Comments

The VEE has broad international activities and is very active in organising, hosting and sponsoring courses, seminars, and conferences alone or in collaboration with stakeholders open to students.

A significant number of students attend postgraduate research programmes.

The number of postgraduate programmes, the presence of recent EBVS college diplomates within the academic staff and postgraduates involved in EBVS programmes are good indications of the commitment of the VEE to advanced postgraduate education relevant to the needs of the profession.

10.3.3. Suggestions for improvement

It is suggested to encourage the development of residency programmes in clinical sciences.

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 ANVUR and other public agencies periodically assess the quality of research activities and, in the near future, also the PhD course.

The PhD Coordinator and Board are in charge of the organisation of postgraduate programmes including the number of doctoral students to be enrolled according to the available grants, defining methods for annual training, and monitoring and evaluating activities.

10.4.2. Comments

QA procedures are in place for PhD programmes and research and postgraduate courses.

Although the VEE offers many research activities in different fields of the profession, a formal QA-based process of planning and assessing how research is implemented into teaching is not evident.

The VEE has a variety of options and actions to integrate the research approaches, methods and results into the veterinary teaching programmes however it does not have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion.

10.4.3. Suggestions for improvement

It is suggested to better formalise the QA system for evaluating the impact of research activities on teaching and staff promotions.

Feedback mechanisms should be engaged in the development, implementation, assessment and revision of the research and postgraduate programmes.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators



ESEVT Indicators

Name of the Establishment:		Na VEE Dipartimento di Medicina Veterinaria e Produzioni Animali			
Name & mail of the Head:		Prof. Aniello Anastasio anastasi@unina.it			
Date of the form filling:		16-févr-23			
Raw data from the last 3 full academic years		2019/20	2020/21	2021/2022	Mean
1	n° of FTE academic staff involved in veterinary training	83,4	85,5	95,4	88,10
2	n° of undergraduate students	359	343	342	348,00
3	n° of FTE veterinarians involved in veterinary training	79,65	81,2	90,6	80,43
4	n° of students graduating annually	77	58	38	57,67
5	n° of FTE support staff involved in veterinary training	35	32	32	33
6	n° of hours of practical (non-clinical) training	753,4	751	761	755,13
7	n° of hours of clinical training	1003	997	1083	1027,67
8	n° of hours of FSQ & VPH training	414	408	414	412
9	n° of hours of extra-mural practical training in FSQ & VPH	225	220	240	228,33
10	n° of companion animal patients seen intra-murally	1854	3037	4815	3235,33
11	n° of ruminant and pig patients seen intra-murally	0	0	0	0
12	n° of equine patients seen intra-murally	4	5	14	7,667
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	3	10	20	11,0
14	n° of companion animal patients seen extra-murally	569	1366	3426	1787,0
15	n° of individual ruminants and pig patients seen extra-murally	693	1420	6229	2780,7
16	n° of equine patients seen extra-murally	224	393	1180	599,0
17	n° of visits to ruminant and pig herds	36	125	166	109,0
18	n° of visits of poultry and farmed rabbit units	1	17	18	12,0
19	n° of companion animal necropsies	219	282	297	266,0
20	n° of ruminant and pig necropsies	15	11	46	24,0
21	n° of equine necropsies	0	2	25	9,0
22	n° of rabbit, rodent, bird and exotic pet necropsies	90	58	128	92,0
23	n° of FTE specialised veterinarians involved in veterinary training	18,5	16,5	16	17,0
24	n° of PhD graduating annually	10	11	13	11,3



ESEVT Indicators

Name of the Establishment:		Na VEE - Dipartimento di Medicina Veterinaria e Produzioni animali			
Date of the form filling:		16-févr-23			
Calculated Indicators from raw data		Establishment values	Median values¹	Minimal values²	Balance³
11	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,253	0,15	0,13	0,127
12	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,395	0,84	0,63	0,765
13	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,747	0,88	0,54	1,207
14	n° of hours of practical (non-clinical) training	755,133	953,50	700,59	54,543
15	n° of hours of clinical training	1027,667	941,58	704,80	322,867
16	n° of hours of FSQ & VPH training	412,000	293,50	191,80	220,200
17	n° of hours of extra-mural practical training in FSQ & VPH	228,333	75,00	31,80	196,533
18	n° of companion animal patients seen intra-murally / n° of students graduating annually	56,104	62,31	43,58	12,524
19	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0,000	2,49	0,89	-0,890
110	n° of equine patients seen intra-murally / n° of students graduating annually	0,133	4,16	1,53	-1,397
111	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	0,191	3,11	1,16	-0,969
112	n° of companion animal patients seen extra-murally / n° of students graduating annually	30,988	5,06	0,43	30,558
113	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating ann	48,220	16,26	8,85	39,370
114	n° of equine patients seen extra-murally / n° of students graduating annually	10,387	1,80	0,62	9,767
115	n° of visits to ruminant and pig herds / n° of students graduating annually	1,890	1,29	0,54	1,350
116	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,208	0,11	0,04	0,163
117	n° of companion animal necropsies / n° of students graduating annually	4,613	2,11	1,40	3,213
118	n° of ruminant and pig necropsies / n° of students graduating annually	0,416	1,36	0,90	-0,484
119	n° of equine necropsies / n° of students graduating annually	0,156	0,18	0,10	0,056
120	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,595	2,65	0,88	0,715
121*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating	0,295	0,27	0,06	0,235
122*	n° of PhD graduating annually / n° of students graduating annually	0,197	0,15	0,07	0,127
1	Median values defined by data from Establishments with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from Establishments 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		

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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		
<p>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.</p> <p>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.</p> <p>The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> • 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		
<p>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:</p> <ul style="list-style-type: none"> • 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		
<p>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).</p> <p>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.</p>	X		
<p>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.</p> <p>There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>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.</p>	X		
Area 4. Facilities and equipment			
<p>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.</p>	X		

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<p>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.</p>	X		
<p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> • 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		
<p>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.</p> <p>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.</p> <p>The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
Area 5. Animal resources and teaching material of animal origin			
<p>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.</p> <p>Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.</p>	X	X	
<p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p>	X		
Area 6. Learning resources			
<p>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</p>	X		

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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.			
<p>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.</p> <p>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).</p>	X		
<p>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.</p>	X		
Area 7. Student admission, progression and welfare			
<p>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.</p> <p>In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.</p>	X		
<p>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.</p>	X		
<p>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.</p> <p>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.</p> <p>Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.</p>	X		
<p>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.</p>	X		
<p>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.</p> <p>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.</p>	X		
<p>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.</p>	X		
<p>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.</p> <p>There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).</p>	X		
<p>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.</p>	X		
Area 8. Student assessment			
<p>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.</p>	X		
<p>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.</p> <p>The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.</p> <p>Mechanisms for students to appeal against assessment outcomes must be explicit.</p>	X		

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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. 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.	X		
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		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Executive Summary

The Veterinary School of Naples was founded in the second half of the eighteenth century. In 1935, it became a Faculty of the University of Naples Federico II (UniNa) and was located in the convent of Santa Maria degli Angeli alle Croci in the centre of Naples.

In 2010, it became the Department of Veterinary Medicine and Animal Production (called the Veterinary Education Establishment (VEE) in this report), which is part of the School of Agricultural Sciences and Veterinary Medicine, together with the Department of Agriculture.

Since 2015, some teaching activities have been completed in the educational complex of the UniNa Service Centre for Life Sciences and Technologies (CESTEV).

New facilities are being built in the Frullone campus in the vicinity of CESTEV and the intra-mural activities of the VEE should move there in 2025.

The VEE's last ESEVT full Visitation was completed in 2013, resulting in the Approval status granted by ECOVE. The VEE was also accredited by the Italian Agency for the Evaluation of the University and Research System (ANVUR) in 2017.

The SER was provided on time and written in agreement with the SOP 2019 as amended in September 2021, although a few data had to be corrected onsite and some acronyms' significations had to be harmonised. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation. An addendum was also provided on time for explaining how the COVID-19 outbreak has affected the VEE and what actions have been taken to alleviate the impact of the lockdown.

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

Areas worthy of praise (i.e. Commendations), e.g.:

-) Commitment of all staff to enhance the quality of education and to comply with the ESEVT Standards;
-) Excellent interaction between students and staff who both are proud of their VEE;
-) Strong and efficient involvement of staff and students in the management of the VEE in a collaborative approach;
-) Strong involvement of external stakeholders in the strategic development of the VEE;
-) Resilience and proactivity of staff in the face of the collapse of a main building and the COVID-19 pandemic;
-) Setting up of a permanent EAEVE/ESEVT committee to implement the requirements of the latest SOP;
-) Early exposure of students to practical activities in the VTH;
-) Broad clinical training which combines intra- and extra-mural activities, and first opinion and referral cases of both common species and wildlife animals in a structured way;
-) Excellent teaching staff-to-student ratio during practical and clinical training;
-) Efficient collaboration with regional veterinary services and field practitioners;
-) Availability of dormitories and guesthouses for students in extramural facilities;
-) High level of awareness regarding biosecurity in both intra- and extra-mural facilities;
-) Easy access to information through QR codes in most facilities.

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Additional commendations are described in the Visitation Report.

Areas of concern (i.e. Minor Deficiencies):

- Partial compliance with Standard 5.1. because of suboptimal compensation for the absence of whole-body dissection in large animals and suboptimal number of necropsies in ruminants and pigs.

Additional suggestions for improvement are described in this Visitation Report.

Items of non-compliance with the ESEVT Standards:

None.

Glossary

CCT: Core Clinical training
CESTEV: UniNa Service Centre for Life Sciences and Technologies
CREMOPAR: Regional centre for monitoring parasitic diseases
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: Elective 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
FVTH: Frullone VTH devoted to stray animals
HVTH: Historical VTH devoted to owned pets
IT: Information Technology
MaVet: Veterinary Anatomy Museum
MUR: Ministry of University 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
UniNa: University of Naples Federico II
VEE: Veterinary Education Establishment
VMTC: Veterinary Medicine Teaching Course
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

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