



FULL VISITATION REPORT

To the Veterinary Education Establishment (VEE) of the Università degli Studi di Milano,
Milan, Italy

On 24 - 28 November 2025

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Introduction

The Dipartimento di Medicina Veterinaria e Scienze Animali (Department of Veterinary Medicine and Animal Sciences (DIVAS)) is the Veterinary Education Establishment (VEE) of the Università degli Studi di Milano (UNIMI). It was founded in 1791 when the School of Veterinary Medicine of Milan was established as a one-year training program for equine farriers. It moved to the current facilities in Lodi in 2021.

The VEE of Milan was first evaluated in 1988 and later in 2009 and 2013, when it received the EAEVE-approved status. It achieved full accreditation after the last ESEVT visitation March 22 to 26, 2019.

The VEE is located 2,6 km from the Lodi railway station on an area of approximately 73,000 square meters. The campus is accessible by public transportation to Lodi city center and the railway station and can also be reached by bicycle via a dedicated bike lane.

Extramural facilities are available for clinical activities involving companion and food-producing animals, and food safety and quality facilities.

In March 2021, the VEE was nationally accredited receiving an overall “Very Positive” evaluation (the highest grade from ANVUR) [link](#).

In 2022, the VEE was listed among the 350 top-performing Italian Departments in research eligible for the selection of Departments of Excellence by ANVUR.

According to the QS World University Rankings 2025, UNIMI’s Veterinary Science is ranked 2nd nationally (out of 13) and 46th worldwide.

In the 2020-2021 academic year, the curriculum was revised and implemented based on suggestions from the EAEVE Visitation. In November 2021 national law unified the State Exam and undergraduate thesis presentation. Since 2022 the Veterinary Teaching Hospital (VTH) is no longer a separate cost center. The Skills Lab, activated in 2020, is managed by teaching and support staff.

Throughout the covid pandemic, the VTH remained open, but due to the national lockdown, there was a significant decline in clinical cases and necropsies. Currently, a major challenge for

the VEE is the potential reduction in government funding to universities, which coincides with rising costs for equipment and the hiring of academic and support staff. Although the VTH generates strong revenue, it requires substantial funding and adequate staffing to operate sustainably and efficiently.

The VEE experiences challenges in recruiting EBVS specialists for clinical sciences.

From the 2025-2026 academic year, the traditional admission test has been eliminated. All students can freely enrol in the first semester, called the “open semester,” and attend three courses of 6 ECTS each (totalling 18 ECTS), which are preparatory for second semester subjects. By the end of enrolment, 907 prospective students registered for the open semester in Veterinary Medicine at the VEE (the highest number in Italy).

Selection for the enrolment of 100 students in the Veterinary curriculum will be based on a national ranking list derived from exam results at the end of this semester. The impact of the reform cannot yet be fully predicted; therefore, the main goal of the VEE remains to ensure that new graduates acquire current competences, reducing risks that late enrolment and acquisition of fewer credits in the first semester lead to an overload of the veterinary curriculum.

The alignment of EAEVE with national agencies following ENQA is seen as an opportunity to reduce bureaucracy and promote the harmonisation of veterinary curricula.

ESEVT SOP 2023 was valid for this visitation.

Area 1. Objectives, Organisation and Quality Assurance Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, 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 the ESEVT Standards.

1.1.1. Findings

The VEE has clearly articulated its main objective in alignment with the requirements of the EU Directives and the ESG recommendations. Its declared mission is to provide comprehensive, ethical, research and evidence-based veterinary training that enables graduates to perform across all commonly recognised branches of the profession while maintaining an explicit commitment to lifelong learning. The mission statement encompasses training, research, and technology transfer, and is aligned with both ESEVT standards and national regulations.

The VEE's mission and vision are structured around six guiding principles: (i) quality teaching informed by national and European regulations, (ii) interdisciplinary and innovative research consistent with Responsible Research and Innovation, (iii) respect for animals, clients, colleagues, and communities, (iv) integration of teaching and research, (v) internationalisation, and (vi) creation of public value through societal engagement and knowledge dissemination.

The Veterinary Medicine Degree Programme (VMDP) is a five-year, single-cycle degree governed by national legislation and University regulations. The curriculum is mapped to the EU Directive 2005/36/EC (as amended 2013/55/EU) and to the ESEVT SOPs (2023), ensuring that all graduates are expected to achieve the Day-1-Competences (D1C). The curriculum includes Basic Sciences, Clinical Sciences (Companion animals, Equine, Exotics, and Food-producing animals, including Herd Health and Animal Production), Veterinary Public Health (including food safety) and Professional Knowledge.

Mechanisms are in place to ensure that the programme remains current and aligned with evolving veterinary science. Regular stakeholder and alumni consultations are used to inform curriculum development. Compliance with ESEVT indicators and requirements is monitored at institutional level through both the Veterinary Medicine Academic Board and Department Council.

1.1.2. Analysis of the findings/Comments

The VEE is commended for its effective integration of students into department committees, ensuring meaningful student input in shared decision-making. The VEE demonstrates a well-defined mission aligned with EU Directives, ESG and ESEVT expectations. It delivers a comprehensive evidence-based curriculum that prepares graduates for all major areas of the veterinary profession. There are robust quality assurance and stakeholder-informed processes to ensure the programme remains current and aligned with D1Cs.

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 teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

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

1.2.1. Findings

The VEE is the Department of Veterinary Medicine and Animal Sciences (DIVAS), one of 31 departments of the Università degli Studi di Milano (UNIMI), a large and internationally recognised higher education institution. UNIMI is the only Italian member of the League of European Research Universities (LERU) and offers a wide portfolio of undergraduate, postgraduate, and doctoral programmes. Degrees awarded by UNIMI are formally recognised within Italy in line with national legislation.

DIVAS is responsible for five-degree programmes (Veterinary Medicine; Breeding and Welfare of Companion Animals; Animal Production Sciences; Animal Production Sciences and Technologies; Veterinary Biotechnology Sciences). DIVAS is also an Associate Department for a Biotechnology degree programme, and coordinates multiple postgraduate programmes.

DIVAS operates two service units central to the VMDP: the Veterinary Teaching Hospital (VTH) and the Experimental Teaching Zootechnical Unit (ETZU). The VTH provides undergraduate and postgraduate clinical training and delivers services across all species groups. The ETZU provides teaching, research, and third mission activities in animal production and processing.

The leadership structure of the VEE meets the requirements of the Standard: the Head of Department holds a veterinary degree, as do the Head of the VMDP and the Director of the VTH. The governance of the VEE is participatory and formally regulated through the University Statute and the DIVAS Regulation. Decision-making bodies include the Department Council (DC), the Department Executive Committee, and the Head of Department, supported by a series of official committees. These bodies are composed of academic and support staff with student representation. Committees cover biosecurity, EAEVE-related matters, internationalisation, quality assurance, research, staff recruitment, third-mission activities, and management of the VTH and ETZU.

At the programme level, the Veterinary Medicine Academic Board (VMAB), chaired by the Head of the VMDP, is responsible for programme organisation, teaching timetables, assessment, and the study plan. It is supported by several committees (e.g., Pre-professional Training Committee, Review Group, Steering Committee, Academic Committee). These groups ensure that stakeholder and student voices feed into programme development and that alignment with QA requirements (ANVUR and ESEVT) is maintained.

Minutes of meetings are stored on the University intranet (UNIRE) and can be accessed with credentials. The decision-making structure is thus designed to support implementation of the strategic plan and a cohesive study programme in compliance with the ESEVT standards.

1.2.2. Analysis of the findings/Comments

The VEE is fully embedded within a nationally recognised higher education institution and ensures that a veterinary medicine degree holder leads the curriculum and the VTH. The VEE maintains a robust, participatory governance and committee structure that enables effective decision-making, implementation of the strategic plan and cohesive delivery of the study programme in line with ESEVT requirements.

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, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. 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.

1.3.1. Findings

The VEE operates under the framework of the Three-Year Departmental Strategic Plan (PTD) as required by UNIMI regulations. The most recent PTD (2025–2027) was approved by the Department Council in May 2025. The PTDs include a SWOT analysis, a list of objectives, and an operating plan with indicators and targets.

The SWOT analysis identifies a number of internal strengths, including functional infrastructures, national and international collaborations, prior EAEVE and ANVUR accreditations, strong student participation in governance, ISO 9001:2015 certification of administrative and laboratory processes, and active postgraduate provision. Weaknesses include sustainability and evaluation of the VTH, low numbers of EBVS specialists, limited administrative support in some key areas, and challenges in student mobility. Opportunities are linked to external collaborations, accreditation achievements, research funding, and technological developments (e.g. AI integration), while threats include potential reductions in government funding, rising operational costs, ageing staff demographics, and difficulties in arranging extramural practical experiences due to disease outbreaks.

The PTD translates the SWOT into specific operational objectives with indicators. Examples include: revision of the VM DP curriculum in light of new national legislation; growth and differentiation of the educational provision via internationalisation activities; innovation in laboratory and team-based training; maintaining EAEVE accreditation; development of simulation-based and role-play teaching methods; initiatives for student career orientation, and inclusivity and integration of AI literacy in line with University strategy. Each objective is associated with specific actions, timelines, and measurable targets. Annual monitoring of objectives is planned, and indicators are tracked as part of the Department's QA system.

1.3.2. Analysis of the findings/Comments

The VEE maintains a formally approved and publicly available strategic plan that includes a comprehensive SWOT analysis, clearly defined short- and medium term objectives and an operational plan with timelines and indicators. The strategy is developed through established governance processes with student and stakeholder involvement and progress is monitored through the Department's QA system, ensuring effective implementation.

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 QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The VEE has a formal Quality Assurance (QA) policy and associated written procedures integrated within the UNIMI Quality System. The UNIMI Quality Assurance Board (PQA), supported by the Independent Evaluation Unit, oversees implementation of QA policies across teaching, research and administration in accordance with national legislation and ANVUR's AVA framework.

At departmental level, DIVAS is responsible for managing its teaching, research, and third-mission activities in compliance with ESG 2015, ANVUR, and ESEVT requirements. The DIVAS

Quality Policy, updated in May 2025 explicitly outlines the VEE's mission, values, stakeholders, objectives and commitment to continuous enhancement of quality. It has formal status as part of the Departmental Strategic Plan (2025–2027).

The QA system is based on the Plan-Do-Check-Adjust (PDCA) cycle and is operationalised through a series of annual and periodic documents: VM DP Academic Regulation and Manifesto degli Studi: define curriculum structure, admission requirements, delivery and governance. Annual Study Programme Data Sheet (SUA-CdS): documents programme design, objectives, resources and student experience.

Annual Monitoring Report (SMA): analyses indicators such as student careers, teaching quality, employability, and student feedback.

Cyclic Review Report (RRC): periodic in-depth review of programme performance and corrective actions; the most recent was completed in 2021, with the 2025 SER replacing the RRC for this cycle.

Annual Joint Student–Staff Committee (JSSC) Report: provides analysis and recommendations co-authored by students and staff, which feed into QA processes at departmental and university levels.

Student Opinion Surveys: conducted annually by UNIMI, with general results published externally and detailed results accessible internally (UniRE platform).

Students play a significant role in QA processes through their participation in the JSSC, VMAB, and departmental committees. External stakeholders are engaged through accreditation bodies (ANVUR, EAEVE) and annual roundtables. Overall, the VEE has established a formal, multi-level QA system with policies, procedures, and documents that are publicly available, and it demonstrates commitment to continuous quality improvement.

1.4.2. Analysis of the findings/Comments

The VEE maintains a comprehensive, formally approved QA policy and procedures aligned with UNIMI, ANVUR, ESG, and ESEVT requirements. The VEE embeds continuous quality enhancement through a structured PDCA-based system. Multiple annual and periodic QA instruments, strong student involvement, stakeholder engagement and a clear policy on academic integrity collectively demonstrate an established quality culture and systematic assurance of programme standards.

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.

The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings

The VEE provides clear and accessible information to stakeholders and the public through its website, where details of the VM DP are published. Accreditation status is transparently

reported, with the SER, Visitation Report, Interim Report and ESEVT status statement available on the homepage.

Stakeholder input is formally embedded via the Steering Committee (SC) which meets annually to review and update the curriculum in line with academic, accreditation, and professional requirements. Minutes of these meetings are publicly available.

The VEE engages actively with the wider community through school outreach, conferences, seminars, and public dissemination activities related to veterinary public health, sustainable farming, and animal welfare. Public engagement activities, including initiatives such as the UniAmoLodi Festival, demonstrate the VEE's commitment to inclusiveness and social responsibility.

Stakeholder engagement and outreach activities are documented through the University's IRIS/AIR repository.

1.5.2. Analysis of the findings/Comments

The VEE provides clear, current and publicly accessible information about the programme, transparently publishing its ESEVT accreditation status and reports. The VEE demonstrates active engagement with stakeholders and wider society through formal consultation structures and a broad range of outreach and public dissemination activities.

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. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

The VEE monitors and reviews its activities through a structured QA system aligned with University and national requirements (ANVUR). The Departmental Strategic Plan (PTD) sets objectives and indicators which are reviewed annually by the QA Delegate, Committee, and Department Council, and are publicly available.

Programme-level QA is delivered through the Annual Monitoring Report (SMA) and Cyclic Review Report (RRC) with analysis led by the Review Group. While SMA and RRC are available internally via UniRE, other QA documents are accessible on the programme webpage. The Joint Student - Staff Committee provides annual reports to the Department Council leading to agreed actions, while the Standing Steering Committee contributes stakeholder feedback. Students are represented across QA committees.

A dedicated QA Expert supports compliance with QA standards. DIVAS holds ISO 9001:2015 certification for several processes and has initiated a gap analysis to extend certification to the

VTH. The system is cyclical and designed to ensure that student, staff, and stakeholder input informs continuous improvement and that actions are tracked and followed up.

1.6.2. Analysis of the findings/Comments

The VEE operates a structured, cyclical QA system that monitors and reviews quantitative and qualitative indicators, engaging students and staff in analysis and decision-making. The VEE documents actions and follow-up through formal committees and annual reports. Evidence of closed PDCA loops, public availability of key QA outputs, and ISO-aligned processes demonstrates a robust approach to continuous improvement and responsiveness to stakeholder needs.

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 VEE was fully accredited by EAEVE in 2019 and its 2022 Interim Report was approved by ECOVE with no recommendations. The VEE Committee for EAEVE Matters (CEM) monitors compliance with ESEVT indicators, prepares the SER and Interim Reports, organises visitations, and submits annual reports to the Department Council and VMAB. These documents are publicly available on the DIVAS website.

Since the last visitation, the curriculum was revised in 2019 to incorporate all ESEVT recommendations and has been in place since 2020/21. The VMDP was also externally reviewed by ANVUR in 2021 and awarded the highest rating.

1.7.2. Analysis of the findings/Comments

The VEE undergoes regular external review through ESEVT, maintaining full accreditation and demonstrating that improvements since the last visitation (such as curriculum revision) are embedded within its ongoing QA processes. Evidence of continuous monitoring by the Committee for EAEVE Matters and publicly available reports confirm a transparent and sustained approach to external evaluation and quality enhancement.

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 is a Department of a Public University with a history spanning 234 years and is largely publicly funded. The Ministry of University and Research (MUR) allocates national funds to universities through the Fondo di Finanziamento Ordinario (FFO). In 2024 UNIMI's share of the FFO across the three main components (base, performance-based and equalisation), amounts to approximately € 267 million.

While the VEE's core funding comes from national public funds, it is supplemented by revenues from competitive research, educational services and third-party activities. More specifically, while permanent staff salaries are funded by UNIMI from central government funding, the salaries of contractors and support staff are funded from other revenue streams. These other streams include an annual department fund based on the yearly FFO funds received from the MUR and UNIMI's strategic decisions, VTH clinical and diagnostic services, other services which typically arise from commissioned research projects designed to address the specific needs of external partners, tuition fees, continuing education fees and research funds from grants and revenues from contracts for services and collaborations with private entities.

Revenue and expenditure tables for the VEE are set out in tables 2.1.1 and 2.1.2. These include the years from 2022 to 2024. There has been a steady increase in income over the years with an exceptional increase in research funds in 2023. Table 2.1.3 sets out the annual balance between expenditures and revenues. While this reports a negative balance for 2024 this is due to the accounting requirement that the financial resources secured in 2023 for multi-year research projects be recorded as income in the same year. However, it will in reality be spent over subsequent years.

While a significant proportion of essential expenditure (e.g. staff salaries, utilities, maintenance) relies on central public funds, and could leave the VEE vulnerable to budget cuts, the VEE has the opportunity to expand its specialised clinical services and foster external collaborations to generate additional income. This has been made possible through strengthening its network with private and public associations, as well as independent practitioners, in the region, made possible by the relocation to the Lodi area in 2019. While the VTH generates strong revenue, it requires substantial funding and adequate staffing to operate sustainably and efficiently. However, other sources of funding also contribute significantly to its financial sustainability. These include (a) research obtained through competitive calls at regional, national and international level; (b) third-party contracts for research, diagnostic consulting and veterinary services offered to external partners, private enterprises and public bodies; (c) revenue from postgraduate and continuing education programmes; and (d) donations and sponsorships from foundations, associations or private donors supporting research and scholarships or infrastructure projects. The VEE has a well-structured financial management system in place to support its objective of ensuring prudent financial management.

2.1.2. Analysis of the findings/Comments

The finances are adequate and sustainable in order to meet the continuing requirements for the VEE to meet its mission and to achieve its objectives regarding education, research and services.

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. The instructional integrity of these resources must take priority over the 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 autonomy of the VEE to manage its budget is enshrined in the Statute of UNIMI. This ensures the responsible and transparent use of financial resources while respecting the principles of academic autonomy and complying with national public finance and accounting regulations. The VEE is responsible for managing the Annual Department Fund. This is allocated to the VEE by UNIMI each year in accordance with the three-year strategic financial plan, based on the Statutes.

The VEE manages its various income streams to ensure that these resources are reinvested in teaching, primarily for equipment acquisition, leasing and maintenance, as well as support for contracted personnel directly involved in clinical training.

2.2.2. Analysis of the findings/Comments

The clinical and field services function primarily as resources for clinical training and instruction. The VEE has the autonomy to use the resources to implement its strategic plan and to meet the ESEVT Standards

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. Finding

The VEE's administrative, accounting and financial management is required to be carried out in compliance with UNIMI regulations and national laws, within the framework of institutional policies and under the coordination and supervision of the UNIMI. However, the VEE operates with an adequate level of managerial and operational autonomy within these rules, enabling it to allocate and use resources effectively in line with its strategic objectives and in compliance with ESEVT Standards. Budget management follows a structured process which includes strategic

and resource planning as set out in the Three-Year Investment Plan. This is looked at and revised every year. Annual budget planning is carried out with ongoing monitoring and reporting. A final financial statement is produced at the end of the year to evaluate budget performance and inform evidence-based planning for the following year.

2.3.2. Analysis of the findings/Comments

There is good budgetary planning and monitoring, which ensures correct and effective resources allocation for the VEE.

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 the ESEVT SOP 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)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.

Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings

The veterinary curriculum at the UNIMI is designed to comply fully with EU Directive 2005/36/EC and ESEVT standards, ensuring graduates achieve the required D1C. It includes five years (ten semesters, 300 ECTS) of integrated courses covering basic, clinical, and public health sciences, alongside professional skills. Since the last accreditation, two curriculum revisions occurred (H15of1 → H15of2 → H15of3), expanding practical training, animal welfare, communication, and

bioethics, and later aligning with new national laws that combine the thesis and state exams. The updated programs (H15of2/H15of3) emphasise hands-on learning through Pre-Professional Training (PPT) from year one, both intra- and extramurally, supervised by qualified staff or external veterinarians. Students must complete all exams, practical components, English certification, and a thesis (plus a Practical Assessment Test in H15of3) to graduate and obtain professional qualification.

3.1.1.2. Analysis of the findings/Comments

The documentation of attendance, skills, and competences through personal logbooks is commendable.

The curriculum structure reflects a deliberate and pedagogically sound design aimed at ensuring progressive competency development. The five-year, single-cycle structure aligns with European veterinary education standards, offering continuity and coherence across foundational, pre-clinical, and clinical stages. The allocation of ECTS credits, strictly defined by national legislation, ensures transparency in student workload and guarantees an appropriate balance between theoretical knowledge and hands-on practice.

The early introduction of practical training in the updated H15of2 and H15of3 curricula represents an important advancement. By integrating PPT from the first year, the program encourages experiential learning at a stage when students are shaping their understanding of the profession. This early exposure - ranging from basic handling to increasingly complex clinical responsibilities - supports the gradual acquisition of D1C and bridges the gap between theory and practice more effectively than the earlier curriculum version (H15of1).

The use of Integrated Courses allows teaching staff to coordinate learning objectives across multiple modules, reducing redundancy and improving curricular cohesion. The reliance on structured syllabi and central approval processes ensures that course content, assessment, and learning outcomes remain aligned and transparent. Furthermore, the program's reliance on both intramural and extramural PPT sites expands students' exposure to real-world professional environments. The involvement of external practitioners - who must be trained in teaching and assessment - enhances educational diversity while maintaining quality standards.

The requirement for detailed documentation of attendance, skills, and competences through personal logbooks contributes to accountability and provides a robust mechanism for tracking student progression. This is particularly important given the extensive clinical and practical components of the curriculum. The requirement for passing the PAT in the H15of3 curriculum additionally underscores a shift toward competency-based certification, ensuring that graduates demonstrate professional readiness before obtaining their degree.

The current curriculum ensures clinical exposure across companion animals, as well as equine and bovine medicine, with activity levels that fall within the acceptable range of the Indicators' table. As also noted in Standard 5.1, the programme provides students with a broad spectrum of clinical experiences. To further strengthen learning outcomes, opportunities exist to enhance the structure and integration of training. The suboptimal organisation of some rotations means that a more cohesive structure could build on the solid foundation already in place, supporting improved continuity of learning and enabling students to develop even more robust, species-specific clinical reasoning skills.

The "open semester" used for student selection from 2025 on will have an impact on the curriculum. As a result, the dedicated veterinary medicine curriculum could be limited to only 4½ years, which will increase the overall workload for students and further reduce the amount of time available for comprehensive clinical training.

3.1.1.3. Suggestions for improvement

The VEE is encouraged to further enhance the organisation of students' clinical exposure in companion animals, equine, and bovine medicine to build on the already established hands-on experience across species. Strengthening the structure of clinical training through coherent, well-coordinated groupings would offer students even greater continuity and support an enriched understanding of key clinical concepts. By aligning related topics and rotations more closely, the programme can further empower students to develop strong clinical reasoning skills and achieve an even more integrated and meaningful learning experience throughout their training.

To meet EU requirements and maintain adequate clinical training time, introducing an additional semester should be considered. Alternatively, the structure and content of the "open semester" should be reviewed to ensure that essential veterinary basic science subjects are adequately covered.

3.1.1.4. Decision

The VEE is partially compliant with Standard 3.1.1. because of suboptimal organisation of the students' participation in clinical activities.

3.1.2. Basic Sciences

3.1.2.1. Findings

During the first two years of the Veterinary Medicine Degree Program, students focus on basic sciences taught through Integrated Courses that combine several modules under academic supervision. The program integrates theory and practice from the beginning. In the first year, students engage in laboratory work, dissections, Skills Lab sessions, and farm visits, while learning horse handling through Professional Practical Training. In the second year, they study advanced subjects such as physiology, pathology, ethology, and nutrition, and apply their knowledge through practical sessions in university hospitals and external facilities, including diagnostic case-based work.

3.1.2.2. Analysis of the findings/Comments

The curriculum structure ensures that students acquire a solid foundation in scientific principles while developing practical skills from the start of their studies. The close connection between theoretical learning and hands-on experience promotes early professional awareness and prepares students effectively for clinical training.

3.1.2.3. Suggestions for improvement

None.

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

During the present academic year, the old curriculum (H15of1) is extinct. Students in the first two years follow the latest one (H15of3) whereas the students from year 3 to 5 follow the H15of2 curriculum. There are few differences between the last two curricula, as the main change concerned the introduction of the Practical Assessment Test before the thesis defence, which has been combined with the State professional certification.

The curriculum revision was designed to increase the clinical activities, emphasising practical training in animal medicine and surgery from years 1 to 5, together with an extended focus on bioethics, animal welfare and communication skills. It focuses on problem-solving and decision-making through clinical exercises, seminars, and the use of cadavers, models, and simulations. Concerning clinical sciences in companion animals, the first two years introduce the practical aspects of veterinary sciences, including sessions in the skills lab, into the integrated courses devoted to basic sciences, ethology, animal nutrition. The third year enhances knowledge in clinical pharmacology, drug prescription and pharmacovigilance, pathology, infectiology, parasitology and differential diagnosis through practicals in labs, in the necropsy hall, and in extramural farms and shelters. The fourth year focuses on internal medicine, surgery, anaesthesia, imaging techniques and reproduction. During the practical activities, students are organised into small groups of 6–8 and rotate in the VTH and the Skills Lab. Students actively participate in daily clinical activities and are trained to perform hands-on clinical activities focusing on collecting the patient's information and performing the clinical examination.

During the second semester of the 4th year practical sessions in clinical subjects are held on fixed days each week for 16 hours *per* student in the small animal clinic, and horses (internal medicine, surgery).

During the first semester of the 5th year, practical sessions in clinical subjects are held on fixed days each week. Students, in groups of 6 to 8, rotate through all clinical disciplines, including internal medicine, surgery, and reproduction. Each group attends the clinical practices for two days per week, sometimes consecutive (16 hours/student). Supervised by the teaching staff, students actively participate in the patient clinical work-up and schedule the patient follow-up. When applicable, students perform the diagnostic and surgical procedures, write the clinical report and medical prescriptions and inform the owner on patient management. The 10th semester is mostly devoted to clinical activities and preparation of the graduation thesis.

Students participate in the clinical activities at the small animal clinic for a total of 16 mandatory 12h shifts (4, 6 and 6 shifts during the 3rd, 4th and 5th year respectively). Intramural VTH hospitalisation and emergency activities are also part of the clinical training and involve students of the 3rd, 4th and 5th year for small companion animals and exotic pets and in the 5th year for horses.

In addition to the compulsory training hours, most students take all opportunities they can find to participate on a volunteer basis in the different clinical activities.

3.1.3.2. Analysis of the findings/Comments

Checking the number of hours devoted to the activities described in columns E (non-clinical animal work), F (clinical animal work) and G (EPT) (see table 3.1.3) is not facilitated by the use of the generic terms "Pre-professional training" and/or "Practical rotations", whose origins are historical, but which often may make it difficult to identify the different activities in the students' schedules. As an example only, the table 3.1.3. mentions 2h devoted to anaesthesiology and analgesia in small companion animals and exotic pets, which is obviously not sufficient. In fact, students often rotate, during their "Practical rotations" in small animal surgery, between surgical activities and anaesthesia monitoring, so that the hours mentioned in the table 3.1.3. often underestimate the reality.

The total number of Core Clinical Training (indicator I5, 918h), is above the EU minimal values, it remains below the median values (941h). The same is true for the subtotal hours spent in the Small Animal Clinic. This is due to the Italian 5-year curriculum, and the VEE has no lever to change it. However, these hours devoted to companion animals and exotics are fragmented and mixed among theoretical teaching (semesters 7 to 9) and practical and clinical activities devoted

to production animals. Such fragmentation is not conducive to the consolidation of clinical reasoning in a given field of activity (see 3.1.1.2). Finally, the number of compulsory hours spent in the equine clinic and/or extramural training is low.

These potentially negative aspects are partially compensated by the intensive dedication of the academic teaching staff, by the existence of numerous non-academic teaching clinicians and with the help of all support staff in the VTH.

3.1.3.3. Suggestions for improvement

The VEE itself recognised (suggestions for improvement in Area 3, page 35 of the SER) that a more effective redistribution of the clinical activities in the 4th and 5th years is needed, as well as an improvement of equine clinical training.

It is suggested to take the opportunity of the future H15of3 curriculum implemented in the 3rd year from next academic year to make the relevant changes.

It is also suggested to systematically use the terms defined by the ESEVT SOP (non-clinical animal work, core-clinical training, intramural or extramural, and EPT).

Additionally, the largely shared desire within the VEE (including staff and students) and the other Italian VEEs to increase the curriculum length (one more semester at least) is strongly supported.

As these suggestions also concerns the food-producing animal clinical activities (see 3.1.4), as they are mainly due to the nationally-defined 5-year curriculum and as the VEE develops huge efforts to compensate these limitations, the proposal of a partial compliance is grouped only in the general aspects of the curriculum (see 3.1.1.4).

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

The structure of the curriculum allows for an early exposure of veterinary students to practical farm animal handling and husbandry in the second (25 hours) semester. Instruction of agronomy, and farm economics are also provided in the second semester. The students study animal and poultry production and husbandry systems in the second year. The skills lab also contains activities targeted primarily at students in the early years of the veterinary curriculum around the basics of animal handling and restraint. The basic sciences education provides an appropriate foundation for the study of the clinical sciences in food producing animals.

In the third year the students commence their paraclinical training which includes training in anatomical pathology, avian pathology, parasitology, pharmacology, and the study of infectious diseases. The students also receive training in animal nutrition. Practical training including basic clinical examination, the production of differential diagnosis lists and routine biological sample collection equating to 1 ECTS is provided (with 16 hours of practical tuition).

In the fourth year the students undergo propaedeutic training and have the principles of medical epidemiology and herd health explained to them. They also receive fundamental training in reproduction and obstetrics as well as medicine. These activities take place in the teaching hospital, on farms via the ambulatory clinic and in the clinical skills lab. The structure of the curriculum in the fourth year involves the entire year group receiving lectures during the first part of the week and clinical training at the end of the week for small groups. These skills combined

with surgery and therapeutics are then further developed in the final year of the course.

3.1.4.2. Analysis of the findings/Comments

The time devoted to practical clinical training and the development of core clinical competences is satisfactory with regards to obtaining the absolute minimum of the D1Cs in food producing animals. The students are exposed early to hands-on practical training, which although not clinical is essential as many students are unfamiliar with the food producing species and farming practices. The familiarity developed reduces students' cognitive load when learning practical clinical skills and developing clinical reasoning later in the course improving learning.

The core clinical training is fragmented. The structure of the curriculum is such that, for example in the fourth year students' weeks are split between lectures and rotating practical clinical training which means that students have often not received the relevant theory before having the practical session meaning that valuable practical teaching time is not optimised fully. Consequently, despite exceeding the ESEVT indicator for minimal time spent teaching core clinical practical skills the structure, and comparatively low case load (discussed in Chapter 5 of the report), means the student experience and learning is not optimised.

The system of voluntary students in the clinic and the exceptionally positive, open and friendly relationship staff and students have undoubtedly, in part, ameliorated these challenges.

The findings in the this section are echoed in the companion animal clinical training (3.1.3)

3.1.4.3. Suggestions for improvement

It is suggested that the structure of clinical training is considered as a whole and the changes outlined in Standard 3.1.3.3. are considered. Also see Standard 3.1.1.4.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

The Veterinary Public Health (including Food Safety and Quality) topics are arranged in different areas with 332 hours according to the following distribution: lectures - 164 h, seminars - 20h, supervised self-learning - 11 h, laboratory and desk-based work - 32 h and non-clinical animal work - 105 h. In the 7th semester, three modules in inspection of food of animal origin: meat inspection and control; practical work in slaughterhouses (focused practical training consisting in solving inspectional cases and examination on organs with lesions from slaughterhouses of equines, bovine, sheep and pigs) and inspection and control of fishery products (focusing in evaluation of freshness and identify species of fish, crustaceans and other seafood products) are performed. In the 8th semester, there are 2 modules: food hygiene and technology and industries and foods of animal origin (microbiological analysis of food of animal origin and developing an HACCP system for food production). Starting from the end of the 8th semester, students participate in practical training on the inspection of food animal origin. These activities are carried out in public health protection agencies and the student, under the supervision of an official veterinarian (tutor), follows the activities carried out by official veterinarians: ante-mortem and post-mortem inspection at slaughterhouses, audits in food production facilities, official sampling and inspections of food services activities. In the courses of Veterinary law, Forensic medicine and veterinary legislation, Zoonoses of inspectional interest and Zoonotic infectious diseases there are, also, included specific Veterinary Public Health (including Food

Safety and Quality) topics. Also, there is an elective course regarding the role of the veterinarian in the field of food of animal origin.

3.1.5.2. Analysis of the findings/Comments

The exposure of students to a series of real-life situations, in order to achieve the Day One Competences in the field of Veterinary Public Health is commendable. This is achieved by the large numbers of partnerships, so the students participate in ante-mortem and post-mortem control activities in slaughterhouses, control in meat, dairy, and egg processing units. Also, during the courses and practical works, the students are involved in microbiological analyses and in developing HACCP plans for different animal products industries.

3.1.5.3. Suggestions for improvement

None.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

The main objective of the VEE for the VMDP is to offer comprehensive, ethical, research-based, and evidence-based veterinary training in line with the standards of ANVUR and ESEVT. A key goal of the VEE is to provide students with training that ensures compliance with ESEVT D1C establishing the foundation required to enter the veterinary profession. A guiding principle of the VEE's vision is having respect at the core of veterinary medicine, guiding how animals, clients, colleagues, and communities must be treated, i.e. with dignity and compassion. The VEE's three-year development plans set an objective promoting knowledge of the professional world, technology transfer and exploitation of research results in the student community. Workshops are planned over the next three years.

Students receive 20 hours lectures in professional ethics and communication, 20 hours lectures in animal welfare, and 16 hours in animal ethology.

Students interface with veterinary practitioners right throughout their training. Since relocating to the Lodi area in 2019, the VEE has been committed to strengthening its net-work with private and public associations, as well as independent practitioners, in the region. 81% of the academic staff involved in veterinary training are veterinarians. This ensures that most core teaching is delivered by qualified veterinary professionals. The VTH currently employs about 45–50 contracted practitioners. Veterinary practitioners are recruited and contracted to participate in both intra- and extramural core clinical training (CCT) activities and in operating the VTH clinical, diagnostic, and 24/7 emergency services.

Soft skills are developed from the early years of the curriculum. Oral exams are also conducted and applied to evaluate problem-solving abilities and communication skills. Students are also exposed to practical training opportunities throughout preclinical and clinical years. Core clinical exercises/practicals/seminars carried out prior to the start of the clinical activities are designed to prepare students for further clinical practicals, providing them with an exposure to real veterinary life situations right from the 1st year of the VMDP.

Students have the opportunity to engage in self-learning practical activities in the Skills Lab and Osteology Lab, or by volunteering to assist the VTH or laboratory activities. The availability of animal shelters has provided opportunities for improvements. The student gets an opportunity to assess each patient, carries out a full physical examination, the checking of microchips and

the registration of patients in the identification system. They also carry out procedures such as the withdrawal of biological samples (blood, faeces, urine, saliva, ear wax, and fur) when involved in extramural activities such with the ambulatory clinic (AC). The AC provides students with an opportunity to interface with on-field veterinary medicine, and thus begin to integrate into the working sector, as well as learn cutting-edge veterinary knowledge and techniques.

In the updated curricula (H15of2 and H15of3), students progressively develop practical veterinary skills through the preprofessional practical training (PPT) starting in the 1st year. Practical skills are also assessed throughout the curriculum. For the cohort of students enrolled in AY 2024-2025, the OSCE was introduced in the first year of the curriculum to assess handling skills on farm animals and horses. Clinical practical skills are assessed during the last two years through written, oral, practical exams or a combination of these, with the objective of verifying clinical reasoning, clinical workup and communication skills in the management of clinical cases.

In order to complete the program and be admitted to the final thesis discussion exam, the student must have passed all the integrated course (IC) examinations, proved English knowledge, completed the PPT, proved to have acquired the D1Cs, and written and defended a graduation thesis. In addition, students enrolled in the H15of3 curriculum must have passed the practical assessment test (PAT) to sit the final thesis discussion exam.

3.1.6.2. Analysis of the findings/Comments

Professional knowledge is embedded in the curriculum from the first year to the 5th year.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4 Decision

The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching 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 lifelong learning.

3.2.1. Findings

The VMDP is competency-based and designed to achieve objectives defined by national regulations (Ministerial Decree 1649/2023), aligned with the EAEVE D1C and informed by stakeholder feedback via the Standing Steering Committee (SC). Course syllabi specify learning objectives and expected outcomes and are updated annually by teaching staff through the UNIMI digital platform.

Quality assurance of teaching and learning is coordinated through the JSSC, which reviews course syllabi and student feedback annually, compiles an annual report, and proposes corrective measures. These are discussed and approved by the Veterinary Medicine Academic

Board (VMAB) and DC, with follow-up monitoring in subsequent cycles.

Following the 2023 decree, the Academic Committee (VMDP AC) and JSSC jointly reviewed all course syllabi for alignment with new requirements. The VEE provides suitable facilities and learning resources, including classrooms, laboratories, libraries, and Skills and Osteology Labs that support both structured teaching and self-learning. Students can further develop practical and professional competences through voluntary engagement in VTH and laboratory activities. The curriculum incorporates multiple active-learning strategies and opportunities for self-directed study. From the second year onwards, students undertake literature reviews, group work, and case discussions, while later courses emphasise problem-solving and clinical reasoning. The 36-ECTS Pre-Professional Training (PPT) module prepares students for workplace challenges and career planning. The final thesis requires independent research and critical appraisal of scientific literature, supported by training in database searching and reference-management tools provided through the University library system.

3.2.2. Analysis of the findings/Comments

The study programme is outcomes-based, aligned with national and European frameworks, and promotes self-learning and lifelong-learning skills within a structured QA environment.

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

The educational aims and programme learning outcomes (PLOs) of the Veterinary Medicine Degree Programme are defined by national regulation and aligned with EAEVE D1C and ANVUR requirements. PLOs are set at programme and Integrated Course (IC) levels and are detailed within each course syllabus.

The curriculum is designed to ensure alignment between content, teaching, learning, and assessment and is reviewed through established QA procedures. The Annual Study Programme Data Sheet (SUA-CdS), Annual Monitoring Report (SMA), and five-year Cyclic Review Report (RRC) provide the framework for ongoing self-assessment and revision. These documents include indicators on student progression, graduate employability, and satisfaction, and inform curriculum review at the VMAB and DC.

Feedback from students, staff, and stakeholders (via the Standing Steering Committee and Student Opinion Surveys) contributes to ongoing curriculum development. The Committee for EAEVE Matters (CEM) ensures alignment with ESEVT standards, while the Review Group analyses ANVUR indicators and proposes corrective actions.

Learning outcomes are communicated to staff and students through published syllabi, discussed at the start of each semester, and revised based on feedback. Revised versions are uploaded to the VMDP website and the University platform (UNIRE).

Competence-based evaluation is applied across all courses to ensure achievement of D1Cs, supported by practical assessments and through student e-logbooks. Indicators monitored annually by ANVUR confirm the achievement and national benchmarking of outcomes.

3.3.2. Analysis of the findings/Comments

The VEE's learning outcomes are cohesive, competence-based and aligned with EAEVE Day One Competences. They are embedded at programme and course levels, clearly communicated through published syllabi and digital platforms and supported by assessment approaches. Regular monitoring through annual reviews, cyclic evaluations, ANVUR indicators and stakeholder feedback ensures that these outcomes remain relevant, coherent and are achievable.

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 reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

The VEE has a clearly defined committee structure for the management, oversight, and quality assurance of the curriculum, in compliance with national legislation and EAEVE requirements. The process involves several formally constituted committees with effective student representation.

The Veterinary Medicine Academic Board (VMAB) is the central body responsible for reviewing reports, discussing proposals, and elaborating curriculum changes, which are then submitted for final approval to the DC. The Review Group (RG) monitors indicators of programme performance and drafts both the Annual Monitoring Report (SMA) and the Cyclic Review Report (RRC). The Academic Committee (VMDP AC) proposes curriculum improvements, while the Pre-Professional Training Committee (PTC) evaluates extramural facilities and analyses feedback from student placements. The Standing Steering Committee (SC) ensures alignment of the

curriculum with evolving professional standards. The JSSC plays a key role in monitoring the degree programme, identifying potential issues, and preparing an annual report for consideration by the VMAB and DC. Students are required to complete the Student Opinion Survey before each exam, and results are used to inform curriculum improvement.

Curriculum content, learning objectives, teaching methods, and assessment approaches are published in the syllabi on the VMDP website, freely accessible to students and stakeholders. The annually updated SUA-CdS serves as a key tool for ongoing self-assessment and revision.

3.4.2. Analysis of the findings/Comments

The VEE operates a clear, well-structured committee system with effective student representation and defined reporting lines. Committees collectively oversee curriculum design, delivery, assessment and quality assurance. Performance data and stakeholder feedback are reviewed and cyclical curriculum evaluations are conducted that lead to documented improvements. Curriculum information is transparently published and the governance structure ensures staff development needs are addressed and decisions are formally communicated through the VMAB and DC.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.

EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.

EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ))). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings

Students can choose the subjects of their EPT among four options offered by the VMDP: basic science, clinical science in companion animals, clinical science in food-producing animals and Veterinary Public Health. The EPT is carried out in the 10th Semester between March and April and therefore does not replace the Core Clinical Training (CCT).

3.5.2. Analysis of the findings/Comments

The EPT provided at the VEE complements and strengthens the students core theoretical and practical academic education. It also enhances the students' experience, professional knowledge and soft skills.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

The agreed EPT are managed as elective further clinical training by the VEE academic teaching staff. A list of the staff with responsibility is contained in table 3.6.2 of the SER.

3.6.2. Analysis of the findings/Comments

Teaching staff take responsibility for organisation and supervision of the EPT.

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

Students are encouraged to prepare independently in order to participate actively in the activities with the teacher. They also produce reports and/or presentations that will be discussed with both teachers and peers. Student attendance, skills, and competences acquired are recorded in personal logbooks. As with all VMDP courses, students can submit suggestions, comments, and complaints regarding EPT either officially or anonymously through a variety of channels.

3.7.2. Analysis of the findings/Comments

Students take responsibility for their own learning during EPT and keep a logbook. There is a complaints system in place for students to use as appropriate. Quality is monitored and assured by the VEE.

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 at all relevant sites where theoretical, practical and clinical education takes place. The 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 including students with a disability, and EU animal welfare and care standards.

4.1.1. Findings

The VEE was transferred in 2019 to the city of Lodi, around 30 km from Milano. It is easily accessible by road or by train, being located 3 km from Lodi's city centre and 2.6 km from the railway station, with connecting buses.

The buildings are organised around three main groups that are very close to each other:

- A group of three connected buildings. The first two contain all didactic facilities: lecture rooms, self-learning rooms, premises for group work, teaching labs, computer rooms, library, museum and spaces dedicated to students including canteen and cafeteria. The second hosts the departments.
- The VTH, divided into three clinics (small animals, production animals and equine), the diagnostic labs, the skills lab and the necropsy facility.
- The teaching farm (ETZU).

The newly built campus offers an excellent, modern and comfortable working environment. It is well-equipped with internet access across all facilities (100% WiFi), providing students and staff with free, unlimited Wi-Fi through UNIMI credentials. Compliance with health, biosecurity, and accessibility regulations ensures a safe and inclusive environment. Financially, the VEE's operations, maintenance and development are governed by budget allocations from the University of Milano, supplemented concerning the VTH and the teaching farm by the revenue generated by the services.

Biosafety measures, including biosecurity, protocols for fire safety, pest control, and radiological safety, are diligently maintained, using a very well-defined set of pictograms, posters and floor markings homogeneously distributed throughout the campus. A system of QR-Codes systematically allows people (including animal owners if they wish) to have a direct online access to the corresponding manual.

Waste management follows stringent regulations, and the ethical use of animals in education and research is strictly regulated, requiring approval from relevant ethics and welfare committees.

The UNIMI has a well-defined maintenance programme of the buildings and dedicated people are based in the Lodi campus in order to allow daily operations. The maintenance of outdoor spaces and plantations is outsourced by contract with a dedicated company, under the close supervision of UNIMI services.

4.1.2. Analysis of the findings/Comments

Due to the recent opening of the new buildings, lifts, mobile desks and laboratory benches allow general accessibility to people with motor restrictions.

The quality of the working environment offered to students and staff is highly commendable. The design of the different buildings do not firstly reflect the vision of the architects, but the needs of the students and staff, in order to avoid any misconception.

The systematic and professionally designed signage system is also commendable, providing everywhere the same set of pictograms and posters, leading to an homogeneous and obvious culture of safety and biosecurity.

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 and size, equipped for instructional purposes and 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 teaching and support staff to support their teaching and research efforts.

4.2.1. Findings

The facilities for lecturing at the VEE accommodate more than 2000 places across the buildings, with 3 meeting rooms providing 75 places. Classrooms and seminar rooms are well-equipped with audio-visual, videoconferencing, video recording, and streaming equipment, alongside necessary software in computer classrooms.

For practical work, there are nearly 500 seats, including the anatomy lab, the osteology lab and the Skills lab. The latter is allowing simulation-based training in animal medicine and surgery, propaedeutics, and obstetrics and reproduction, featuring various models and simulators for a wide range of techniques. However, the room is already crowded with the different workshops and manikins. There is no room dedicated to a workshop for the manufacture and repair of the inert models and manikins, sheltered from students, which leads staff to do it at their own homes.

There are also premises for catering, numerous locker rooms, accommodation for on-call students and leisure. The very large library offers 261 study places with additional common spaces for group work, and other rooms allowing very calm and silent student work. Food services include a cafeteria with 200 seats, outdoor terrace, vending machines, dining rooms for staff, and microwave areas.

Facilities also feature well distributed and maintained toilets and 15 showers across the buildings and an accommodation for on-call students with 5 double rooms and one single room. All kinds of staff, temporary or permanent, are distributed into more than 200 offices and 212 research laboratories. The offices are in the department building distributed on four floors. Additionally, 10 meeting and lunchrooms are available.

In the VTH, the PROVET® Cloud software is used for medical records, billing, pharmacy control, and scheduling appointments. As a cloud software, it allows a distant access for people having the relevant login/passwords and rights, making it easy to use for distant activities.

4.2.2. Analysis of the findings/Comments

The number and size of the different teaching facilities and other instructional spaces are largely sufficient and well-equipped for all kinds of educational activities. The number of seats in the food-service facilities, at least at certain lunch hours, is not sufficient, leading students to sit in the stairs for lunch.

4.2.3. Suggestions for improvement

In order to assure student catering it is suggested to increase the capacity of the dinner area or procure additional facilities.

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
- take into account environmental sustainability
- be designed to enhance learning.

4.3.1. Findings

The teaching facilities at the VTH and the ETZU include housing and allocations for various animals utilised in teaching across buildings that are very close to each other. The hospitalisation premises have 15 cages for small dogs or large dogs, 24 cages for cats, 7 for small exotic mammals and 2 terraria. The three stables for horses can accommodate a total of 26 horses. In addition, 5 boxes are devoted to gamma-scintigraphy with specific effluent collection systems. The bovine clinic is designed to host 18 cows, 28 calves and 10 small ruminants. There are also 8 multiple pens for pigs. All these facilities are modern and designed to take into account animal welfare.

Healthy animals, owned by the VEE, are not housed in the VTH, except for horses. All other healthy production animals are maintained in the ETZU. Healthy dogs and cats are available outside the VEE in shelters managed by animal protection associations. The farm is divided into units for specific animal species. The pig building covers gestation/lactation (8 farrowing crates), post-weaning (2 rooms), and growing/fattening. It includes a room for boar semen collection and a research space with metabolic cages. The poultry building offers 9 controlled rooms as well as an area for artificial egg incubation. The aquaculture unit is reserved for research and is equipped with 18 400L tanks and 6 900L tanks.

The bovine unit is split into a dairy cattle (up to 76 cows and 12 calves) and a beef cattle (up to 50 animals) areas. Another unit housing 16 dairy cows is dedicated to research projects. The University also owns a dairy cattle farm, located 20 km abroad and housing 180 lactating cows,

that can be used for teaching by the VEE. Different tools to provide animals with environmental enrichment are in use in the relevant barns or plants.

Two additional buildings, one for large animal experiments and the other for classical laboratory animals, are managed by the University. Students are not allowed to enter.

Outside, there are 30 bee hives.

The VEE also runs a food processing plant including feed technology, milk processing and mechanisation, bioengineering, meat processing, sensory analysis and honey collection and processing.

4.3.2. Analysis of the findings/Comments

Except the two laboratory animal buildings, students are welcome everywhere during their mandatory or volunteer shifts, with enough changing rooms and lockers. Specific clean and disinfected boots are provided in the relevant facilities, avoiding students walking across the campus with dirty boots.

The premises, corridors and outdoor areas are very well maintained, systematically cleaned and, when necessary, disinfected. Chlorination and effluent recycling tanks are used for this purpose in the isolation facilities, the necropsy hall and in the farm.

4.3.3. Suggestions for improvement

None.

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 the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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 exceed the best available clinics in the private sector.

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings

The VTH operates both as a first opinion and a referral centre, the percentage being as follows:

		First opinion	Referral
Small animal clinic	Small companion animals	56%	44%
	Exotics and non-conventional	76%	24%

Equine clinic		30%	70%
Production animals clinic	Cattle	60%	40%
	Sheep, goats and alpacas	80%	20%

The VTH can accommodate all students involved in practical activities and hands-on training, ensuring the best care and management procedures for patients. The VTH is well-equipped with state-of-the-art clinical services equipment across various areas, ensuring comprehensive care and advanced learning opportunities.

The small animal clinic runs on a 24/7/365 basis. It covers an area of approximately 900 m² divided into 4 operational areas: consultation, surgery, service (endoscopy, dental care, cardiology, ultrasound, intensive care unit, chemotherapy, drug storage, neonatology and hospitalisation). The surgical blocks, on positive pressure, are topped with sloping bay windows, which allow students to watch the procedures from the first floor. Moreover, the scialytic lamps carry video cameras that allow the close-up view of the operating plans on remote screens, including in lecture halls.

The large animal clinic is around 2,800 m² wide and comprises the clinic for ruminants and swine, the equine clinic and a mutualised large animal surgical area. Different protocols and areas are used according to the animals' status (without infectious disease, class 1-2 or class 3 diseases). The ruminant and swine clinic works 7/365 during opening hours and on-call for night duties. The equine clinic runs 24/7 all throughout the year. It provides high standard services, including a sports medicine service using a high-speed treadmill, resting and dynamic endoscopy, Holter recording, and dynamic blood gas analysis.

The VTH buildings are organized in such a way that the diagnostic imaging department can easily accommodate small and large animals. Inside, there is a conventional digital X-ray machine, a 16-slices CT, a 0.18 T MRI and a gamma-camera allowing both planar and SPECT examinations.

4.4.2. Analysis of the findings/Comments

The small animal intensive care unit is small in size and only accommodates a maximum of three animals at the same time. However, it is very functional and well-equipped.

The large animal clinic (both equine and ruminant) is large, clean and well-adapted to the needs. The arrangement of the main entrances and the use of netting on most ceilings prevents the entry of wild birds, especially pigeons, which limits the spread of pathogens.

In all consultation and surgery rooms, computers with classic or mural screens allow easy access to the medical recording software (PROVET® Cloud). This software is considered not totally satisfactory by some academics as it is a commercial software mainly designed for private clinics, without some functionalities devoted to research, and lacking an easy way to provide dashboards with instant actualisation in order to closely monitor the clinical activities. However, as a medical record system, including the name of students in charge of a given case, it works quite fine.

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 clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

4.5.1. Findings

Most clinical equipment is recent or new, providing the best diagnostic and therapeutic services and an excellent teaching environment. The MRI and the gamma-camera are quite old but in working condition.

The pharmacy is small but adapted to the needs, with totally secured access to controlled drugs. Students cannot access.

The necropsy hall is allowing necropsies in all species, a hoist allowing the circulation of whole bovine or equine carcasses if necessary from outside to the room and to the large fridge/freezer area. All autopsy tables are easily washable and have large casters, allowing for easy movement and cleaning of the room.

4.5.2. Analysis of the findings/Comments

The only room that is not perfectly clean in the necropsy facility is the refrigeration compartment, whose floor is damaged in places, making cleaning and disinfection more difficult.

4.5.3. Suggestions for improvement

It is suggested to plan the renovation of the floor in the refrigerated storage room in the necropsy facility.

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 the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

4.6.1. Findings

Premises for infectious small companion animals (dogs, cats and exotic pets), equine and farm animals are in dedicated and separated areas of the VTH. The dog room is designed for 3 small dogs and 2 medium dogs or one large dog. The cat room capacity is 12 cats. The large animal isolation facility contains 3 boxes for ruminants or pigs and 4 boxes for horses. In the equine isolation facility, there is also a large examination room, equipped with a horse stock and dedicated examination tools.

All rooms are adequately ventilated through forced airflow with HEPA filters. All materials are stainless steel and disposable. The clean/dirty circuit for staff and students is appropriate with dressing rooms equipped with lockers according to biosecurity measures. A bench is installed

across the changing rooms, blocking any direct passage to the controlled area, thus allowing a total separation of the clean and dirty circuits.

4.6.2. Analysis of the findings/Comments

The isolation facilities for all species are commendable.

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 practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

4.7.1. Findings

The VEE has contracted 10 to 12 practitioners covering equine, ruminant, and swine clinics, utilising private vehicles for farm visits. It runs once a week, each group of students being involved three times. The activity mainly focuses on veterinary public health, population medicine and production performance records during the 9th semester and to classical field cases of individual medicine/surgery during the 10th semester. From the last academic year, a dogs/cats ambulatory clinic (shelter) has been launched, involving 3 staff members and 4th year students.

During these sessions, the student's activities are recorded and signed by the academic staff supervisor. These records have to be related to the D1Cs and transferred into the student's e-logbook.

4.7.2. Analysis of the findings/Comments

The VEE has also contracted with extramural dogs and cats shelters controlled by vet officers, allowing students to perform different activities including cat and dog sterilisation.

The numerous equine cases seen by the students during the different extramural activities under contract practitioners supervision compensate for the decrease in the number of intramural cases (see standard 5.1.1.).

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.

4.8.1. Findings

Students are mainly transported with the same 9 seat van that is used for the ambulatory clinic,

making it difficult to organise the different trips during the week.

The VEE owns a large animal ambulance, managed with disinfection procedures by qualified staff members. However, in most cases, animals are transported by their owners.

Cadavers and organs are transported with a specifically designed vehicle in agreement with the EU regulations. Transportation inside the VEE is carried out with a kind of painted steel trolley, which is quite old and shows large zones with oxidation.

4.8.2. Analysis of the findings/Comments

The vehicle for live animal transportation, despite being old, is in good condition with movable stainless steel partitions. The only possible point of improvement is the kind of mattress hung on a wall that can be used to take large animals unable to stand upright. This mattress is difficult to clean and disinfect.

The 9-seat minibus is the only vehicle allowing student transportation. An additional minibus would be welcome.

4.8.3. Suggestions for improvement

It is suggested to buy a second 9-seat minibus. It is also suggested to replace the trolley used for transporting large animal cadavers with a stainless steel trolley that avoids possible effluent leakage and is easy to disinfect.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of 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 regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

The VEE is managing the different operational policies and procedures at the University level, the VEE's level and in its different and relevant parts like VTH and ETZU. The biosecurity manual is comprehensive and available on the website. On the different posters displayed anywhere in the campus, QR-codes are pointing to the relevant pages of this manual.

All staff working at the VEE have to participate in specific training according to their different activities (office, laboratory, clinical at the different risk levels).

From the first year, students have to participate in an e-learning course organised at the UNIMI level, called General Training Course for Workers (around 4h), with a final quiz. At the end of the 2nd year, they also must attend a 16h e-learning course called Specific Workers'.

All relevant procedures are properly displayed everywhere needed. In the VTH, access to the different operational areas is coded by a colour system with signage to designate different zones. The red zones have a strictly limited access to staff and students on duty and with specific equipment.

In the small animal clinic, students and staff must wear scrub sets (tops and trousers). Three types are defined, using different hues of colour: a pale colour for students, a midtone colour for

technical staff and a dark colour for clinicians. For each type people can choose within two colours. This makes it easy to quickly recognize who is doing what. These scrubs are forbidden in the didactic buildings.

All safety and biosecurity aspects are monitored and periodically reviewed via different committees, especially the QA committee and the biosecurity committee.

4.9.2. Analysis of the findings/Comments

The culture of biosecurity, among staff and students, is obvious and commendable (see standard 4.1).

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, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

The number of cases and variety of cases seen exceed the minimum thresholds established in the ESEVT Indicators. However, in a number of areas the minimal values are barely exceeded. The number, and type, of cases are recorded and a system is in place to correct deficiencies.

The students have sufficient access to cadavers and necropsy material. The VEE has invested heavily in models to reduce the numbers of pathological specimens to achieve adequate learning outcomes. Reuse of materials between years groups also ensures that maximum teaching benefit is gained from material. Teaching is also scheduled in such a way as to minimise necropsy material and maximise learning outcomes.

The low but sufficient number of clinical cases has already been covered in Standard 3.1.1.4. It should be noted that in the academic years preceding the visit the region around the VEE has experienced some challenges related to notifiable disease, namely African Swine Fever, Bluetongue and Avian Influenza. The former has resulted in the VEE not being able to visit pig herds or receive pig cases at the VTH, as they previously have done. This has been compensated by the production of some videos and virtual herd. Similarly Avian Influenza has necessitated virtual flock visits.

Bluetongue has posed a challenge to the running of the VTH, the presence of an infected patient in the hospital caused temporary movement restrictions to be placed on the VTH. The challenges of this disease to herd visits and extra mural practice are limited. There is an increasing number of small ruminants entering the VTH, which is positive. This also demonstrates that small ruminant farms are present in the area surrounding the VEE. However, no visits were made to small ruminant farms extramurally.

The number of cattle entering the VTH has fallen by approximately half from the first reporting year. This has been partially compensated for by an increase in the number of cases seen in extramural practice. The extramural equine practice has decreased dramatically from 162 cases in 2022/3 to 30 in 2023/4 and 62 in 2024/5. In 2024/5 the number of equids hospitalised at the VTH also fell by around 25%.

5.1.2. Analysis of the findings/Comments

The minimum thresholds have been met over the three-year period. However, the indicator thresholds have not been met for each individual year. Increasing the students' exposure to cattle via extra-mural practice is advised. Further, it is noted that the numbers of small ruminants entering the VTH have been increasing. However, no small ruminant flock visits have been made. Considering this and the reduction in the availability of porcine cases it is essential that the VEE tries to expand its activity on ruminant farms and other production animal enterprises. Increasing student numbers will also increase the pressure on the provision of adequate production animal clinical teaching material which is already at the lower end of the accepted range.

Whilst it is accepted that videos are useful and do provide an insight for the students it should be made clear that these do not replace the value of visiting pig or poultry farms.

The VEE recognises in the SER the need to increase exposure of students to equine cases. Exposure to these cases has fallen in recent years. This fall is likely to be associated with difficulties attracting equine surgeons to the VTH. The problem has partially been compensated for through agreements with external practitioners scheduling surgeries in the VTH. Hopefully equine surgeons will be attracted back to the clinic and cases will rise accordingly. If not, the VEE should consider looking at further extra-mural solutions to solve case exposure. The VEE is also aware that rescheduling some activities between semesters could positively impact student exposure, e.g. Equine theriogenology is most appropriate to study in the Spring not Autumn semester. Rescheduling such activities to maximise learning opportunities is suggested. See also Standard 3.1.1.

5.1.3. Suggestions for improvement

The VEE is therefore encouraged to increase their students' exposure to large animal cases. Efforts should be made to visit small ruminant farms/holdings. If the opportunities really are extremely limited, efforts could be made to target these visits to those undertaking production animal elective courses. Resources should be made available, e.g. videos/virtual videos, to allow all students to have knowledge of typical small ruminant farming practices.

Suggestions regarding curriculum design to maximise student learning have been made in Section 3 and therefore are not repeated here.

5.1.4. Decision

The VEE is compliant with Standard 5.1.

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 the supervision of teaching staff and follows the same standards as those applied in the VEE.

5.2.1. Findings

The provision of external practice forms an important part of the students CCT. Extra-mural studies are conducted in practices and with practitioners that are contracted to the VEE as

service providers. As a part of that contract educators are required to attend basic training courses in the principles of veterinary education and undergo similar feedback processes as academic members of staff. Audits are performed to ensure that extra-mural service providers maintain the similar standards to the VEE.

5.2.2. Analysis of the findings/Comments

The VEE has procedures in place to assure practical training performed away from the VEE are well aligned with that provided intramurally.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

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

5.3.1. Findings

The SER makes no direct mention of veterinary nursing skills or care, which is a little concerning. These skills are conferred in the PPT. The SER reports and the onsite visitation confirmed that students are active in case work up, problem solving, decision making and treatment planning.

5.3.2. Analysis of the findings/Comments

The onsite findings confirm that the students are taught nursing skills and are closely involved in the decision-making process.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

5.4.1. Findings

Intra-mural cases are recorded in a computer system which contains full details of each case and is searchable at the individual level. Records from the VTH include a well-functioning PACS. The staff often record additional images in the case notes to be accessed and used for case-based teaching activities. Records of extra-mural cases are recorded at a more limited level and in a format which would not be useful for research purposes. It is accepted that these cases seen extra-murally are often under the care of external practitioners. Systems are in place to record and review the cases seen. 'Dashboard' metrics are not available.

5.4.2. Analysis of the findings/Comments

The Provet system used does allow for retrieval of cases including diagnostic images. The staff

appreciate this and record additional information and images so that past cases can become future teaching material.

A weakness of the system is that data from cases have to be extracted on a case-by-case basis meaning it is very inefficient for anything other than small (student) studies.

Records of extra-mural cases are not extensive and not available for extraction in a form that would be useful for meaningful clinical research. However, the good level of records maintained in the clinic compensate for this.

5.4.3. Suggestions for improvement

Consider developing add on software to allow dashboard overviews and aid larger scale data extraction.

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. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. 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, together with basic English teaching if necessary.

6.1.1. Findings

The VEE promotes an engaging, student-centred approach as the teaching and research opportunities are provided through both face-to-face and virtual learning. The virtual learning is managed by CTU - Centre for Educational Innovation and Multimedia Technologies and by Faculty Development. There are several platforms that can be used by both teaching staff and students such as: JOVE, AMBOSS, WOOLAP, MyAriel (online teaching platform). The hands-on activities, in agreement with the concept “never the first time on live animals” are performed in the Skills Lab and Osteology Lab. The library runs several services: BiblioHELP, the digital Catalogue Minerva. The Veterinary Medicine library is part of the Biomedical Area Library and has a Scientific Director and Deputy, which are in permanent connection with the scientific director for selecting and purchasing new publications. Also, there are available asynchronous courses, such as BiblioDOC and PubMed, that support users in drafting reports of final thesis.

6.1.2. Analysis of the findings/Comments

The range of different e-learning and traditional library facilities is commendable. The VEE is in accordance with the Standard.

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 a qualified IT person, an e-learning platform, and 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 Veterinary Medicine library is included in the National Library Service and is part of national and international library associations (AIB, EAHIL, ISKO). The staff of the library consists of 5 persons (2,5 FTE) with proper qualifications. The library has 68,000 volumes with a large historical archive containing 600 veterinary medicine, human medicine and natural sciences publications. The library has a space of 1,506 m² with 244 seats and 28 informal seats and 7 computers. The IT facilities are represented by free internet access (Wi-Fi/Eduroam access) with personal credentials for all students, teaching and research staff, two computer laboratories with 75 computers and the facilities described at the library section. The e-learning platform, MyAriel, contains all the learning resources and can be easily accessed by students and staff.

6.2.2. Analysis of the findings/Comments

The VEE offers good access to the online resources, and the library has a huge number of publications.

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, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

6.3.1. Findings

The Digital Library enables all students and staff to access a large number of electronic resources, with more than 1,235 e-books and e-journals in the field of veterinary medicine and animal sciences and more than 810,000 titles in other fields. Also, the Digital Library includes 270 bibliographic and full-text databases and offers a single interface for searching the collection of resources. The Osteology Lab has 75m² and a capacity of 35 students and has both bone preparations from different species and a 3D virtual anatomy software. The Skills Lab has a surface of 121m² and a capacity of 25-30 students. The training stations include more than 40

procedures, such as: diagnostic imaging, preparation and surgical instruments, suture kit, small animal blood collection and injections, multimedia station and electronic prescription, small animal handling and bandaging, horse handling and blood collection, biosecurity in livestock farming, cattle handling and blood collection and swine handling. The students have access for self-learning from 2pm to 6pm from Monday to Friday, with previous booking. Teaching staff can accompany students to the Skills Lab from 8.30 am to 6 pm for practical training.

6.3.2. Analysis of the findings/Comments

The VEE utilises digital tools and models in training and prepares the students for learning clinical and other skills on live animals and in real life situations. There are mechanisms in place to evaluate the innovative learning resources by students.

6.3.3. Suggestions for improvement

In order to improve the Skills Lab activity further, it is suggested to consider to increase the staff and to relocate the skills lab to a larger room. Also see Standard 4.2.1.

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 the educational programme in all advertisements for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

The VEE demonstrates that it applies pre-defined and published regulations covering all stages of the student life cycle, including admission, progression, and certification. Information relevant to prospective and enrolled students is made publicly accessible through multiple institutional platforms. These include the UNIMI website, the VEE’s dedicated webpages, and the national University portal, which collectively ensure transparency and accessibility of information regarding the VMDP.

Two principal documents – the VMDP Academic Regulation and the Manifesto degli Studi – govern and describe all key aspects of the programme, including learning outcomes, curriculum structure, admission requirements, progression rules and graduation requirements. These documents are available online and are updated annually prior to the start of each academic year.

Separate Manifesti degli Studi are produced for each of the three active VMDP curricula (H15of1, H15of2, H15of3), reflecting the ongoing multi-cohort structure of the programme. The Manifesto provides comprehensive information for students, including details on course learning objectives and outcomes, administrative procedures, international mobility opportunities and a detailed breakdown of all learning activities and associated ECTS credits. Contact details of key academic and administrative staff (including international mobility coordinators, disability support tutors, etc.) are clearly indicated.

Information for prospective national and international students is also made available through the University portal. This platform serves as a centralised source for information on admission tests, tuition fees, scholarships, and degree programmes across all Italian universities, and enables direct registration for the veterinary admission test and retrieval of scores.

The VEE also provides targeted orientation activities and outreach initiatives aimed at facilitating informed student choice. The University Open Day is an annual event at which the VEE hosts a stand providing information about the veterinary programme. Area meetings for prospective students are organised annually at the Lodi site and include guided tours of the teaching and clinical facilities. The VEE participates in national student fairs where UNIMI representatives offer guidance on university study options. All events are publicised via the UNIMI and VMDP websites, Centro per l'Orientamento allo Studio e alle Professioni (COSP) communications, and various media channels.

Overall, the VEE demonstrates alignment with the requirements of Standard 7.1 through the consistent publication of comprehensive, accessible and updated information for prospective and enrolled students. This is supported by transparent regulatory frameworks and active orientation initiatives. Quantitative data on student enrolment indicate relatively stable numbers across recent academic years.

7.1.2. Analysis of the findings/Comments

The VEE consistently applies pre-defined, published regulations governing all stages of the student life cycle. It ensures that accurate and comprehensive programme information is readily accessible to prospective and enrolled students. Key regulatory documents are updated annually and clearly outline admission, progression, and graduation requirements. Information is widely disseminated through institutional websites, national platforms and targeted outreach activities including Open Days, facility tours, and student fairs. Formal cooperation and mobility opportunities are clearly advertised, demonstrating full transparency and alignment with the standard.

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

Admission to the VMDP is subject to a national quota system regulated by the Ministry of Universities and Research (MUR). Annual student numbers are proposed by the VEE and set by ministerial decree with specific quotas for EU and non-EU students. These quotas take into account national workforce planning, available institutional resources, and consultation with stakeholders.

At the VEE, enrolment was approximately 90 students per year until AY 2021/2022 and has since increased to 105 per year, including up to five places reserved for non-EU students. The number of applicants remains consistently high (800–1000 per year), resulting in highly competitive

admission. All available places are filled each year. The student cohort is predominantly Italian, with fewer than 10 students from other EU countries and fewer than 5 from outside the EU. Male students represent approximately 20–25% of the intake, reflecting national trends in veterinary admissions.

The current admission quota (105 students) is appropriate for the available infrastructure and teaching resources at the Lodi campus. The facilities, staffing levels, and caseloads are supportive of effective small group teaching and practical training. The student-staff ratio is balanced.

Data on student admission, progression, and welfare are centrally managed through the UNIMI database and are accessible to relevant staff via the intranet. Graduate data is maintained by the Lodi Academic Secretariat.

Student progression and graduation data show a steady throughput and an improving trend in the duration of studies. The transition from the former H08 curriculum to the revised H15 structure has resulted in improved academic progression and reduced attrition. The proportion of students taking more than three additional years to graduate has declined markedly. The effects of subsequent minor curriculum adjustments (H15of1 to H15of2) will become evident from AY 2025/2026 when the first full cohort completes within the scheduled timeframe.

The VEE also maintains an extensive postgraduate training portfolio. Postgraduate enrolments are aligned with staff expertise and available clinical and research resources.

Overall, the student intake is proportionate to available academic, clinical, and infrastructural capacity, and the VEE demonstrates an evidence-based approach to planning and monitoring student numbers.

7.2.2. Analysis of the findings/Comments

The student intake is governed by a national quota system that aligns admissions with available staff, facilities, caseloads and learning resources. The current quota of 105 students matches the Lodi campus capacity and supports effective small-group practical training. Admission numbers are evidence-based and regularly monitored through institutional data, ensuring they remain proportionate to resources. Stable progression and graduation trends further confirm that student numbers are well matched to the VEE's academic, clinical and infrastructural capacity.

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

Admission to the Veterinary Medicine Degree Programme is centrally regulated by the Ministero dell'Università e della Ricerca (MUR) which determines both the number of students admitted to each VEE and the selection criteria. Admission is based on performance in a national entrance examination, ensuring consistency and transparency across all Italian veterinary schools.

Eligible candidates include EU and non-EU citizens holding or completing a secondary school diploma (or equivalent qualification). There is no specific requirement for a science-focused diploma. Admission requirements and procedures are published annually in the Manifesto degli Studi and on both the UNIMI and VMDBP websites.

The admission test format varied during the evaluation period: a paper-based national test in 2022, a computer-based online test in 2023, and a return to paper format in 2024. The examination comprises 60 multiple-choice questions to be completed in 100 minutes. A national ranking system determines admission, with a minimum threshold of 20 points (non-EU applicants abroad must score above zero). In the case of ties, ranking is resolved by subject score and then by age.

Students who obtain less than one-third of the maximum marks in biology and/or chemistry are admitted with an Obbligo Formativo Aggiuntivo (OFA). These students must complete online/self-study courses and either pass a final test or the 10-ECTS Basic Sciences Preparatory to Veterinary Medicine exam within the first semester. OFAs must be fulfilled within the first academic year otherwise, students must repeat the year. OFA regulations are set by the VMAB and published on the UNIMI and VMDBP websites. Students with certified disabilities or specific learning disorders are provided with adapted testing conditions such as additional time, assistive technologies and other approved supports in accordance with national legislation and published guidance.

Although the selection process is managed nationally by the MUR, a local selection committee is appointed annually by the Rector (on proposal of the VEE) to ensure proper local implementation particularly with respect to candidates with disabilities. The Committee includes academic staff and UNIMI administrative personnel.

Unsuccessful applicants may appeal to the Tribunale Amministrativo Regionale (TAR) regarding the application of national selection criteria. Admission criteria and test materials are made publicly available on the MUR, UNIMI, and VMDBP websites. Correct answers and test results are published transparently through the University portal.

Admission numbers are determined annually by the MUR, based on proposals from the VEE. Proposals consider available staff, facilities, teaching and learning resources and compliance with ESEVT Standards and indicators. The final quota also reflects consultation with the Federation of the Italian Statutory Bodies of the Veterinary Profession (FNOVI) and national workforce planning data. The VEE reports no plans to alter admission numbers in the coming academic years.

7.3.2. Analysis of the findings/Comments

The VEE's admission and progression criteria are nationally regulated, transparent and consistently applied through the MUR entrance examination and ranking system. Local committees ensure fair implementation and appropriate accommodations for applicants with disabilities, with all regulations and appeal processes publicly available. The VEE contributes to annual quota planning and provides feedback to national authorities, while OFA requirements help ensure student readiness, resulting in an equitable and regularly reviewed admissions process. The team notices that the Department has no input into the admissions process.

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

Policies and procedures are in place at the University of Milan to ensure that applicants with disabilities or specific learning disorders, as well as students with illnesses, are considered and supported throughout their studies. The University provides a comprehensive system of assistance and services designed to promote equality, inclusion, and social integration within the university community.

These services cover the full student journey from guidance in choosing a degree programme to assistance during admission tests and enrolment procedures. Once admitted, students may request a range of customised services through the dedicated UNIMI support structures. These are described in detail on a dedicated webpage, where clear guidelines are also provided for both students and teaching staff.

Within the VEE, specific protocols are implemented in collaboration with the central UNIMI services, to provide methodological adaptations to the educational programme as required. These adaptations and support are maintained for the duration of the student's academic career, ensuring that all students are given the opportunity to achieve the ESEVT D1C by the time of graduation.

7.4.2. Analysis of the findings/Comments

The VEE has implemented clear University-wide policies for supporting applicants and students with disabilities, specific learning disorders or illnesses. UNIMI provides structured guidance, examination accommodations and educational adjustments. The VEE works closely with these services to ensure appropriate support throughout the programme. These measures are consistently applied and documented enabling all students to progress toward the ESEVT D1Cs.

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

Progression criteria within the VMDB are established by the Veterinary Medicine Academic Board (VMAB) in accordance with the UNIMI Academic Teaching Regulations. These criteria are reviewed annually, discussed and approved by the VMAB and the DC and published for students in the Manifesto degli Studi available on institutional websites.

Progression is based primarily on the accumulation of a minimum number of ECTS credits, which differ slightly across the H15of1, H15of2, and H15of3 curricula. For example, students must earn at least 20 ECTS to progress to the second year and between 160–170 ECTS to progress to the fifth year, depending on the curriculum. Students enrolling in EPT in the 10th semester must also have completed all first to third-year exams and attended all ninth-semester classes. Students who do not meet progression requirements may re-enrol in the same year as repeat students. There is no limit on the number of re-enrolments, although the number of repeat students has remained consistently low over recent academic years (between 2-6 per cohort year).

Additional progression requirements include a minimum attendance of 70% of scheduled teaching hours to be eligible to sit examinations, and completion of all prerequisite (propaedeutic) courses before taking the associated examinations.

Graduation is dependent upon successful completion of all required examinations and clinical training components. H15of1 students must also pass the PAT, while H15of2 and H15of3 students must complete all mandatory tasks in their respective electronic logbooks.

Student progression and performance are monitored annually through the analysis of data on graduation rates, time to graduation and ECTS accumulation as reported by ANVUR and summarised in the Annual Monitoring Report (SMA). These data are reviewed by the VMDB Academic Committee (AC) and discussed at VMAB meetings.

Support mechanisms are in place for students experiencing academic difficulties. Tutoring, mentoring and counselling services are available through both the VEE and central UNIMI structures. These services are designed to assist all students, including those experiencing challenges with progression.

Attrition rates are low and stable. On average, 5–6 first-year students (8–9%) do not progress to the second year, most commonly due to transfers to other degree programmes in Veterinary Medicine or related health sciences. Attrition after the first year is approximately 1% per year.

Student feedback mechanisms are embedded within the Quality Assurance (QA) system through the JSSC and the VMAB allowing the VEE to identify and address concerns or barriers to progression as they arise.

7.5.2. Analysis of the findings/Comments

Progression regulations are clearly defined, formally approved and published annually, ensuring full transparency. Requirements such as ECTS thresholds, attendance rules, prerequisites and completion of clinical and logbook requirements are explicit and consistently applied.

Progression, attrition, and performance are systematically monitored through ANVUR indicators and annual reviews, supporting evidence-based decisions. Robust support and remediation opportunities help students to address difficulties. Low and stable attrition rates confirm the effectiveness of these processes.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings

Mechanisms for the exclusion of students from the programme are established centrally by the University of Milan in compliance with Italian law. The VEE has no authority to modify these regulations. According to the University's General Regulation, there are no academic progression restrictions that lead to exclusion: students may continue their studies indefinitely, re-sitting examinations as often as necessary and may register as off-course students or postpone graduation without limitation. Students can also re-enrol in the programme within eight years of their last completed exam without retaking the admission test, even if tuition fees have not been paid continuously.

Exclusion from the University may occur only as a disciplinary measure. General Regulation permits temporary expulsion for serious disciplinary offences. Students subject to such sanctions may appeal to the Regional Administrative Court. Similarly, candidates excluded from the national admission ranking list may appeal to the same court against MUR's selection criteria or decisions.

7.6.2. Analysis of the findings/Comments

Student exclusion and appeal mechanisms are clearly defined in the UNIMI's General Regulations. They are also publicly available and are applied in line with national law. While exclusion criteria are set centrally, transparent procedures for disciplinary sanctions and admissions-related appeals ensure clarity and fairness throughout the process.

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 for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.

There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings

The VEE provides comprehensive support for the physical, emotional, and welfare needs of students, aligned with the University's central structures and policies. Student services are available online and in-person. Information and access to administrative, teaching, and career services are centralised through two main online platforms: UNIMIA and the annually updated Guide to University Life & Student Services Handbook.

At the Lodi site, the Lodi Administrative Secretariat (AS) provides tailored support to veterinary students for enrolment, exams, academic record management and graduation. The InformaStudenti portal enables online and in-person appointment booking. University-wide services provide information and assistance on scholarships, accommodation, taxes, and loans. The International Welcome Desk supports international students during relocation and enrolment.

The COSP is responsible for academic and career guidance, mentoring and counselling. Locally, five academics serve as year tutors within the VMDP, with additional tutors assigned to each Practical and Professional Training (PPT) group. Their names are published in the VMDP Manifesto degli Studi, on the VEE website with office hours for student consultation. First-year students are welcomed through an annual Welcome Day coordinated by student representatives and attended by the Head of VMDP and other key staff. This event provides information on study organisation, student life and wellbeing resources.

UNIMI provides comprehensive assistance for students with disabilities and specific learning disorders (SLDs), as outlined in the 2023 University Guidelines on the Right to Education for Students with Disabilities and SLDs. Each Department appoints a disability tutor to advise affected students. Support measures may include examination accommodations, adapted materials, or alternative teaching arrangements. A university-level commission evaluates requests for exemption from in-person attendance due to health reasons, with alternative learning modes provided where necessary.

The VEE maintains a distinctive pet-friendly policy, allowing staff and students with authorisation to bring dogs to the workplace (except in teaching or clinical areas). The VEE was one of the first Italian veterinary institutions to formalise such a policy.

UNIMI encourages social engagement and wellbeing through its Register of Student Organisations, which includes the International Veterinary Students' Association (IVSA) Milan chapter. Students also have access to a wide range of sports, cultural, and leisure opportunities through CUS (University Sports Centre), ARCUS (Leisure and Culture Association), the Milan University Choir and the Ensemble Accademico UniMi.

Students can raise concerns via multiple channels, including class and year tutors, the VMDP QA Office, student representatives, and the Head of Programme. These are reviewed at committee level (VMAB, DC) with follow-up actions as appropriate. More serious or unresolved complaints may be escalated to the University Ombudsman, who operates confidentially and independently to ensure fairness and monitors compliance with university regulations.

7.7.2. Analysis of the findings/Comments

The VEE is commended for its comprehensive and well-coordinated student support system, which effectively integrates University-wide services with tailored local provision at the Lodi campus. The VEE offers comprehensive academic and wellbeing support through University-wide services and dedicated structures at the Lodi campus. Students have access to advising, counselling, career guidance and disability support, with clear communication of resources and inclusive learning arrangements. Local tutors and administrative staff provide accessible guidance. Transparent grievance pathways ensure fair resolution of concerns. Together, these mechanisms promote student wellbeing, inclusion and a supportive learning environment.

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 the compliance of the VEE with national and international legislation and the ESEVT Standards.

7.8.1. Findings

The VEE provides several formal and structured mechanisms through which students can convey their views, suggestions, and concerns, including options for anonymous submission. Students are required to complete an online Student Opinion Survey at the end of each course and prior to sitting the corresponding examination. This survey, designed and administered by the University's Presidio della Qualità di Ateneo (PQA), gathers feedback on multiple aspects of teaching quality and delivery. Survey results are reviewed by the JSSC which in turn reports to the Head of the VMDP and the VEE.

Students are actively engaged in the quality assurance of the programme. Student representatives participate in multiple university and programme-level committees, including decision-making and advisory bodies. Students may also submit anonymous suggestions, comments, or complaints through an online form accessible via the InformaStudenti portal.

7.8.2. Analysis of the findings/Comments

The VEE offers multiple structured and accessible channels (including an anonymous channel) for students to voice needs, suggestions and concerns. Student Opinion Surveys, representation on key committees and the anonymous system ensure feedback is systematically gathered, reviewed and acted upon. These mechanisms enable students to comment on teaching, programme delivery and compliance with national and ESEVT requirements, providing effective and confidential avenues for the student voice.

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 VEE has a clearly defined assessment structure aligned with national laws, ANVUR and ESEVT standards. Examinations are distributed throughout the academic year and may include written, oral, and practical components. Recent curriculum reforms (H15of1–3) introduced the Qualifying Degree, replacing the traditional State professional exam with the Practical Assessment Test (PAT). Student attendance is monitored by the Easy Room platform and must exceed 70 % to be eligible for taking exams.

8.1.2. Analysis of the findings/Comments

The Easy Room platform to monitor student attendance is commendable.

The assessment framework is comprehensive, coherent, and well-integrated into the overall QA structure. Responsibilities and scheduling processes are clearly assigned and transparent. The PAT represents a major innovation toward competence-based evaluation, reinforcing the link between theoretical and practical training. However, the system's complexity (numerous exam sessions, attendance thresholds, dual curricula) may increase administrative burden. The PAT's reliability and calibration across examiners remain to be demonstrated.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

The VEE ensures transparency and consistency in student assessment through clearly defined procedures and published grading criteria. Each course syllabus, available at the beginning of the academic year on the university website, includes learning outcomes, assessment methods, and explicit passing requirements. Assessment methods cannot be changed during the academic year without mutual agreement with students. Grades are awarded numerically,

communicated within 15 days, and officially recorded after student confirmation. Students receive feedback through review sessions for written exams and may request verbal feedback for oral or practical assessments. Clear mechanisms exist for appeals, which can be directed to the examination board, the Head of VMDP, or the university ombudsman, with additional oversight by an independent legal guarantor ensuring fairness and anonymity.

8.2.2. Analysis of the findings/Comments

The assessment process demonstrates strong compliance with the requirement for transparency, fairness, and timely communication. Publishing detailed criteria in advance ensures that students clearly understand expectations. Regular feedback opportunities and the presence of formal and external appeal mechanisms reinforce accountability and support student rights. A formalised review process of exam questions is not available.

8.2.3. Suggestions for improvement

It is recommended that the development of examination questions include both a formal review and a subject-matter review, ensuring that questions meet procedural requirements and reflect appropriate academic depth.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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

8.3.1. Findings

The VEE maintains a structured process to review and update assessment outcomes. The Quality Assurance Office and committees regularly monitor teaching and assessment alignment through student feedback, annual reports, and syllabus reviews. Since 2024–2025, learning outcomes across all years have been revised to ensure consistency and coherence with professional competences.

8.3.2. Analysis of the findings/Comments

The process for continuous improvement is formalised, participatory, and consistent with ANVUR standards. The inclusion of student representatives in monitoring activities and the structured use of surveys enhance responsiveness. However, the extent to which evaluation results lead to concrete revisions in assessment practice is still developing, especially for higher-year courses.

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

The VEE certifies the achievement of learning outcomes through a structured and transparent assessment system. Course grades above 18/30 confirm that students have met learning objectives, while the final degree grade combines academic results and the thesis score. Practical and clinical competences are tracked and certified through Logbooks. Earlier curricula (H15of1 and H15of2) used hardcopy and E-Logbook 1.0, whereas the current H15of3 curriculum employs E-Logbook 2.0, which records attendance and verifies over 500 practical skills aligned with ESEVT 2023 and national requirements. Students actively participate in their learning through extensive hands-on training, Skills Lab activities, voluntary research and clinical experiences, and feedback via Student Opinion Surveys, ensuring continuous engagement in the learning process.

8.4.2. Analysis of the findings/Comments

The VEE effectively demonstrates compliance with the standard by linking assessment outcomes to defined learning objectives and professional competences. The digital logbook system ensures accurate documentation of skill acquisition and accountability. Active learning methods, such as hands-on practice, research involvement, and structured feedback, promote student engagement, autonomy, and deeper professional understanding.

8.4.3. Suggestions for improvement

None.

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 the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

8.5.1. Findings

The VEE employs a structured assessment strategy combining valid and reliable formative and summative methods aligned with ESEVT standards. Formative assessment includes classroom discussions, interactive quizzes, and direct observation during laboratory work to support continuous learning. Summative assessment involves written, oral, and practical exams that evaluate theoretical understanding, procedural ability, and clinical reasoning using models, live

animals, and cadavers. Student progress and the acquisition of D1Cs are documented through logbooks and verified in the Practical Assessment Test (PAT), a mandatory final evaluation certifying professional readiness for graduation.

8.5.2. Analysis of the findings/Comments

The VEE's assessment framework demonstrates strong alignment between teaching, learning outcomes, and professional standards. The combination of diverse assessment methods ensures both the validity and reliability of results, while continuous logbook monitoring provides structured documentation of supervised clinical training. The PAT serves as a final, objective measure confirming that only students meeting the D1Cs graduate as competent veterinarians.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Teaching 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 quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core 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

The VEE follows national legislations regarding the employment of academic staff. Positions at the VEE are generally advertised. On occasion specific individuals may be approached, notably with regards to the delivery of clinical teaching by non-academic (practitioner) contractors.

Teacher training is mandatory for all new teaching staff members, including those based at the VEE and practitioners contracted to the VEE. The training varies depending on the role a staff member has. Training for all staff members on biosecurity (half day course) and workplace health and safety is provided. The non-academic teaching staff (external practitioners) are required to complete the 3-hour training course. Non-academic teaching staff employed primarily at the university (PhD students, postdocs, residents, interns, etc.) are required to complete an absolute minimum of 8 hours. However, most of the PhD students complete a 30-hour pedagogy course organised centrally by the UNIMI.

The commitment to teaching exhibited by all members of staff is exceptionally high. The staff student relationship is remarkably close, something which fosters an uncommonly good learning environment,

Amongst the teaching staff 81% are veterinarians (Table 9.2.1) and they perform 89% of the

teaching of veterinary students determined by teaching hours. The number of FTE teaching staff per undergraduate and FTE veterinarians involved in teaching per graduating student exceed the median values of EAEVE accredited VEEs.

In the event of short-term deficiencies, or increased support requirements, a system is in place for short term engagement of staff from a dedicated registry at the University level.

The numbers of support staff facilitating the running of the VEE is adequate. National plans are in place to significantly reduce the number of support staff over the coming years.

9.1.2. Analysis of the findings/Comments

Currently the staff numbers and training levels are satisfactory. The expected reduction in support staff is a threat to this. However, as illustrated elsewhere in this chapter plans are in place to try to limit the impact of this potential change. See also Standard 9.4 in this report.

9.1.3. Suggestions for improvement

None.

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 study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study 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, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings

The VEE has a favourable ratio of teaching staff per undergraduate student and veterinarian involved in training per student graduating annually, both of these indicators exceed the median values of EAEVE approved VEEs.

The number of support staff exceeds the minimum threshold but falls below the median values relative to the number of students being educated. There are plans to reduce the support staff over the next few years. Currently, the support staff feel that the tasks placed upon them are reasonable but can become excessive at certain times of the academic year, primarily due to fluctuations in teaching load.

Both academic and support staff have noticed a tendency for positions to be held 'open' rather than being filled immediately.

There are 20 European Veterinary Specialists associated with the VEEs teaching activity (17.2 FTE). However, of the 38 specialities recognised by the EBVS only 9 of these are represented on the teaching staff. The range of diplomates per college is between 6 (5.5 FTE) for ECAWBM and 1 (0.35 FTE) ECVDI. In the clinical specialities, the VEE has 5.85 FTE European Veterinary Specialists working (0.35 ECVDI, 1 ECVSMR, 1 ECAAH, 1 ECBHM and 2.5 ECAR). It is positive that the VEE has managed to contract some diplomates to part-time positions to facilitate teaching and resident training. The VEE has residents of the European Board of Veterinary Specialisation. However, their training does not fall under the direct mandate of the current

educational committees and quality assurance programmes.

The UNIMI runs a 30-hour mandatory pedagogic training programme for academic staff members, this is non-specific to veterinary education. In addition, a further training programme for non-academic teaching staff was put in place in 2024/25 non-academic staff receive a 3-hours basic training whilst the academic members of staff received the basic training in addition to a further 5 hours training course. Student feedback mechanisms are in place to identify teaching practices that need improvement.

9.2.2. Analysis of the findings/Comments

It is clear that the VEE maintains a high standard of teaching training. The number of support staff is adequate to complete the administrative tasks of the VEE. Leaving positions open increases pressure placed on staff. However, staff enthusiasm and commitment compensate for this in the short-term.

Plans are in place to mitigate the effects of support staff reductions. Specifically the VEE intends to prioritise the roles of a skills lab technician and teaching manager. Further compensation is provided as support staff are available to be hired by the VEE from the main university for periods when the demand for support staff is particularly high.

Delays in replacing staff (teaching and support) that leave place considerable burdens on those providing services to the students. Compensation is present as a strong sense of community and duty, which means that staff stretch themselves further to ensure teaching activities are not overtly affected. In the case that the VEE intends not to fill vacant positions, e.g., in anatomic pathology, it is important that a dialogue with the affected staff members occurs so plans can be made to account for the change in staffing levels.

There are challenges to recruiting and training European Veterinary Specialists, many of which are not unique to this VEE. Currently, the VEE has no committee in place to develop a strategy to improve clinical specialisation and support or administer the particular challenges present in training European Diplomats.

The VEE has the potential to receive considerable support regarding the development of pedagogical training from UNIMI which could be further utilised.

9.2.3. Suggestions for improvement

The establishment of a committee devoted to the training and development of clinical specialists could be useful to both raise the awareness and coordinate efforts to attract and train European Diplomates. Consider if modular training programmes (recently allowed from the EBVS) could help develop more specialists.

It is suggested that the VEE further increase the support for EBVS specialisations training by establishing a strategic direction and allocating additional resources.

The VEE is recommended to fully utilise the support available from UNIMI to develop further pedagogical courses, including course on assessment methodology.

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 systems of reward for teaching excellence in operation.

Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching 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.

9.3.1. Findings

The teaching staff have the opportunity to develop their teaching practice if they are interested within certain limitations. Training courses are available both at the VEE and the main university; external universities have also been contracted to provide some pedagogical training.

Non-academic staff have been rewarded for their participation in pedagogical training. There is no system in place to reward teaching excellence amongst the academic staff per se, this has been considered and found to be culturally inappropriate. Attempts have been made to raise the status of pedagogic competence by introducing an open badge system. An assessment of teaching practice also forms part of the biennial pay review process.

Teaching staff have a balanced workload and are able to participate in scholarly activity.

9.3.2. Analysis of the findings/Comments

Teaching staff have adequate training, security and balance in their workload. Reward for good teaching is provided through biennial pay review.

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 teaching 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 teaching 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

The VEE has a wide range of courses available to staff who are interested in professional growth and development. Funding for these courses is available.

There are a number of formal and ad hoc committees and groups which are involved in the governance of the VEE which allow staff the possibility to provide feedback to management and influence the direction of the VEE.

Procedures to review the performance and progress of academic staff members are in place, they occur every two years automatically. Similar procedures are available for support staff, but

with a 3-year interval.

Promotion criteria are clear and publicly available for both support staff and teaching staff. Promotion is governed by national regulations.

9.4.2. Analysis of the findings/Comments

The staff are happy that they have the opportunities for growth and development. Promotion criteria are well established and transparent.

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 and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

9.5.1. Findings

Students are required to submit course and teacher evaluation questionnaires before admittance to examinations is granted. Processes are in place to evaluate and provide feedback to educators which should allow a cyclical feedback of improvement to be in place. Teaching performance also forms a part of the formal staff evaluation which occurs every second year. The VEE is in a process of developing the teaching practice through a university wide and local (VEE) tailored initiatives. It is anticipated these initiatives will bring improvements in pedagogical practice over time.

The relationship between staff and students is exceptionally good. A genuine warmth of feeling is present. Staff are available for students and will readily devote more time to facilitate learning or discuss informally why a particular grade was given on a particular assessment.

There is a broad system of voluntary practice available in the clinics. This requires considerable effort from the staff and benefits the students in both terms of their practical skills and motivation to learn.

9.5.2. Analysis of the findings/Comments

The overall commitment of the staff to teaching is commendable. The connection between the staff (both teaching and support staff) and the students is exceptional. The VEE is a true learning community.

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 teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

10.1.1. Findings

The VEE has two research centers, the EpiSoMI - Centre for Epidemiology and Molecular Surveillance of Infections and the I-WE - Innovation for Well-Being and Environment Center grouped in Coordinated Research Centers and permanent access to the UNITECH facilities which provide the latest equipment in order to enhance international competitiveness and participation at research projects. The research activity is coordinated by a dedicated Research Office and the Scientific and Research Committee. There is a strong collaboration between the research units and regional and national research network, and also with other universities and socio-economic stakeholders. The research themes have a large spectrum of topics, including basic sciences, veterinary clinical sciences, veterinary public health, animal pathology, food safety and animal production. The VEE carried out, in 2024, 231 research projects (10 international and European Commission funds, 51 National and Regional Public Agencies funds, 6 private funding and 164 third party contracts). Between 2022 and July 2025, the number of publications included 1,118 titles indexed in Web of Science and Scopus databases consisting in research articles, review articles, book chapters and EFSA reports. Students are involved in research during their graduation thesis and can contribute as authors to different publications such as conference abstracts, posters or articles.

10.1.2. Analysis of the findings/Comments

Teachers are involved in a significant number of research projects. Other parameters such as scientific articles are also relevant, the most important being the percentage of publications in Q1 journals which increased to 81% in 2023.

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 methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

10.2.1. Findings

Students are involved in different types of analysis throughout the study cycle, from class presentations to the graduation thesis, in order to develop essential research skills such as literature review, consulting databases and applying evidence-based medicine principles. The undergraduates participate in different research activities (seminars, workshops, scientific meetings) organised by the VEE's teaching staff. For the graduation thesis, students must

participate in research, with a 6 ECTS allocated to scientific projects (laboratory experiments, clinical research studies, analytical activities, critical reviews). The procedure regarding how to write and the research topics for the graduation thesis are available on the website of the VEE. Also, the PhD course in Veterinary and Animal Sciences organises scientific activities open for PhD students, but also for undergraduate students such as: VAS Seminars, VAS Talks and VAS days, connected with the European Researcher's Night event.

10.2.2. Analysis of the findings/Comments

The way the VEE introduces scientific activities open for undergraduate students is commendable. The students are trained in scientific methods from the early stages of the study cycle and can participate in a series of scientific activities together with teachers and PhD students.

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 study programme and are relevant to the needs of the profession and society.

10.3.1. Findings

The VEE offers several postgraduate degree programmes, including internships, residency programmes, specialisation schools and advanced courses, as well as PhD programmes in Veterinary and Animal Science and in Nutritional Sciences. PhD programmes have a duration of three years and offer the doctoral student the possibility to work both in academic and industrial fields within the veterinary and animal science area. The PhD student must participate for a minimum three months in international mobility. The grants for PhD students are financed by MUR, UNIMI, research programs and private sector and in the last years by PNRR and Marie Skłodowska Curie actions. The VEE refers to a mean of 50.6 students in PhD programs. The VEE offers various options for continuing education, both internal (e.g., workshops, symposia, conferences) and external (international conferences, mobility / training courses), which are implemented in the teaching process for students.

Also, the postgraduate schools, with a duration of three years, offer knowledge and skills required to practice specific professions and the diploma represents a prerequisite to work for the National Health System. For postgraduate training, in 2024-2025, there are 11 interns, 13 residents in EBVS disciplines and 244 in national specialisation schools. There are 18 EBVS college specialists and 22 specialists in Italian specialisation schools among the teaching staff. Approved residency training centres have recently increased, including the European College of Veterinary Microbiology and the European College of Bovine Health Management. Other forms of long-life learning include: advanced courses with a period of 1 to 6 months and 60 ECTS, and post-doctoral fellowships. The number of attendees of the continuing courses in different areas provided by the VEE was, in 2024-2025, 2581.

10.3.2. Analysis of the findings/Comments

The high number of postgraduate courses offered is commendable. These courses are complementary and relevant to the veterinary profession and are in relation with needs coming from stakeholders and society.

10.3.3. Suggestions for improvement

None.

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 study programme.

10.4.1. Findings

Italian universities and other research institutions undergo periodic evaluations by the MUR through ANVUR which evaluates the research performance and quality of academic and other public agencies through the Research Quality Evaluation (VQR) programmes. The evaluation is done at a period of five years. In 2022, the VEE was included in the list of the 350 best performing Italian departments in the research field. Also, there is an internal evaluation done by the university in order to ensure the functioning of the QA system in the research area. VEE established a Research Office to assure the connection between departments and UNIMI Research Services Division. The SRC plays an advisory and proactive role in promoting and enhancing research within the VEE by shaping strategy, monitoring standards, reviewing outputs, guiding resource allocation, coordinating funding processes, engaging experts and junior researchers, and ensuring transparent and fair decision-making. The doctoral school also has procedures for quality management.

10.4.2. Analysis of the findings/Comments

The VEE displays good quality assurance regarding the management of research.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

Name of the VEE:		Department of Veterinary Medicine and Animal Sciences			
Name & mail of the VEE's Head		Prof. Michela Minero, michela.minero@unimi.it			
Date of the form filling:		26-11-2025			
Raw data from the last 3 complete academic years		Year -1	Year -2	Year -3	Mean
1	n° of FTE teaching staff involved in veterinary training	132,1	127,1	124,6	127,93
2	n° of undergraduate students	548	523	510	527,00
3	n° of FTE veterinarians involved in veterinary training	111,8	106,5	102,3	106,87
4	n° of students graduating annually	86	87	96	89,67
5	n° of FTE support staff involved in veterinary training	57,6	58,4	64,4	60,13
6	n° of hours of practical (non-clinical) training	814	845	965	874,67
7	n° of hours of Core Clinical Training (CCT)	923	933	898	918,00
8	n° of hours of VPH (including FSQ) training	232	282	330	281,33
9	n° of hours of extra-mural practical training in VPH (including FSQ)	100	100	100	100,00
10	n° of companion animal patients seen intra-murally	5599	5540	5133	5424,00
11	n° of individual ruminant and pig patients seen intra-murally	266	298	667	410,33
12	n° of equine patients seen intra-murally	288	385	348	340,33
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	787	621	441	616,33
14	n° of companion animal patients seen extra-murally	197	167	0	121,33
15	n° of individual ruminants and pig patients seen extra-murally	503	589	347	479,67
16	n° of equine patients seen extra-murally	63	30	162	85,00
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	0	0	0	0,00
18	n° of visits to ruminant and pig herds	90	89	89	89,33
19	n° of visits to poultry and farmed rabbit units	3	10	12	8,33
20	n° of companion animal necropsies	269	240	189	232,67
21	n° of ruminant and pig necropsies	144	89	171	134,67
22	n° of equine necropsies	15	23	15	17,67
23	n° of rabbit, rodent, bird and exotic pet necropsies	167	203	169	179,67
24	n° of FTE specialised veterinarians involved in veterinary training	29	30	33	30,67
25	n° of PhD graduating annually	24	13	21	19,33

The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated)

Name of the VEE:		Department of Veterinary Medicine and Animal Sciences			
Date of the form filling:		26-11-2025			
Calculated Indicators from raw data		VEE values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,243	0,15	0,13	0,117
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,192	0,84	0,63	0,562
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,671	0,88	0,54	0,131
I4	n° of hours of practical (non-clinical) training	874,667	953,50	700,59	174,077
I5	n° of hours of Core Clinical Training (CCT)	918,000	941,58	704,80	213,200
I6	n° of hours of VPH (including FSQ) training	281,333	293,50	191,80	89,533
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	100,000	75,00	31,80	68,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	61,844	67,37	44,01	17,834
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	9,926	18,75	9,74	0,186
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	4,743	5,96	2,15	2,593
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	6,874	3,11	1,16	5,714
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0,996	1,29	0,54	0,456
I13	n° of visits to poultry and farmed rabbit units / n° of students graduating annually	0,093	0,11	0,04	0,048
I14	n° of companion animal necropsies / n° of students graduating annually	2,595	2,11	1,40	1,195
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1,502	1,36	0,90	0,602
I16	n° of equine necropsies / n° of students graduating annually	0,197	0,18	0,10	0,097
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,004	2,65	0,88	1,124
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,342	0,27	0,06	0,282
I19	n° of PhD graduating annually / n° of students graduating annually	0,216	0,15	0,07	0,146
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

11.1. Findings

The Indicators' spreadsheet was controlled and found correct except for one smaller calculation error in the raw data, which was corrected immediately.

11.2. Analysis of the findings/Comments

All indicators are within the recommended range.

11.3. Suggestions for improvement

None in addition to the suggestions given under the relevant Standards.

12. ESEVT Rubrics

(summary of the decisions regarding 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 Quality Assurance Policy	C	P C	N C
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, 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 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 teaching 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, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. 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 1.4: 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 QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.	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. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to 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. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. 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	C	P C	N C
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. The instructional integrity of these resources must take priority over the 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	C	P C	N C
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 the ESEVT SOP 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) • Veterinary Public Health (including Food Safety and Quality) • Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills). When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented. If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.		X	

3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching 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 lifelong learning.	X		
Standard 3.3: Programme learning outcomes must: • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to	X		

continuous improvement of the curriculum. 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.			
Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person. EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.	X		
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Area 4. Facilities and equipment	C	P C	N C
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The 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 including students with a disability, and EU animal welfare and care standards.	X		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and 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 teaching and support staff to support their teaching and research efforts.	X		

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity • take into account environmental sustainability • be designed to enhance learning	X		
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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 exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.	X		
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 clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	X		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	X		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	X		

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of 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 regular monitoring of the feedback from students, staff and clients.	X		
Area 5. Animal resources and teaching material of animal origin	C	P C	N C
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	X		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	X		
Area 6. Learning resources	C	P C	N C
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. 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, together with basic English teaching if necessary.	X		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and 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	X		

connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).			
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
Area 7. Student admission, progression and welfare	C	P C	N C
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 the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.	X		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. 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.	X		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		

The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.			
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 for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
Area 8. Student assessment	C	P C	N C
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.	X		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT	X		

ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.			
Area 9. Teaching and support staff	C	P C	N C
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 quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core 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 study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study 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, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.	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. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching 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 teaching 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 teaching 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 and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be	X		

provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.			
Area 10. Research programmes, continuing and postgraduate education	C	P C	N C
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	X		
Standard 10.2: All students must be trained in scientific methods 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 study 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 study programme.	X		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			

Executive Summary

The Department of Veterinary Medicine and Animal Sciences (DIVAS) is the Veterinary Education Establishment (VEE) of the Università degli Studi of Milan (UNIMI). It was founded in 1791. It moved to the current facilities in Lodi in 2021.

The VEE of Milan was first evaluated in 1988 and later in 2009 and 2013, when it received the EAEVE-approved status. It achieved full accreditation after the latest ESEVT visitation March 2019.

In March 2021, the VEE was nationally accredited by ANVUR).

From the 2025-2026 academic year the traditional admission test has been eliminated by national law.

The SER was provided on time and written in agreement with the SOP 2023, and a few data had to be corrected or added during the visitation process. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.

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

Several areas worthy of praise have been identified

1.1.

The VEE is commended for its effective integration of students into department committees, ensuring meaningful student input in shared decision-making.

3.1.1.

The documentation of attendance, skills, and competences through personal logbooks is commendable.

3.1.5.

The exposure of students to a series of real-life situations, in order to achieve the Day One Competences in the field of Veterinary Public Health is commendable.

4.1.

The quality of the working environment offered to students and staff is highly commendable.

The VEE is commended for fostering a vibrant and supportive community in which staff and students work closely together, demonstrating strong mutual respect, open communication and a shared commitment to one another's well-being and success.

The systematic and professionally designed signage system is commendable, providing everywhere the same set of pictograms and posters, leading to an homogeneous and obvious culture of safety and biosecurity.

4.6.

The isolation facilities for all species are commendable.

6.1.

The range of different e-learning and traditional library facilities is commendable.

8.1.

The Easy Room platform to monitor student attendance is commendable.

9.5.

The overall commitment of the staff to teaching is commendable.

The connection between the staff (both teaching and support staff) and the students is commendable.

10.2.

The way the VEE introduces scientific activities open for undergraduate students is commendable.

10.3.

The high number of postgraduate courses offered is commendable.

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards. However, some areas of concern have been identified.

List of items of partial compliance with the ESEVT Standards

Standard 3.1.1.

The VEE is partially compliant with Standard 3.1.1. because of the suboptimal organisation of the students' participation in clinical activities.

List of items of non-compliance with the ESEVT Standards

None.

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the Università degli Studi of Milan is therefore classified as holding the status of: ACCREDITATION.

Glossary

Acronym English Italian

AC	Ambulatory Clinic
AD	Academic Discipline
ANVUR	Italian national agency for the evaluation of universities and research institutes - Agenzia nazionale di valutazione del sistema universitario e della ricerca
AS	Academic Services
ATS	Health protection agency - Agenzia per la tutela della salute
AVA	Self-assessment, Periodic Evaluation, Accreditation System - Sistema di autovalutazione, valutazione e accreditamento
AY	Academic Year
CASLOD	Lodi Logistical Services Office
CCT	Core Clinical Training
CdA	Board of Directors
CEM	Committee for EAEVE Matters
COSP	University study and career guidance service - Centro per l'orientamento allo studio e alle professioni
CTU	Teaching and Learning Innovation and Multimedia Technology Centre - Centro Tecnologico Universitario
DC	Department Council
DIVAS	Department of Veterinary Medicine and Animal Science
DVM	Doctor of Veterinary Medicine
D1C	ESEVT Day One Competences
EAEVE	European Association of Establishments for Veterinary Education
EBVS	European Board of Veterinary Specialisation
ECM	ECTS Continuing Education - Educazione Continua in Medicina
ECTS	European Credits Transfer System - Crediti Formativi Universitari - CFU
ECOVE	European Committee on Veterinary Education
ENQA	European Association for Quality Assurance in Higher 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
ETZU	Experimental Teaching Zootechnical Unit Centro Zootecnico Didattico Sperimentale
FSQ	Food Safety and Quality
FTE	Full-Time Equivalent
FVE	Federation of Veterinarians of Europe
IC	Integrated Course Corso Integrato
IT	Information Technology
JSSC	Joint Teaching Staff-Student Committee - Commissione Paritetica Docenti Studenti
LAVTH	Large Animal VTH - Ospedale Veterinario Universitario - Grossi animali
MUR	Ministry of University and Research Ministero dell'Università e della Ricerca
NSQ	National Scientific Qualification - Abilitazione scientifica nazionale
NdV	Independent Evaluation Unit of UNIMI - Nucleo di valutazione
OSCE	Objective Structured Clinical Examination
PDCA	Plan Do Check Adjust

PQA Quality Assurance Board of UNIMI - Presidio della Qualità
PPT Pre-professional Practical Training - Tirocinio pratico
PAT Practical Assessment Test - Prova Pratica Valutativa
PTC Practical Training Commission - Commissione Tirocinio
PTD Three-years Departmental Plan - Piano Triennale Dipartimentale
QA Quality Assurance - Assicurazione Qualità
QAC Quality Assurance Committee - Commissione Assicurazione Qualità
SCAVTH Small Companion Animals and exotic pets VTH - Ospedale Veterinario Universitario – Animali da Compagnia ed esotici
SLD Specific Learning Disorders
SRC Scientific Research Committee - Commissione Scientifica e di Ricerca
RRC Cyclic Review Report Rapporto di Riesame - Ciclico **SBA** University library system - Sistema bibliotecario di Ateneo
SC Steering Committee - Comitato di Indirizzo
SER Self-Evaluation Report
SMA Annual Monitoring Report - Scheda di Monitoraggio Annuale
SOP Standard Operating Procedure
SUA-CdS Annual Study Programme Data Sheet - Scheda Unica Annuale del Corso di Studi
SWOT Strengths, Weaknesses, Opportunities and Threats
VEE Veterinary Education Establishment
VMAB Veterinary Medicine Academic Board - Collegio didattico di Medicina Veterinaria
VMDP Veterinary Medicine Degree Programme - Corso di Laurea in Medicina Veterinaria
VMDP AC Veterinary Medicine Degree Programme Academic Committee - Commissione Didattica di Medicina Veterinaria
VMDP QA Quality Assurance delegate for VMDP
VPH Veterinary Public Health
VTH Veterinary Teaching Hospital