



FULL VISITATION REPORT

To the Veterinary Education Establishment (VEE) of the University of Helsinki, Finland

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Introduction

The VEE of Helsinki became an independent College of Veterinary Medicine in 1945. Since 1995, the VEE is one of the 11 Faculties of the University of Helsinki (UH), the oldest and largest academic education institution in Finland, established in 1640.

The VEE underwent ESEVT visitations in 1999, 2009 and 2019. The progress in correcting the minor deficiencies identified during the last visitation was subject to two interim reports (2023 and 2024).

The academic staff at the VEE functions currently in three different locations: in the multidisciplinary Viikki campus (Helsinki) and the Saari campus (Mäntsälä) and also through shared professorships in the UH's, medical campus Meilahti. For the 6-year program (Bachelor and Licentiate of Veterinary Medicine) the standard annual intake of new students is of 70-72, while the VEE also provides six national specialisations and two PhD programmes – about to merge in one, on One Health. The VEE organizes residency training for eight EBVS Colleges. The VEE has served as the coordinator of the Helsinki One Health (HOH) network since 2018. Together with five other faculties at the UH, the VEE has planned to implement an international Master's Programme in One Health, which is scheduled to start in 2027. Since 2020, the VEE has been supported by an Advisory Stakeholder Group to increase the involvement of stakeholders. The annual follow-up of the degree programmes is now integrated in the management process, while their quality and activities are assessed at the UH-level every three to four years.

The national postgraduate specialisation programmes were renewed and integrated into the professional specialisation and postgraduate vocational training. Specialisation in General Veterinary Medicine, a new programme with clinical and veterinary inspection paths, was established.

The VEE has been in the lead of the Resilient and Just Systems (RESET 2023-2028), involving eight faculties of the UH since 2023.

The VEE is facing difficulties recruiting staff, mainly for their clinics and FSQ & VPH training, due to a shortage of veterinarians nationwide. Thus, the VEE was granted additional funding to increase student intake from 72 to 92 during the 2026 admissions, which numbers were

considered while preparing the new curriculum (2026-2030); nevertheless, these changes also increased the workload for the staff.

The national higher education reform resulted in difficulties, including discipline-specific criteria into the selection process and the need for rapid adjustments to entrance examinations, i.e., to the introduction of a joint entrance exam to cover medical, veterinary and other related fields. Up to now, the VEE has been able to monitor the admission process to keep it appropriate for the programme objectives, but this does not guarantee the positive long-term effects.

The ESEVT SOP 2023 is valid for the Full 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

VEE's mission statement emphasises "high-quality research and education" and states that its core duties are "research, research-based education and applied veterinary work relevant to research and teaching." The strategic framework further supports this by identifying "One Health" as a core focus area, while the graduates are prepared for diverse societal needs. This focus permeates the curriculum, research activities, and external collaborations (Helsinki One Health network, Una Europa), and the graduates are trained for diverse roles in clinical, public health, food safety, research, and industry. The mission is operationalised through the implementation plan, SWOT analysis, and quality assurance cycles.

Ethical considerations are embedded in the curriculum. The first-year course "Introduction to the Learning Environment" includes specific learning outcomes regarding animal ethics and the VEE's values. A specific "Code of Conduct" for students reinforces ethical behaviour, research integrity and responsible use of AI in learning. The Code of Conduct is incorporated into the compulsory orientation programme at the beginning of each academic year, and, in accordance with the student guidance model, its relevant components are reiterated and emphasised at different stages of the curriculum to ensure continued awareness and compliance.

The curriculum also includes, in the third year, specific coursework on "Evidence-Based Veterinary Medicine", where students learn to distinguish between scientific evidence and experiential knowledge.

The importance of lifelong learning is strongly emphasized. The VEE holds national responsibility for veterinary specialist education and offers a structured framework for postgraduate training and continuing professional development. Links between undergraduate education, specialist training, and continuous learning opportunities are clearly defined, reinforcing the concept of veterinary education as a *continuum* rather than a finite degree programme. Students are introduced early to reflective learning, self-assessment, and professional development planning to create an awareness of ongoing competence development after graduation. The specialised course on "Entering the Job Market as a Veterinarian" includes preparation for continuous professional development. The indicator for "Continuous learning" is monitored with a target of

500 ECTS credits in continuous education annually.

1.1.2. Analysis of the findings/Comments

The identification of "One Health" as a central profile area represents a significant strength, ensuring that the educational objectives are relevant to contemporary societal needs.

The VEE's mission statement is aligned with the ESEVT Standards, particularly with regard to research-based education, ethical conduct, societal responsibility, and lifelong learning. The mission statement is effectively operationalised through the VEE's implementation plan and quality assurance cycles.

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 an integral academic unit and one of the 11 faculties of the University of Helsinki, a public university formally recognised as Finland's oldest (est. 1640) and largest higher education institution, which is accredited under the Universities Act (558/2009).

The University operates under the guidance of the Ministry of Education and Culture and is a signatory to the Bologna Process and its degrees are recognised nationally and internationally. The VEE is the only establishment providing veterinary education in Finland and its degrees (Bachelor of Veterinary Medicine, Licentiate of Veterinary Medicine) are listed in the Finnish National Qualifications Framework (NQF) at levels 6 and 7, corresponding to EQF levels 6 and 7. The Licentiate degree awarded is recognised for licensure by the Finnish Food Authority.

The academic curriculum leadership (Dean and Vice-Deans, including those for academic affairs and infrastructure and clinical environments) and the Veterinary Teaching Hospital (VTH) management are held by veterinarians.

The VEE comprises four departments and the VTH. The main governance bodies are the faculty council, the program steering groups and the VTH management. The VTH operates as a separate unit with its own Board and Director. The Director is accountable to the Dean, ensuring that hospital operations align with the VEE's educational goals.

The 2025–2028 operating plan (called implementation plan in the SER) details strategic objectives, measures, resources, and monitoring indicators, showing alignment with the University's 2030 strategy. The management structure supports strategic execution. The VEE's Implementation Plan is approved by the Faculty Council and links the VEE's specific objectives to the University of Helsinki's broader strategy. The plan uses a 4-year cycle with annual updates

and monitoring. The Faculty Council follows a "tripartite" model with representation from professors, staff, and students. The academic leadership (Dean, Vice-Deans, Degree Programme Directors) is responsible for the operational execution. The VEE's quality assurance system references ESEVT requirements, and the curriculum is designed to meet Day-One Competences. Identified risks (funding, VTH operations) are assigned to responsible persons (Dean, VTH Director), for structured management purposes.

1.2.2. Analysis of the findings/Comments

The VEE is internationally aligned with university frameworks, which ensures that its degrees are formally recognised and aligned with NQF and EQF. Similarly, the VEE has its unique national role as the sole provider of veterinary education in Finland. The governance structure is functional, with the Faculty Council and programme steering groups enabling transparent, participatory decision-making for monitoring of the implementation plan.

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 implements a publicly available University-level strategic framework (University of Helsinki Strategy 2021–2030), which provides a strong overarching vision, values, and long-term priorities aligned with research excellence, societal impact, sustainability, openness, and continuous learning. At the faculty level, this framework is translated into a formal implementation plan (approved by the Faculty Council in 2024) that includes strategic objectives, defined actions, assigned responsibilities, and regular monitoring through a structured planning cycle. The plan outlines strategic development measures across five key areas (Research, Teaching, Sustainable Wellbeing, Global Collaboration, Operating Conditions), each with descriptions, schedules (2025–2028), monitoring indicators (number of publications, degrees completed, job satisfaction score, share of international co-authored publications), and responsible units/persons. Meanwhile, there is limited explicit differentiation between university-level strategic indicators and VEE-specific performance indicators tailored to the particular regulatory, professional, and educational requirements of veterinary education. The University uses internal digital systems (Suunta for planning, RAPO for data analytics and reporting) where the specific numerical targets are stored and monitored. The development and implementation of the VEE's strategy involves formal mechanisms for engagement with both internal (students, staff) and external (professional bodies, employers, society) stakeholders. The VEE has implemented a wide range of detailed and structured feedback mechanisms, including several electronic systems for systematic data collection. These mechanisms are regularly reviewed and updated to ensure their continued relevance and effectiveness. The systematic use of measurable indicators and defined metric parameters enables the monitoring of outcomes and supports the structured implementation of the Strategic Plan.

1.3.2. Analysis of the findings/Comments

The VEE is commendable for its well-structured, comprehensive and diverse feedback mechanisms, which enable systematic input from students, academic staff and support staff for the implementation of the Strategic Plan.

The strategic planning approach of the VEE is structured and formally approved and is aligned with the University-level strategy and supported by an implementation plan and regular monitoring mechanisms.

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

VEE's quality system is fully integrated into the University of Helsinki's framework. This system is documented through process descriptions, official regulations, and digital operations manuals on the Flamma intranet. This intranet functions as the central operational platform, hosting unit-specific guidance on how quality processes are implemented in practice.

The University Board holds ultimate responsibility for quality policies, while the Rector has delegated operational responsibility for quality management to the Vice-Rector in charge. The Dean is directly accountable for the quality of operations and results within the VEE. The Quality Manager and the Expert Group for Quality (2024–2027) coordinate quality management activities, ensure systematic review of operational guidelines, supports data-informed decision-making, and promote the development of quality-related competences across the institution.

The VEE demonstrates commitment to fostering a quality culture, where responsibility for quality is shared across all members of the academic community, including teachers, researchers, students, and other staff. Student involvement in quality assurance is ensured through representation in governance bodies, programme steering groups, and structured feedback mechanisms.

In accordance with the Universities Act, the University regularly conducts self-evaluations and participates in external evaluations and audits of its quality assurance system. The most recent FINEEC audit in January 2022 resulted in a Quality Label valid until 2028. The outcomes of these evaluations are made public and used to inform further development, reinforcing transparency and accountability. A Quality Network of approximately 180 staff members exists to share good practices and promote a quality culture within individual units. The system relies on various data sources, including student feedback (HowULearn, Norppa), staff wellbeing surveys, and career monitoring, to identify enhancement areas.

The VEE has an established Code of Conduct for students. It states that community members

must act with honesty, trust, fairness, respect, and responsibility.

1.4.2. Analysis of the findings/Comments

The VEE is to be commended for its open, transparent and respectful relationship between students and academic staff, which fosters mutual trust, effective communication and a supportive learning environment.

The VEE maintains a QA system fully integrated into the University's broader framework, managed through digital operations manuals on the Flamma intranet and governed by a clear hierarchy from the University Board to the Faculty Dean. Grounded in the PDCA cycle, this system enables a participatory culture where all community members share responsibility for quality, supported by research-based feedback tools like HowULearn and verified by external audits such as the FINEEC audit. The integrated quality and management framework through various electronic mechanisms is complex; nevertheless, it reflects a very well-developed, comprehensive, and mature system that demonstrates strong institutional commitment to QA and continuous improvement.

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 publicly accessible information on its veterinary degree programmes through the University's official website, the public Studies Service website and the Sisu student information system. Details on programme structure, learning outcomes, admission requirements, curriculum content, assessment methods, and study regulations are clearly presented and regularly updated. Information is available in Finnish and Swedish, the national languages, as well as English, ensuring accessibility for both national and international audiences.

The VEE's mission includes societal engagement, and its strategic plan highlights goals to "advance scientific literacy and popularise research". Activities include expert statements for legislation, public lectures, media appearances, and the contribution to the production of a TV series about the daily activities of the Veterinary Teaching Hospital to provide public insight into veterinary studies.

Interaction with external stakeholders, including professional bodies, employers, public authorities, alumni, and societal partners, is facilitated through advisory groups, collaborative projects, continuing education activities, and structured feedback mechanisms. Regular use of the National Career Monitoring Survey (5 years post-graduation) and other stakeholder surveys ensures that the curriculum remains aligned with professional practice.

The VEE's website mentions its ESEVT evaluation status, and the evaluation reports are easily accessible to the public online along with the University of Helsinki's institutional audit report by

FINEEC.

1.5.2. Analysis of the findings/Comments

Societal engagement activities and systematic stakeholder interaction, including the use of graduate (National Career Monitoring Survey) and employer feedback, provide evidence that the VEE remains responsive to professional and societal needs. The VEE also demonstrates societal integration through diverse communication channels, ranging from legislative expert statements to popular media like TV series, to disseminate research and advanced scientific literacy within the wider society.

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 conducts a systematic annual follow-up of its degree programmes as part of the University's operations planning. The Oodikone analytics tool is used to track student progression, completion rates, and degree targets in real-time. Strategic indicators (e.g., publication counts, graduation numbers, job satisfaction) are defined and monitored annually. A formal programme review aligned with curriculum renewal cycles and using accumulated data is conducted every 3–4 years. The annual follow-up of each degree programme is a structured process led by the Degree Programme Steering Group. The VEE publicly communicates how analysis of information leads to development primarily through internal reporting structures, feedback responses to students, and documentation within quality assurance cycles. Teachers are required to respond to Norppa course feedback in the system, outlining the major actions taken. Summaries of whole-year feedback and resulting actions are communicated to students at the start of the following academic year. Staff are responsible for enacting changes based on feedback in their courses. The establishment of the Teaching Resource Group (from 2025) involves staff in resource planning based on review outcomes.

1.6.2. Analysis of the findings/Comments

The integration of real-time quantitative dashboards (Oodikone) with structured quantitative and qualitative feedback cycles (Norppa, annual follow-up) provides a comprehensive evidence base for review. Student and staff involvement in the analysis and implementation of data is defined, and the requirement for documented feedback responses supports the effective closing of QA loops for a functional PDCA.

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 complies with the Universities Act, which mandates that Finnish universities regularly participate in external evaluations of their activities and quality assurance systems nationally. The University passed its most recent national audit by the Finnish Education Evaluation Centre (FINEEC) on January 26, 2022, receiving a Quality Label valid until January 2028. The last full ESEVT evaluation of the VEE was in September 2019.

The VEE utilised insights from ESEVT and FINEEC to inform its strategic implementation plans (e.g., the 2025–2028 plan). For example, recommendations from the 2022 audit regarding the streamlining of the management system and enhancing communication with international students are being addressed in current development measures. Also the systematic reporting of progress in the Interim Reports confirms that the minor deficiencies identified in 2019 have been addressed through administrative and pedagogical actions. These range from nominating an Advisory Stakeholder Group to formalising animal handling training and biosafety instructions.

1.7.2. Analysis of the findings/Comments

The integration of ESEVT-related actions into routine educational planning, annual programme follow-up, and implementation plans are relevant. The systematic monitoring of indicators, identification of deviations from recommended values, and implementation of targeted corrective measures underline the continuous internalisation of the QA and improvement processes.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

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

2.1.1. Findings

The VEE's financial resources derive from public funding allocated through the University of Helsinki (UH), revenues generated by the Veterinary Teaching Hospital (VTH), governmental support linked to national duties of the VTH, research grants, diagnostic and contract services, continuing education and minor additional sources.

For the period 2022–2024, annual revenues ranged from €27.7M to €30.2M and expenditures from €28.1M to €29.9M, including public funding- the primary revenue source, clinical and diagnostic services from the VTH, research grants and continuing education. No tuition fees are charged to national or EU/EEA students.

A breakdown of expenditures into personnel - the largest category, operating, maintenance and equipment costs, is provided.

Public funding includes a dedicated allocation for duties of national importance carried out by the VTH (€2.704M in 2025; €2.693M in 2026), reflecting an increase compared to the previous funding period. In addition, €12.686M was allocated in 2025 for core activities (education, research and societal interaction). Additional funds were allocated to the VEE by the Ministry of Education and Culture based on the envisaged increase in student numbers in 2026.

The VTH operates with a separate budget structure but is financially integrated within the VEE. Approximately 70–75% of VTH operating costs are covered by client fees. Remaining costs, including clinical teaching (estimated at 25–30% of annual turnover), are covered by the VEE through the overall budget.

Financial results show small deficits in 2022–2023 and a surplus in 2024. Projections for 2026–2028 indicate near-balanced budgets, with expected positive financial assets of approximately €0.8–1.0M in 2026–2029. Planned investments include refurbishment of teaching facilities, major equipment upgrades and digital infrastructure.

2.1.2. Analysis of the findings/Comments

The financial documentation provided in the SER and Appendices, complemented by the clarifications received from the VEE, is detailed, transparent and internally consistent. The separation of expenditures and revenues into clearly defined categories allows an appropriate assessment of financial sustainability.

The clarification regarding the composition of public funding, including the specific allocation for national duties of the VTH and the recent increase in this funding stream, provides greater transparency and partially mitigates concerns regarding structural underfunding of clinical activities. The existence of an internal HR refunding mechanism and the explicit quantification of teaching-related costs within the VTH further support the conclusion that clinical teaching activities are institutionally recognised and financially covered.

While the financial margin of the VEE remains limited, the clarification that positive financial assets are expected to be maintained over the medium term indicates the presence of a reasonable financial buffer. The measures outlined by the VEE to address potential future budgetary pressures, including diversification of research funding and cost-containment strategies, suggest active financial management.

Despite these positive elements, financial sustainability remains dependent on continued careful budgetary control and on the successful implementation of strategic measures, particularly in a context of increasing operational costs. Overall, the VEE reports that adequate resources are currently maintained to support teaching, research and clinical services, and that financial planning is closely monitored at Faculty and University level.

2.1.3. Suggestions for improvement

The VEE is suggested to continue regularly reviewing the long-term sustainability of planned

investments in relation to projected revenues and student numbers.

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

Clinical and field services are primarily delivered through the VTH, which constitutes a core instructional resource for undergraduate and postgraduate training. The VTH is fully integrated within the organisational and educational structure of the VEE and provides clinical exposure across companion animals, equine and food-producing animals. The VTH operates within a defined governance framework. It has dedicated management and budgetary units but remains financially and academically accountable to the VEE. Educational integrity is stated to take precedence over financial considerations, and clinical activities are aligned with curricular objectives and D1C. Teaching priorities are safeguarded through established governance structures. The VTH Board includes academic, clinical, staff and student representatives, and educational matters are regularly addressed. ESEVT requirements are considered in decision-making. Each hospital unit has a designated veterinarian responsible for teaching, and clinical teachers are linked to academic departments. Although a substantial proportion of the VTH budget derives from client fees, it does not operate as an independent commercial entity. The VEE retains responsibility for deficits and surpluses, maintaining institutional control over clinical resources. Examples were provided where educational priorities prevailed over financial considerations, including adjusted pricing of selected procedures essential for D1C and financial measures to ensure sufficient case availability for student training. Within the University framework, the VEE reports sufficient autonomy to allocate clinical and field service resources in line with its strategic and educational objectives. Financial and operational performance are monitored through internal reporting systems, with academic oversight ensured by veterinary leadership within the VTH.

2.2.2. Analysis of the findings/Comments

The information provided, supplemented by the clarifications received from the VEE, confirms that clinical and field services are clearly recognised and managed as instructional resources rather than purely revenue-generating units. The formal integration of educational priorities into the governance of the VTH, including representation at the Board level and clearly defined responsibilities for teaching, provides a robust institutional framework to safeguard instructional integrity.

The examples provided demonstrate that educational objectives take precedence over financial efficiency, particularly in ensuring adequate case flow for the acquisition of D1C. These examples go beyond declarative statements and indicate active management decisions aligned with educational needs.

The financial integration of the VTH within the VEE, combined with the responsibility of the VEE to absorb deficits, continues to act as an institutional safeguard against potential conflicts between educational objectives and economic pressures. The systematic planning and

monitoring of staff time allocation between teaching and clinical service delivery further supports the sustainability of this model, especially regarding the increasing number of students in the future.

While clinical income remains an important component of the VTH budget and inevitably creates financial pressure, the mechanisms described suggest that such pressure is recognised and managed at the Faculty and hospital level, without compromising teaching quality.

Overall, clinical and field services function in line with the VEE's educational mission, with appropriate autonomy and governance to support strategic and educational objectives.

2.2.3. Suggestions for improvement

The VEE may consider to further develop and implement financial strategies targeted to ensure adequate caseload in response to the anticipated growth in student numbers.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

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

2.3.1. Findings

The VEE reports that allocation of financial and material resources is subject to regular review at the Faculty and University level, within annual and multiannual planning processes.

At the faculty level, resource allocation is reviewed through annual operating and implementation plans aligned with the University's strategic framework and internal funding model. Educational priorities are incorporated through the extended management group, where department heads and degree programme directors assess staffing needs, teaching workload and curriculum requirements. Educational performance indicators, including student throughput and feedback, inform planning decisions.

Within the Veterinary Teaching Hospital (VTH), resources are managed through defined budgetary units. Operational and financial indicators, including appointment volumes, waiting times, on-call demand and client feedback, are monitored to assess service capacity and staffing adequacy. Adjustments are made in response to identified needs.

Major investments and staffing decisions are taken at the faculty or university level, while day-to-day operational adjustments are managed locally. Planned investments and equipment renewal are prioritised based on strategic relevance and financial projections, which also inform decisions on student intake and infrastructure development.

2.3.2. Analysis of the findings/Comments

The information provided, complemented by the clarifications received from the VEE, confirms that well-defined mechanisms are in place to regularly review resource allocation and align it with institutional objectives. The integration of educational priorities into resource allocation reviews, supported by the University's internal funding model and performance indicators, provides a clear and formal link between teaching outcomes and financial planning.

The use of multiple indicators - including student throughput, staff workload and wellbeing, clinical service volumes and waiting times - suggests that resource allocation decisions are evidence-based and responsive to the emerging pressures (i.e., projected increase in student numbers). The example provided regarding adjustments to on-call staffing at the VTH demonstrates that monitoring data are actively used to inform timely changes in resource

deployment.

Balancing competing demands between education, research and clinical services is addressed through annual planning and recruitment processes that explicitly consider contributions to all three areas. The separation of responsibilities between Faculty-level strategic decisions and operational management within the VTH remains appropriate and consistent with the size and complexity of the institution. There is an ongoing reassessment of medium- and long-term infrastructure and equipment needs in relation to evolving teaching and service demands.

While the financial context remains constrained, the review processes described appear suitable to identify pressures related to staffing, infrastructure and workload, provided that they continue to be closely linked to educational and clinical performance indicators.

Generally, the allocation and review of resources are conducted in a systematic and transparent manner and support the VEE's ability to meet its educational, research and service requirements.

2.3.3. Suggestions for improvement

The VEE may consider to continue formalizing the linkage between resource allocation reviews and educational and clinical performance indicators.

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 D1C (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 consists of six years (12 terms), divided into the Bachelor Veterinary Medicine (BVM) program with elective subjects at the UH level from Y1 to Y3 and Licentiate of Veterinary Medicine (LVM) program, with elective veterinary subjects from Y4 to Y6 (360 ECTS in total). The students must complete 2911 hours of mandatory curricular subjects with a bachelor's thesis in the BVM program and 3488 hours with a licentiate thesis in the LVM program. Elective curricular subjects in each program represent 162 and 378 hours, respectively, summing up to a total of 6,939 hours.

The curriculum aligns with the objectives of EU Directive 2005/36/EC (as amended by 2013/55/EU), relevant Finnish legislation, and the List of subjects and D1C of ESEVT SOP, Annex 2. The Steering Groups of the Degree programs are responsible for the curriculum, with the approval of the Faculty Council.

During autumn and spring terms in Y1, the core curriculum course is organised around Structure and Function of Organ Systems (i.e., From Cells to Organisms, Osteology, Muscle and Joints, Cellular Metabolism, Circulation and Respiration, Cell and Molecular Biology, Digestion and Metabolism, and Homeostasis and Reproduction), and Domestic animals – Welfare, management and Feeding (including Farm Practice). Communication in English and Digital Skills are also provided in Y1 as a part of Career Orientation and Professional Skills Training

In Y2 and Y3, the themes are: Aetiology, Consequences and Prevention of Diseases (Bacteriology and Mycology, Virology, Immunology, Parasitology, Pathology, Pharmacology and Toxicology). In addition, activities in Language studies, Research, and Meat Inspection are provided. In Y3, the themes are Introduction to Clinical Veterinary Medicine (Evidence-based Veterinary Medicine, The Official Veterinarian as an as a Public Servant, Introduction to Clinical Production Animal/Equine and Small Animal Medicines, and Basics of Diagnostic Imaging) organised as core curriculum courses.

In Y4, the main theme is Animal Health Management (Companion Animal - Small Animal and Equine, Internal Medicine and Surgery, Neurology and Ophthalmology, Anaesthesiology and Diseases of Equine and Production Animal Clinical Medicine, including Slaughterhouse Hygiene and Herd Health of Ruminants in the Spring term). Students are also involved in the on-call duty at the Small Animal and Equine Hospitals.

In Y5, the main theme is Practical Training in the Veterinary Professions, students being involved in mandatory clinical rotations in all animal species, and also in Pathology and Clinical Diagnostics. VPH and slaughterhouse hygiene training are provided in Y5 as part of the clinical rotations.

In Y6, teaching is organised within the theme of Food Safety, Food Quality and a Healthy Living Environment, including Food Hygiene, Environmental Health and Toxicology, Legislation and Controls in Environmental Health Services, and VPH.

The core curriculum includes mandatory Bachelor's and Licentiate theses, as a small-scale scientific literature review and a more extensive and advanced research work, respectively.

The curriculum is designed in accordance with the UH guidelines and managed by the Steering Groups of the Degree Programs, different for BVM and LVM degrees. The Degree Program Steering Groups organise comprehensive and cross-curricular evaluations and address modifications and corrections in the undergraduate veterinary training using feedback from students and teachers' assessments. It ensures overviews of the undergraduate curriculum also based on appropriate consultation from the parties, including students and stakeholders involved in the educational program.

During the BVM period, to evaluate the students' achievements in preclinical activities, attendance at core training activities as well as written reports, learning diaries, assignments, group work, and oral and practical examinations are considered. In the clinical year during the

LVM period, the achievement of competences/skills is evaluated by using clinical logbooks in addition to the case logs in the Small Animal policlinics, out-of-hours emergency work and the Direct Observation of Procedural Skills (Appendix 26) in the small animal surgery unit.

The total curriculum workload (Appendix 13) is balanced across theoretical and practical components, with about 50 to 60% of lectures (Y1-Y4) and a large amount of clinical/practical training (Y5-Y6).

3.1.1.2. Analysis of the findings/Comments

The VEE has autonomy to design and update its curriculum. The actual curriculum (Table 3.1.2, and Appendix 11 and 12 for BVM and LVM degrees, respectively), based on the learning outcomes and to be upgraded, envisaging the increase in student numbers, allows transdisciplinary approaches covering all subjects in Annex V.4.1 in the EU Directives and ESEVT D1C (Annex 2, ESEVT SOP 2023). Ethical aspects on the use of animals during curriculum development, such as experimental animals for education and research activities, are regulated by the Animal Ethics Committee outside the VEE.

Individual learning outcomes are equated in detail to the ESEVT D1C and the overall aim of the degree programme is to meet all D1C by the time of graduation. The subsequent curricula of BVM and LVM provide the skills and knowledge required to be a licensed veterinary surgeon and a strong foundation for a variety of careers (public health, companion animal practice, farm animal practice, research) after graduation, aligned with the VEE's stated mission.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision

The VEE is compliant with the Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

The subjects taught in basic sciences, mainly in BVM degree, fulfil the list of subjects and D1C in Annex 2 of ESEVT SOP 2023 including fundamental Basic Sciences such as medical physics, animal biology, biomedical statistics, and Specific veterinary subjects of Basic Sciences (anatomy, physiology, biochemistry, genetics, and para-clinical sciences such as pharmacology, pathology, microbiology, epidemiology, and professional ethics and communication). Total hours of Basic Subjects (117h) and Basic Veterinary Science Subjects (2148h) comprise 35.40% of the curriculum hours of compulsory subjects (6399h in total) without electives. The educational methods are mainly lectures and seminars for basic subjects, and numerous types (lectures, seminars, supervised self-learning, and laboratory and desk-based work) for basic veterinary science subjects.

The Basic Sciences curriculum covers all fundamental biomedical disciplines and the required competences during the BVM degree, ensuring adequate prerequisites for clinical sciences and VPH during the LVM degree. Training in BVM phase begins in Y1 and progresses through Y3, providing sequential learning from structure to function and pathological changes of both.

3.1.2.2. Analysis of the findings/Comments

The order of the studies is logical, providing basic knowledge to students, for the development of clinical subjects and VPH later in the study programme. The content, sequencing, and workload of the Basic Sciences align well with EU and ESEVT expectations, demonstrating a

balanced distribution of learning activities. The workload in Basic Sciences gives students a strong base to gradually achieve the D1C.

3.1.2.3. Suggestions for improvement

None.

3.1.2.4. Decision

The VEE is compliant with the Standard 3.1.2.

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

3.1.3.1. Findings

Curriculum coherence is ensured through annual follow-ups and periodic reviews, including one performed in 2024–2025, that informed the 2026–2030 curriculum and considered the increased student intake. Training in companion animals progresses from early exposure to microscopy, dissections, animal handling and non-invasive examination in Years 1–2, to propedeutics, case-based teaching, and pharmacology-related competences in Year 3, followed by subject-specific clinical training (e.g., anaesthesiology, neurology, ophthalmology, surgery, internal medicine) in Year 4, and full-time hands-on clinical rotations in the practical fifth year.

Students use Provet Cloud to record patient data under supervision, both on-site and remotely, while YESWiki serves as the VTH intranet for staff and students. In the 4th-year clinical and emergency services, students observe clinical procedures and participate in basic tasks in both small animal and equine medicine, following a defined list of skills (Appendix 16). In the 5th year, students undertake supervised hands-on clinical training, gradually gaining independence in tasks such as anamnesis, clinical examination, diagnosis, treatment, and client communication. Emergency service involvement occurs mainly during evenings and weekends, with schedules shown in Tables 3.1.6 and 3.1.7.

Attendance to clinical training is mandatory and monitored daily. Pre-clinical competence assessment in Y1, Y2 and Y3 years includes written reports, learning diaries, assignments, group work, and practical examinations; from 2025–2026, a pre-clinical summative practical examination is introduced.

Students track their practical progress in a clinical logbook (“Green logbook”); all tasks must be completed. Small animal surgical skills are assessed using DOPS, and two practical examinations take place at the end of the fifth year, along with a mid-year self-evaluation. Pre-clinical skills and DOPS procedures are detailed in appendices 16 and 26. Curriculum mapping for the 2026–2030 programme is ongoing (Appendix 17).

Fourth- and fifth-year students also participate in emergency services, taking part in all activities according to patient needs and working alongside veterinarians and veterinary nurses. Small animal emergency rotations include night shifts, while equine emergency rotations occur mainly in the afternoons and weekends due to the low caseload. The allocation of weeks, the number of students and veterinarians involved are shown in tables 3.1.6 and 3.1.7.

3.1.3.2. Analysis of the findings/Comments

The clinical curriculum demonstrates a coherent and progressive acquisition of D1C. Digital tools such as Provet Cloud and YESWiki effectively support clinical learning and communication. Students' clinical exposure in the 4th and 5th year is comprehensive, with a gradual increase in their responsibility under adequate supervision. The student's exposure to emergency cases in both small animals and equine species meet the EAEVE standards. Clinical assessment is well

structured, combining logbook, DOPS, practical exams, and continuous evaluation, which together support the verification of student competences.

The VEE has a plan to accommodate the expected increase in student numbers over the coming years by expanding the number of practical groups without altering the group size.

3.1.3.3. Suggestions for improvement

None.

3.1.3.4 Decision

The VEE is compliant with Standard 3.1.3.

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

3.1.4.1. Findings

Preclinical training includes production animal propaedeutics in Y1 and Y3 for one week each, based on practical exercises in cattle, porcine, sheep and goats but also hens farm.

Reproductive anatomy practice on ruminants and pigs is programmed in Y4 and based mainly on the use of models in the Skills lab.

Core clinical rotations are organised during Y5 mainly in the production Animal Hospital during 4 different periods of 2 weeks (total of 8 weeks). Students are exposed to compulsory practical training and farm visits. Each session lasts 5 to 6 hours and is conducted under the supervision of a clinical teacher or professor. Bovine comparative obstetrics and fetotomy practicals are performed during this rotation using calves' cadavers. Students also take part in on-call farm visits, including herd health for dairy cattle and pigs. Discussions are organised based on clinical issues and extra-mural farm visits to cattle, sheep and pigs and poultry farms.

Students are exposed to on-call service for Production Animals, including night shifts during the week (16:00 to 8:00) and one or 2 weekend shifts. These shifts are organised by the Production Animal Hospital.

During herd health visits, students review information, participate to procedures during the visits and then draft a plan in writing.

Clinical data linked to food production animals clinical work are recorded in the Provet system and the data linked to herd health management are recorded on the national computerised system for Cattle and Pigs.

3.1.4.2. Analysis of the findings/Comments

Student's exposure to clinical cases in food-producing animals is well developed covering different species. The large animal teaching hospital together with the on-call service provided by the VEE at the SAARI campus, offers a wide opportunity for students to acquire D1C in food-producing animals.

3.1.4.3. Suggestions for improvement

The VEE would benefit from continuing to develop the skills lab and virtual teaching materials to enrich the students' opportunities of being exposed to diverse clinical aspects.

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

Veterinary Public Health (VPH), including Food Safety and Quality (FSQ), is a clearly defined component of the curriculum and is delivered within the Licentiate of Veterinary Medicine programme under the thematic area “Food Safety, Food Quality and a Healthy Living Environment”.

The curriculum covers the core subject areas required under the ESEVT SOP Annex 2 (D1C) for Veterinary Public Health, including veterinary legislation and official controls, control of food, feed and animal by-products, zoonoses and their prevention, food hygiene, environmental health and basic food technology.

Teaching in VPH/FSQ is delivered through a combination of lectures, seminars, supervised self-learning, laboratory and desk-based work, as well as practical training. Practical exposure is provided through a dedicated VPH rotation in Y5 (1 ECTS), Elective Practical Training (EPT) placements in slaughterhouses, environmental health and food control, and through horizontal and vertical integration of VPH-related topics in other subject areas such as epidemiology, zoonoses and veterinary legislation.

National legal constraints affecting slaughterhouse training are described in the SER. In accordance with Finnish legislation, instruction and supervision during slaughterhouse EPT are provided by official meat inspection veterinarians. The VEE reports that theoretical and practical teaching related to meat inspection and slaughterhouse hygiene is delivered before and after the EPT.

3.1.5.2. Analysis of the findings/Comments

Based on the information provided, the VPH/FSQ curriculum is structured in a way that allows students to achieve the relevant D1C in Veterinary Public Health. The content coverage and teaching methods are in line with the requirements of the ESEVT SOP.

Veterinary Public Health is appropriately integrated within the curriculum, and the combination of theoretical instruction, case-based learning and practical exposure provides adequate opportunities for competence development. The positioning of VPH teaching in the later stages of the curriculum supports the application of prior knowledge from basic sciences and epidemiology.

The legal constraints related to slaughterhouse EPT are appropriately justified and reflect national regulatory requirements rather than institutional limitations. The compensatory teaching measures described by the VEE are consistent with ESEVT SOP provisions, allowing alternative arrangements when parts of training cannot be fully delivered under the direct control of the VEE. No deficiencies affecting the achievement of D1C in Veterinary Public Health were identified based on the available documentation.

Based on the information provided and the observations made, the training in Veterinary Public Health appears to be well-organised and provides students with adequate opportunities to achieve the relevant competences.

3.1.5.3. Suggestions for improvement

The VEE would benefit from continuing to monitor the logistical aspects of Veterinary Public Health training placements, particularly those requiring longer travel distances, to ensure that student workload and learning time remain appropriate.

3.1.5.4. Decision

The VEE is compliant with the Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

The curriculum explicitly addresses Professional Knowledge as an integral component of veterinary training, encompassing communication skills, teamwork abilities, ethical and professional conduct, and basic management skills relevant to veterinary practice.

Professional Knowledge is introduced progressively throughout the curriculum and integrated within both pre-clinical and clinical components. The VEE clarified that the acquisition of professional and transferable skills is structured within a longitudinal student guidance model, which defines progressive learning outcomes and aligned assessment practices across all study years. From the early stages of the programme, communication, collaboration and self-management skills are addressed through group work, seminars, peer assessment and reflective assignments.

In the clinical phases of the programme (Y4–6), communication and teamwork skills are assessed through clinical supervision, mid-rotation evaluations and structured practical assessments. The VEE further clarified that professional interaction and communication skills are also specifically assessed in a dedicated station within the practical examination in Y5.

Team working skills are fostered and evaluated through group-based learning activities, laboratory work and clinical rotations, where students are required to collaboratively work within multidisciplinary teams. The curriculum also includes exposure to inter-professional and interdisciplinary perspectives, particularly within clinical and veterinary public health-related teaching.

Management-related knowledge, including aspects of practice organisation, leadership and professional responsibilities, is addressed within dedicated courses and embedded within clinical teaching. Ethical, legal and regulatory aspects of the veterinary profession are included to ensure graduates are prepared for professional practice in compliance with national and EU requirements.

The VEE reports that the acquisition of Professional Knowledge is aligned with the D1C listed in the ESEVT SOP Annex 2 and is assessed using a combination of formative and summative assessment methods, including structured self-assessment and reflective portfolio tasks in multiple years of the curriculum.

3.1.6.2. Analysis of the findings/Comments

The curriculum demonstrates that Professional Knowledge is recognised as a core and longitudinal component of veterinary education rather than being confined to isolated teaching units. The existence of a structured student guidance model with progressive learning outcomes provides a coherent framework for the development and assessment of communication, teamwork and professional behaviour.

The longitudinal approach, combined with repeated exposure to clinical environments and structured assessment points, supports the acquisition of professional behaviour expected of D1 graduates. The inclusion of explicit assessment of communication skills within practical examinations and clinical rotations strengthens the robustness of the evaluation process.

Consistency across disciplines and clinical rotations is supported by the use of shared competence domains and assessment criteria, while allowing contextual adaptation to different professional environments. Targeted pedagogical training for clinical teachers, focusing on professional behaviour and communication skills, further supports consistent delivery and assessment across the curriculum.

Overall, the information provided indicates that the curriculum is designed and implemented to enable students to acquire, practice and be assessed on Professional Knowledge in a systematic

and progressive manner.

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 VEE's study programmes are aligned with the Finnish National Framework for Qualifications (FINQF), which corresponds to the European Higher Education Area (EHEA) Framework. Programme learning outcomes are defined, publicly communicated in curricula, and linked to national degree requirements. The VEE's degree titles and qualifications are specified in accordance with Finnish national regulations and the Universities Act, ensuring recognition both nationally and internationally.

The VEE operates within the University of Helsinki's comprehensive QA system, which systematically supports and monitors a learning-conducive environment. Teaching is research-based and designed according to principles of constructive alignment, where learning activities, content, and assessments are aligned with defined learning outcomes. The university promotes student-centred learning through varied pedagogical methods, including digital and blended learning, interactive teaching, and opportunities for research engagement from the bachelor's level onward. The programme's objectives are publicly listed in the Studyinfo.fi portal and the programme's official curriculum.

Learning opportunities are described and regularly updated through a structured three-year curriculum cycle. Students are involved in curriculum development via representation in degree programme steering groups, where they participate in planning, feedback, and review processes. Digital tools such as Oodikone (for bachelor's/master's) and Thessa (for doctoral students) are used to monitor study progress and support timely guidance.

The "Entering the Job Market as a Veterinarian" course in the final year specifically prepares students for their transition to working life, emphasising self-reflection and the significance of lifelong learning. Another example is the 2-day conference "Annual Veterinary Refresher Conference" organised by the VEE, which features updates on new research, clinical techniques, and legislative changes. Attendees receive CPD certificates recognised by the Finnish Veterinary Association. Courses like "Basics of Animal Welfare Science" (3 ECTS) are open to any adult learners, including animal nurses, farmers, and NGO staff. These can be taken individually or stacked toward a formal qualification.

3.2.2. Analysis of the findings/Comments

VEE's study programmes are competency-based, aligned with national and European qualification frameworks, and transparently communicated, ensuring recognition and comparability of the awarded degrees. The quality assurance framework utilises constructive alignment to bridge research-based teaching with student-centred learning, supported by sophisticated digital monitoring tools like Oodikone and Thessa to ensure progress toward intended learning outcomes.

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

Each course description in the Sisu system and the Studies Service includes statements of what the student is expected to know, do, or understand upon completion. Programme learning outcomes form the basis for defining the objectives and learning outcomes of individual courses and study units, which are communicated to both staff and students. This is also published in official curricula and are discussed during course introductions and programme orientation activities. D1C are mapped across both the Bachelor's and Licentiate programmes and are linked to specific courses (ELK, ELL codes). Clinical skills assessment forms reference "Day-One Competency level" as a benchmark for evaluating surgical and procedural skills.

Curricula are subjected to a formal review and updated at every three years. As part of the University's quality system, the Degree Programme Steering Group conducts an annual follow-up. This process utilises student feedback (Norppa, HowULearn) and stakeholder input (Advisory Stakeholder Group) to make minor adjustments between major curriculum renewals.

3.3.2. Analysis of the findings/Comments

Programme learning outcomes are defined, aligned with course-level objectives, and linked to D1C across both degree cycles. These outcomes are effectively communicated through official curricula, course descriptions, and orientation activities, and are regularly reviewed through structured annual data-driven adjustments based on HowULearn and Norppa feedback and triennial renewals.

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

Curriculum design and planning are led by the Vice-Dean for Education, Degree Programme Director, and Steering Groups, informed by pedagogical guidelines and stakeholder input. The Teaching Resource Group (since 2025) coordinates staff allocation and teaching methods. Assessment matrices and clinical skills frameworks are committee-approved. Faculty Council approves curricula, and student unions (Helsingin Yliopiston Ylioppilaskunta- The Student Union of the University of Helsinki and Eläinlääketieteen Kandidaattiyhdistys- The Veterinary Student Society) are represented in the University governance. The VTH Director reports to the Dean on clinical training components. Data from examination outcomes and student progression (monitored via the Oodikone tool) are reviewed annually. The groups are empowered to make immediate minor changes to course content or assessment based on this data.

Each year, the Steering Groups perform a structured annual follow-up, producing a status report that identifies successes and development needs for the following academic year. In alignment with UH regulations, a comprehensive curriculum review is performed every three years. This process involves staff, students, and external stakeholders. These reviews are also linked to the VEE Implementation Plan, ensuring that continuous improvement is integrated into the Faculty's budget and resource planning.

The VEE identifies training needs through annual Target and Development Discussions between staff and their supervisors. Staff are encouraged and supported to complete university-level pedagogical training (up to 60 ECTS); which is available through the Centre for University Teaching and Learning. The Expert Group for Quality also coordinates the development of quality-related competences across the institution to ensure staff can effectively contribute to ongoing curriculum development. Professional development is further supported through HR planning, career models, and leadership workshops. Teaching skills evaluation ensures staff competence.

3.4.2. Analysis of the findings/Comments

The VEE has a committee system that supports curriculum governance, quality assurance, and continuous development. The VEE's move toward establishing a Teaching Resource Group in

2025 indicates a proactive approach to one of the most common challenges in veterinary education: balancing intensive clinical delivery with available staff hours. Staff competence is systematically maintained by pedagogical training through the Centre for University Teaching and Learning, paired with formal Target and Development Discussions. The inclusion of teaching skills evaluation in recruitment and promotion further reinforces the importance of pedagogical excellence alongside clinical and research expertise.

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

EPT is described in the SER as a compulsory component of the curriculum that complements core theoretical and practical academic education. It broadens professional exposure and supports the development of practical competences and transferable skills.

EPT is distributed across the curriculum as follows:

- 4 weeks pre-clinical EPT in production animals (2-week dairy farm practice and 2-week pig production farm practice, Y1–2);
- 6 weeks clinical EPT in Y5, organised in blocks of 2 weeks, of which 4 weeks are intramural and up to 2 weeks may be undertaken extramurally.

EPT activities may vary between students and can be undertaken intramurally under the supervision of teaching staff or extramurally under the supervision of qualified professionals. Learning outcomes are defined within the approved curriculum framework and published in official course descriptions. All core clinical learning outcomes and D1C are achieved within CCT under close supervision of teaching staff. EPT is complementary and does not replace CCT. Students receive structured information prior to EPT, including learning outcomes, supervision arrangements and documentation requirements. EPT activities are documented through structured learning diaries or reports and confirmed through standardised placement certificates. Approval of EPT remains under academic oversight.

3.5.2. Analysis of the findings/Comments

The organisation of EPT is consistent with the ESEVT definition of Elective Practical Training. The distinction between EPT and CCT is clearly established in the curriculum documentation and

safeguards the requirement that EPT cannot substitute for supervised core clinical training. Learning outcomes are formally defined and publicly documented. Structured preparatory guidance and documentation requirements support alignment between intended learning outcomes and placement activities. Monitoring mechanisms, including review of learning diaries, standardised evaluation certificates and feedback tools, provide a framework for quality assurance across placements. Academic responsibility for final approval remains with the VEE. Overall, EPT appears appropriately integrated within the curriculum, supporting professional development while maintaining the integrity of Core Clinical Training.

3.5.3. Suggestions for improvement

The VEE is suggested to consider expanding the EPT opportunities for students.

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

EPT placements may be intramural or extramural, are governed by formal agreements between the VEE, the student and the provider and must comply with relevant national veterinary practice standards. VPH EPT placements are organised within official control units operating under the supervision of the competent authority and in accordance with national legislation. These units are subject to statutory inspections and audits. EPT placements are covered by formal supervision agreements defining rights and duties of all parties, including supervision responsibilities, confidentiality and insurance arrangements. Providers are required to report concerns related to student supervision, safety or professional conduct. Student performance during EPT is evaluated using standardised evaluation forms. A common assessment framework is applied across providers. Final approval of EPT remains under academic responsibility, based on review of supervisor evaluations and student documentation. A designated member of the teaching staff has overall responsibility for EPT coordination and liaison with providers.

3.6.2. Analysis of the findings/Comments

The agreements described meet ESEVT requirements for EPT providers. Compliance with national legislation and statutory inspection in VPH placements provides external assurance of professional standards. Formal supervision agreements and standardised evaluation tools support consistency across placements. Academic oversight of final approval safeguards institutional responsibility despite variability in extramural environments. The appointment of a designated academic coordinator strengthens quality assurance and ensures integration of EPT within the curriculum structure. The framework is structured, consistent and aligned with ESEVT Standards.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

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

3.7.1. Findings

The students are required to take responsibility for their own learning during EPT, as mentioned in formal agreements (see 3.6). This includes appropriate preparation, active participation during placements and reflective evaluation after completion. Student preparation for EPT is ensured through prerequisite coursework, structured preparatory teaching and mandatory briefings. EPT placements are undertaken only after completion of relevant courses and acquisition of baseline competences. Preparatory activities include theoretical instruction, practical exercises and documented digital assignments where applicable. Prior to each placement, students receive written and oral information on learning outcomes, professional expectations, occupational health and biosecurity requirements, insurance coverage and documentation procedures. Students are required to document their activities using structured learning diaries or reports. These include records of performed tasks, reflection on learning and self-assessment of competence development. Completion and adequacy of documentation are mandatory before EPT approval. Students evaluate their EPT experiences through formal feedback mechanisms. Complaint procedures, including anonymous channels, are available in accordance with the institutional quality assurance framework. Implementation and outcomes of EPT are monitored through established QA processes at programme and Faculty level, integrating student documentation, evaluations and provider feedback.

3.7.2. Analysis of the findings/Comments

The agreements described in 3.6 meet ESEVT requirements regarding student responsibility during EPT. Structured preparation and documented baseline competence support readiness for placement activities. The use of learning diaries and reports ensures traceability of learning experiences and facilitates academic oversight. Review and validation by responsible teachers ensure institutional control over placement approval. Formal evaluation tools and complaint mechanisms provide safeguards for students and contribute to transparency. Integration of EPT-related data within the broader QA framework supports monitoring and programme development.

3.7.3. Suggestions for improvement

The VEE could benefit from continuing to reinforce student guidance on expectations and responsibilities during EPT.

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

Teaching facilities are reviewed annually as a part of the Degree Program annual follow-up. Department Heads negotiate annually with the Dean regarding facility and equipment needs. The purchases depend on the amount of money.

UH's safety and security guide is available via Intranet Flamma, providing emergency instructions and general safety and security information. There is a security manager and supervisor for every building, also responsible for safe accessibility to people including students with a disability. The VTH records workplace accidents and laboratories are equipped with sufficient security measures for both staff and all students.

4.1.2. Analysis of the findings/comments

The VEE has a clear strategy for maintaining and upgrading its buildings and equipment at both the Viikki campus and Mäntsälä, including the VTH and production animal hospital. Facilities comply with the relevant legislation, including health, safety, and biosecurity, providing a safe environment conducive to learning for all.

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

Learning activities take place at Viikki campus, mainly in the EE building. All lecture halls are equipped with modern teaching technology. Smaller seminars and meeting rooms are available for students' work.

The dissection and necropsy halls are located at the EE building; there are additional rooms for histopathology, office work, photography and specimen storage. The EE building also includes a facility for industrial meat and food processing, microbiological labs and lecture halls for laboratory practices.

The Clinicum has a small, adequately equipped laboratory for urgent samples, while there is a central laboratory for routine diagnostics. There is a demonstration hall in the VTH for obstetric training and simulation models and a clinical Skills lab. In Saari, there is a specific lab for diagnostic work.

Group work rooms can be reserved online, there are also tables for self-study at EE building, Clinicum and Saari. There are cafeterias at Viikki and Saari. Changing rooms and lockers are available in the EE building, Clinicum and Saari. The VEE's staff has individual and shared offices; VTH provides shared offices for clinicians. Staff can work a few days a week remotely, with laptops provided by the UH.

4.2.2. Analysis of the findings/ comments

Facilities, including lecture theatres, teaching laboratories, study rooms, clinical buildings and other teaching spaces, are adequate in number and size to accommodate the current student population. Both students and academic staff report a high degree of satisfaction with the Faculty's facilities.

To address the projected increase in student numbers, some teaching and learning facilities in the EE building and Clinicum are planned to be enlarged, making them more adaptable for learning activities.

The VEE is commendable for the multiple training opportunities provided by the Skills Lab.

Training models are currently distributed across the relevant clinical units and are fully integrated into teaching schedules and clinical rotations. The new skills lab at the Clinicum is expected to be operational in March 2026 and will further strengthen practical training by providing a supervised environment equipped with updated models and simulators.

4.2.3. Suggestions for improvement

None.

4.2.4. Decision

The VEE is compliant with standard 4.2.

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

4.3.1. Findings

Hospitalisation areas are available in the VTH for small animals and equine patients and also in the production animal hospital. To ensure efficient management and optimal animal welfare, the hospital minimises overnight equine stays. Only horses requiring intensive supervision, additional diagnostic procedures or treatments that cannot be safely delivered at home remain at the facility overnight.

The VTH uses several hospitalisation areas for small animals. There is a separate ward with cages for healthy dogs of staff and students, used for educational purposes during the out-of-hours emergency work shifts or for non-invasive clinical exercises. A teacher is responsible for scheduling in advance the work with these animals. The production animal hospital also has wards for teaching animals.

The small animal consultation rooms are colour-coded based on the risk of infectious diseases (green-yellow-red, example in appendix 21). The equine hospital has 3 examination areas (lameness examination, blacksmith area and surgery), as well as a room for euthanasia and four other rooms for isolation patients. Both hospitals have their own pharmacy services and a pharmacist. The production animal hospital has one hall for clinical examination and another for on-table surgery.

Pathology services include necropsy, biopsy and cytology. Diagnostic imaging includes an imaging PACS platform, radiology and ultrasound rooms, and MRI and CT scans. The central laboratory offers services to VTH and research groups. The Saari Campus has 3 lab rooms: clinical, PCR and reproduction.

4.3.2. Analysis of the findings/ comments

Facilities for clinical teaching, including buildings, equipment, examination areas, diagnostic services, laboratories and animal housing, are of high quality and ensure a good level of practical teaching in companion, equine and farm animals.

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 as an independent part of the VEE, and it has its own director. Currently, it employs 120 people who are regarded as clinicians (54 persons) and nurses (66 persons). Available services include polyclinic, emergencies, internal medicine, diagnostics, anaesthesia, surgery, and specialised consultations.

All hospitals and ambulatory clinics are open 24/7. Regular working hours run from 8:00-16:00h, the emergency service starts after regular hours and operates during weekends. The organisation of the emergency service is shown in Table 3.1.7. The equine hospital accepts all types of cases except for reproduction cases (handled at Saari). The production animal hospital offers mostly ambulatory service.

The VTH ensures high-quality clinical teaching through mandatory pedagogical training for all staff involved in instruction. There are professional development opportunities, such as the

annual Tuohilampi training days, with a program that includes educational sessions and informal activities that support team building (also indicated in Area 9).

To maximise students' hands-on training, the program is structured as follows: in the third year, students engage with the production animal hospital and shadowing at VTH for small animals. In the fourth year, they enrol in emergency services at the VTH under the close supervision of veterinary nurses. By the fifth year, students rotate through all sections of the VTH, further enhancing their practical skills and ensuring the acquisition of D1C. Additionally, they assist with ambulatory clinics' activities.

4.4.2. Analysis of the findings/ comments

Core clinical teaching facilities for companion, equine and farm animals demonstrate that education and clinical research undertaken are compliant with ESEVT Standards, with teaching staff providing research-based and evidence-based clinical training. The VTH functions both as a basic procedure clinic, providing students practice with the first-day skills and as a respected referral clinic. Ambulatory service is present for food animals.

The VTH provides internal training to VTH staff regularly to ensure treatment according to the latest clinical research and best practices. These trainings are provided by internal team specialists and researchers, but external lecturers can also be invited.

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

Students have access to all required facilities: clinical skills labs, diagnostic imaging, anaesthesia and surgery suites, intensive care units, ambulatory services and necropsy rooms. For the students, there is no access to medicines, controlled drugs and euthanasia agents. Models and simulators are available in designated spaces. Provet Cloud is the hospital patient management system, and it is available for students throughout their clinical training.

In addition to clinical patient work, students may practice surgical procedures in small animals independently or under teacher supervision using cadavers donated for educational purposes. Euthanised horses donated for teaching are available in the euthanasia room for practice whenever students have the appropriate time to do so.

4.5.2. Analysis of the findings/ comments

The facilities meet the ESEVT standards and are well-suited to ensure a high-quality learning. Students are taught soft skills, systematically integrated into the curriculum, including communication training through role-play, teamwork skills through group assignments and others, in areas dedicated to different work groups.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The VEE is compliant with standard 4.5.

Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for 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.

4.6.1. Findings

The VTH provides isolation facilities for companion animals, equine and production animals, supported by clear instructions in Finnish and English. Students receive theoretical training on isolation procedures during clinical rotations. There are written protocols for cleaning and disinfection.

The VTH has 2 isolation units. The equine hospital includes 4 isolation boxes with separate ventilation. The production animal hospital has an isolation ward for high-risk diseases. Guidance on isolation procedures is available on the Biosecurity Moodle site, including patient-classification charts to support clinical decision-making.

4.6.2. Analysis of the findings/ comments

Isolation facilities are well-designed and adapted to small animals, equine and farm animals. Students receive clear guidance on biosecurity measures, and the facilities are equipped with appropriate signage.

The isolation facilities for small animals are infrequently used, as the VTH does not currently encounter severe infectious diseases that require routine isolation of patients.

4.6.3. Suggestions for improvement

None.

4.6.4. Decision

The VEE is compliant with standard 4.6.

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

4.7.1. Findings

The production animal hospital has arrangements with 2000 farms and stables, which are visited annually by students for basic practical training. There are also specific educational visits. The equine hospital completes this training with stable visits (around 130 annually, an average of 1,201 patients annually). There are vehicles for ambulatory services and an animal trailer for cattle transport.

4.7.2. Analysis of the findings/ comments

The production animal hospital's partnerships provide a high number of practical training. Complementing equine basic training with stable visits planned by the equine hospital improves the students' exposure to cases and strengthens their clinical education.

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

All transport is organised in compliance with national and EU standards, and it is regularly monitored to verify adherence to biosecurity protocols. There are bus services for student excursions, ensuring students can access various learning experiences. In Saari, students are transported to specific practices via minibuses.

The VEE operates a dedicated lorry for transporting cadavers and horse manure, which is cleaned after every use to maintain hygiene. Companion animal cadavers are collected by private crematories, while equine cadavers are transported to the VEE pathology unit as high-risk waste and stored appropriately.

4.8.2. Analysis of the findings/ comments

The transportation of students, live animals, cadavers and materials from animal origin and other teaching materials ensures the safety of students and staff, animal welfare and the prevention of the spread of infectious agents.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with standard 4.8.

Standard 4.9: Operational policies and procedures (including 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's Biosecurity Committee, chaired by a Vice-Dean, coordinates the development, documentation and annual review of biosecurity protocols and training. The biosecurity

guidelines and instructions are reviewed annually. A hygiene coordinator oversees biosafety in the Small Animal and Equine Hospitals, informing staff and students of major changes and coordinating public communications on disease outbreaks. Biosecurity teaching is integrated throughout the curriculum. It is the Committee's responsibility to generate the biosecurity development plan and the Biosecurity Manual (Appendix 21), which is online (Biosecurity Moodle) and which is accessible for all students and staff.

Students receive instruction in good laboratory practice and safety throughout their studies, with teachers supervising safe working methods and updating course-specific guidelines annually. Mandatory safety training is included in the first laboratory course, and additional learning materials and examinations on laboratory safety, aseptic techniques, and basic laboratory methods are provided through a shared Moodle platform tailored to different courses. In the research laboratories, permanent staff ensure that all visitors, including PhD candidates and thesis students, receive appropriate instructions.

Client feedback is collected continuously in all hospitals through an electronic link included in home-care instructions, and monthly summaries are reviewed within units and regularly discussed with all VTH staff by the Director. Complaints are managed by the chief veterinarians and the personnel involved. The VTH also uses the Hai-pro adverse-event reporting system, which allows any staff member to record incidents to support continuous quality improvement. VTH provides protective clothing for students and staff, and waste is managed through recycling. Regarding the implementation of biosecurity principles within the small animal surgical area of the VTH, there is currently no physical or visual separation between the pre-surgical room (used for patient preparation and induction of anaesthesia) and the surgical suite, including the scrub area and the corridor adjacent to the operating theatres.

In addition, no shoe-change protocol or use of protective shoe covers is required upon entry into the surgical zone.

In the pathology necropsy area, the disinfection mat at the exit could be bypassed.

4.9.2. Analysis of the findings/ comments

The VEE's Biosecurity Committee ensures comprehensive biosecurity training for students and staff through regular lectures, instructional videos, and annual reviews of protocols.

Mandatory lessons on good laboratory practices, safety measures during laboratory work and hands-on demonstrations are meant to promote safe and effective laboratory skills to the students, being provided throughout their studies.

The VTH actively collects and discusses client feedback on a regular basis, allowing for ongoing evaluation and enhancement of clinical practices, ensuring that client concerns are addressed promptly and effectively.

The VTH facilities, including both the small animals and equine hospitals, are well equipped and maintained, meeting the standards required for clinical teaching and patient care. However, the absence of defined zoning and footwear-change procedures in the small animal hospital compromises the establishment of appropriate aseptic barriers and increases the risk of cross-contamination between preparation and sterile areas.

In the necropsy area, the possibility of bypassing the disinfection mat upon exit by individuals, as it is in the current layout, weakens the intended contamination control measure system in place.

4.9.3. Suggestions for improvement

The VEE should ensure that adequate procedures for biosecurity implementation are in place at all necessary points.

For that, a clear separation between the pre-surgical room and the surgery area should be in place. In addition, a mandatory shoe-change protocol or the use of appropriate shoe covers should be implemented at the entrance to the surgical area.

Similarly, the VEE should warrant that the exit pathway from the necropsy area is structured adequately to respect biosecurity (i.e., in a way that passage over the disinfection mat is unavoidable).

4.9.4. Decision

The VEE is partially compliant with Standard 4.9 because of the absence of separation of different areas and insufficient biosecurity posts in the small animal surgical zone, which is inconsistent with the procedures implemented in other places by the VEE.

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

Healthy animals are available in the large animal VTH (Cattle and pigs) in low numbers. The VEE provides a varied caseload for clinical training primarily through its VTH. The availability of first-opinion cases is further secured through contractual agreements with surrounding municipalities. The clinical resources are distributed geographically across two main sites, where small animal and equine training are concentrated at the Viikki campus within the Small Animal and Equine Hospitals, although a limited number of these cases are also managed at the Mäntsälä site. Clinical training for ruminants is primarily conducted at the Production Animal Hospital in Mäntsälä (Saari), by use of combined hospital facilities and ambulatory farm visits. Dedicated pig and poultry farms are also used for clinical training purposes.

Cadavers and material of animal origin are obtained via a donation programme (companion animals and horses) and also sourced from slaughterhouses, farms and the Helsinki Zoo. For cattle, necropsy material is mainly obtained from cadavers collected by the VEE in the large animal VTH and transferred to the necropsy room in Viikki campus.

5.1.2. Analysis of the findings/Comments

Access to a wide number of materials of animal origin, including large animals, provides good teaching opportunities for students.

5.1.3. Suggestions for improvement

None.

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 VEE has agreements with Keuda Vocational College in Saari for practical training of the students in dairy cow medicine, students in production animal medicine and also with Harju Vocational College, where equine reproduction is taught by VEE teaching staff. During their EPT training, students actively participate in all routine farm activities at dairy and pig farms. The VEE provides practical training at slaughterhouses, farms (cattle, pig and chicken).

5.2.2. Analysis of the findings/Comments

Clinical training in slaughterhouses is organised, by law, under the supervision of official veterinarians. Other experiences of practical training at external sites are supervised by teaching staff.

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

Nursing care skills are taught beginning with Y1 during courses on caring for common domestic species (cattle, pigs, poultry, horses, sheep, goats, cats, dogs, fur animals, and reindeer) and continuously during the clinical sessions. An elective on neonatal foal management is available additionally for the students as an elective.

Students are taking care of the animals as soon as they arrive at the VTH. They participate under supervision in the daily follow-up. During evening and night shifts, students assist with feeding and care of hospitalised animals at the Production Animal Hospital in Saari, where they collaborate closely with nurses.

5.3.2. Analysis of the findings/Comments

Students are duly instructed about nursing procedures and are accompanied by nurses during their clinical rotations, which gives them the best support for the acquisition of nursing care skills. Students are involved in the clinical work-up, actively in charge of the care and clinical approach of the patients.

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

The VEE uses the Provet Cloud system to manage patients' records in all of the VTH parts, including food-producing animals clinical work. Data linked to herd health management are recorded on the national computerised system for Cattle and Pigs. Images and results for laboratory analyses are available on the Provet system, except for dentistry imaging.

5.4.2. Analysis of the findings/Comments

Students have access to the Provet system and complete the preliminary medical record entries for almost all of their own patients, and the veterinarian responsible for the patient reviews and approves the entries.

5.4.3. Suggestions for improvement

The VEE could benefit from broadening their students' perspective and following up on their patients by recording all their patients' data in the Provet system.

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 follows the University of Helsinki (UH) institutional strategy and guidelines regarding learning resources. Learning resources are centrally supported at UH level and implemented at the VEE level, with oversight by the Degree Programme Steering Groups. Teachers have autonomy in selecting learning resources within institutional frameworks.

Learning resources include printed and electronic literature, e-books and e-journals, digital learning materials, Moodle as the core learning management system, virtual learning tools, clinical information systems, physical models, cadavers and virtual simulations. Course delivery modes and learning materials are communicated to students in advance via course descriptions and course platforms.

The 'never the first time on a live animal' concept is supported through the systematic use of models, phantoms, cadavers, virtual microscopy, 3D anatomy, simulation tools, virtual visits and skills laboratories. Digital platforms and clinical systems (e.g. patient recording systems) are used as learning resources in clinical teaching.

Training in bibliographical search, information retrieval, digital skills and information management is integrated into the curriculum, with digital proficiency ensured through mandatory basic (2 ECTS) and advanced (1 ECTS) courses at the commencement of studies. System security is further maintained via a compulsory annual IT Security Test for all staff and students. Learning materials are predominantly available in English, while teaching is provided in Finnish, Swedish or English, as stated in course descriptions.

6.1.2. Analysis of the findings/Comments

The learning resources are diverse, up to date and adequate to support veterinary education, research and services in accordance with Standard 6.1. Access to learning resources is timely and provided through both physical and digital means.

The implementation of simulation-based learning, virtual tools and skills laboratories supports the 'never the first time on a live animal' principle. Training in bibliographical search, access to databases and information management is appropriately embedded in undergraduate education through a formalised 3 ECTS digital proficiency framework. This structured approach, combined with the mandatory annual IT Security Test, demonstrates a state-of-the-art commitment to both functional literacy and data security.

Learning resources are available in the languages used in the programme, with English-language materials supporting international scientific standards. Institutional support structures for staff and students are well developed.

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

Staff and students have access to the UH Library, including the Viikki Campus Library, which serves veterinary medicine. The library is administered by qualified professional staff and provides access to extensive printed and electronic collections, databases and information services.

IT services, e-learning platforms and digital infrastructures are centrally managed by the UH IT Centre and Educational Technology Services. Moodle and additional supported tools are available for teaching and assessment.

Wireless internet (Eduroam and other UH networks) is available throughout the VEE facilities. Electronic resources are accessible both on site and remotely via secure connections, including VPN and virtual desktop services.

6.2.2. Analysis of the findings/Comments

The well-developed, broad e-resources and the environment conducive to learning are commendable. Access to library, IT services, e-learning platforms and electronic resources is adequate and reliable for both staff and students. The availability of remote access solutions ensures continuity of learning and teaching outside the VEE premises.

Support services are clearly organised and staffed by qualified personnel. The requirements of Standard 6.2 appear to be fulfilled.

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

Students have broad access to learning resources, internet services and internal study resources as described under Standards 6.1 and 6.2. Facilities and equipment for the development of procedural skills include models, phantoms, cadavers, discipline-specific skills facilities and a newly established skills laboratory with extended access.

The use of learning resources is aligned with the pedagogical environment and learning outcomes. Student feedback and staff input are used to review and update learning resources.

6.3.2. Analysis of the findings/Comments

The VEE is commended for the multiple training opportunities provided by the Skills Lab.

Access to procedural skills facilities and learning resources is appropriate and supports the acquisition of practical competences. The alignment between resources, learning outcomes and teaching methods is obvious.

Mechanisms for evaluating the teaching value of learning resources and facilities are in place through feedback systems and quality assurance processes.

6.3.3. Suggestions for improvement

None.

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 applies pre-defined UH regulations that cover the entire "student life cycle," including admission, progression, recognition of prior learning, and certification. All degree-specific instructions, bulletins, and regulations are centrally hosted on the public "Instructions for Students" website. The structure and organisation of these phases are grounded in the Finnish Universities Act and the Government Decree on University Degrees.

The Student Services manages the processing of annual registrations and the issuance of official transcripts and degree certificates. The Sisu student information system is used for enrolment, study planning, and progression tracking, supported by published instructions. Oodikone (for bachelor's and master's) and Thessa (for doctoral students) tools monitor student progression and completion data, enabling timely intervention. Programme information is published on the University's Studies Service website, including curriculum details, entry requirements, and language of instruction. A Code of Conduct for veterinary students is published, outlining expectations and responsibilities.

The VEE actively collaborates with other institutions through networks such as Una Europa and Nordplus. Opportunities for student exchange and formal cooperation are advertised to students through the International Exchange Services.

7.1.2. Analysis of the findings/Comments

The VEE has established a transparent and systematic framework for managing the student life cycle. The centralisation of information on the “Instructions for Students” website and the use of integrated digital systems (Sisu, Thessa) is available for students; this ensures clarity, legal compliance, and equal treatment for all students. The VEE meets its obligation to offer accurate and complete programme details to both national and international audiences.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

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

7.2.1. Findings

The number of students admitted to the Bachelor of Veterinary Medicine (BVM) and Licentiate of Veterinary Medicine (LVM) programmes is strictly regulated. The annual intake for the BVM is approximately 70 students, a figure determined in coordination with the Ministry of Education and Culture and the university's resource planning. Admission numbers are balanced against

national requirements for veterinarians in Finland, while also ensuring that the VEE does not over-enrol beyond its capacity to provide high-quality clinical training. The Implementation Plan (2025–2028) specifies a gradual increase in student intake (from 72 to 90 students), accompanied by planned budget increases, staff recruitment, and facility development.

Staff recruitment plans are linked to expected retirements and strategic focus areas (epidemiology, anatomy, animal welfare, etc.) to maintain teaching capacity.

Clinical rotations are organised into small groups (typically 4–6 students) to ensure hands-on access to patients and equipment. The VEE applies a structured rotation schedule to prevent overcrowding in clinical areas. Furthermore, in response to the increased number of students, the VEE has implemented a forward-planning strategy to safeguard the quality of clinical training, ensuring that group sizes, case exposure, staffing, and infrastructure capacity remain aligned with educational objectives and patient welfare considerations.

Clinical training capacity is supported through the VTH and external training providers, with monitoring of case numbers, animal material, and student exposure to healthy and diseased animals. Key indicators related to clinical training and case availability are tracked and reviewed as part of the annual programme follow-up. As of 2025, the VEE is implementing a Teaching Resource Group that coordinates the balance between teaching needs and teacher resources, and ensures, for example, appropriate staffing for clinical teaching groups.

The Viikki Campus facilities, including lecture halls, laboratories, and the specialised clinical units in Saari, are designed to accommodate the current student volume. The Financial outlook links student number increases to needed funding growth, including core funding, external grants, and Veterinary Teaching Hospital revenue.

7.2.2. Analysis of the findings/Comments

Admissions are centrally regulated and strategically increased only in tandem with secured funding, staff recruitment, and facility development. Increased student intake (from 72 to 90 students) is structured through the Implementation Plan (2025–2028) and additional funding from the Ministry of Education and Culture. Mechanisms are in place to ensure that increases in student numbers are matched with corresponding enhancements in staff, facilities, and clinical resources.

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 criteria are nationally coordinated and based on a combination of matriculation examination scores and entrance examinations aligned with Finnish higher education law and University of Helsinki regulations. Transparent publication of entry requirements, quotas, and selection processes is provided on the UH's Studies Service website and admissions portals.

National and university-level admissions comply with the Finnish Non-Discrimination Act and equality policies. The Code of Conduct promotes equity, inclusion, and a zero-tolerance approach to discrimination. Individual arrangements are available for applicants and students with special needs, ensuring equal opportunity. The first-year course "Introduction to the Learning Environment, Future Profession and Ethical Perspectives" (ELK-0071) reinforces early professional identity formation. University-level admissions processes are reviewed periodically by the Admissions Services and academic committees. The VEE provides feedback to university authorities through participation in admissions development groups and the National Admissions Committee for Medical Disciplines. Student progression data (e.g., drop-out rates, time-to-degree) is monitored and can inform admissions policy adjustments.

The VEE adheres to the University of Helsinki's Equality and Diversity Plan 2021–2024, which mandates non-discriminatory practices and the prevention of implicit bias in all university operations. The VEE follows "Principles for a Safer Space," which extend to the interaction between admission staff and applicants. VEE representatives involved in entrance examinations are trained in assessment ethics, implicit bias, and structured evaluation methods. Pedagogical training offered through the "Centre for University Teaching and Learning" includes modules on fair assessment, which supports staff involved in progression decisions.

7.3.2. Analysis of the findings/Comments

The admissions process is centrally regulated and publicly documented, ensuring consistency and defensibility. The VEE demonstrates effective engagement in the review and improvement of selection processes, even though primary authority resides at the university level. Its participation in admissions development groups and the use of progression data for feedback create a feedback loop to central authorities, so that the veterinary programme's specific needs are considered.

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 D1C by the time they graduate.

7.4.1. Findings

VEE adheres to the Finnish Non-Discrimination Act and the Act on the Equality of People with Disabilities, forming the legal basis for accommodations. Individual arrangements for studies and assessments are available and are publicly described on the University's Instructions for Students website. A dedicated Accessibility Contact Person and an Individual Arrangements Expert Panel are available to assess needs and recommend reasonable adjustments. Pre-admission guidance is available for prospective students to discuss potential accommodations

and programme requirements. During studies, Personal Study Plans (PSPs) can be tailored to include accommodations for health-related needs. Special arrangements for examinations (such as extra time, a separate room) are systematically provided upon recommendation from the accessibility services. Accommodations may adjust how a task is performed (such as using assistive technology) but not alter whether the competence itself is required. Accessibility Contact Person and an Individual Arrangements Expert Panel are available. The VEE follows the Finnish Universities Act. Exclusion (termination of the right to study) can occur if a student seriously disrupts teaching or behaves violently or threateningly.

7.4.2. Analysis of the findings/Comments

The VEE has legally grounded and communicated procedures for considering and accommodating applicants and students with disabilities or illnesses.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings

The grounds for academic progression are explicitly defined in the Regulations on Degrees and the Protection of Students' Rights. Progression criteria are clearly published in the Study Guide and Sisu system, detailing course pre-requisites, exam requirements, and clinical rotation eligibility. Degree Programme Regulations and Faculty Council decisions regarding progression are accessible via the University's Studies Service website. Assessment matrices for theses and clinical skills explicitly define performance levels and pass/fail criteria.

Oodikone progression monitoring tool is used by programme directors and counselling teachers to identify students at risk of delay. Personal Study Plans (PSP) are developed with counselling teachers for students deviating from the standard study path, outlining tailored support and timelines. Academic and well-being support services include counselling, teachers, study psychologists, accessibility officers, and the Finnish Student Health Service (FSHS). Remediation options such as additional examination dates, course retakes, and extended deadlines are available and communicated to students. Student representatives participate in the annual review of progression data, ensuring that the student perspective is considered when amendments to support services or progression rules are proposed.

In accordance with the Finnish Universities Act, the VEE has the legal mechanism to terminate a student's right to study if they seriously disrupt teaching, behave violently or threateningly, act under false claims, or otherwise cause significant disorder.

7.5.2. Analysis of the findings/Comments

The use of dedicated monitoring tools like Oodikone and the implementation of personalised study plans (PSP) demonstrate a proactive, data-informed approach to identifying and assisting at-risk students. Student attrition and progression trends are regularly monitored and analysed as part of annual programme follow-up and quality assurance 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

Students lose their right to study if they exceed the maximum allowed duration for completing their degree without an approved extension. If they fail to register for the academic year, their study rights become passive until an approved reactivation. The VEE follows the Finnish Universities Act, which defines the grounds and procedures for disciplinary measures. Exclusion (termination or suspension of the right to study) can occur only in cases of serious academic misconduct or violent/disruptive behaviour. In addition, significant and long-term health-related challenges could prevent a student from meeting the learning outcomes required for progression and graduation, even though such situations as such do not constitute grounds for exclusion. Procedures for temporary exclusion (suspension for up to one year) are defined for cases of serious academic misconduct (plagiarism, cheating) or violent/disruptive behaviour through severe breaches of the code of conduct or university regulations.

The Sisu student information system and related study guides direct students to appeal procedures. Student advisors and counselling teachers are trained to inform students of their appeal rights and procedures. Appeal boards or committees operate independently of the original decision-makers. All policies regarding the penalty of study rights, disciplinary measures, and the appeals process are publicly available on the "Instructions for Students" website under the "Rights and Responsibilities" section. Applicants who believe there has been an error in the selection process have a legal right to request a rectification from the university's admission services within 14 days of the results being published.

7.6.2. Analysis of the findings/Comments

The mechanisms for exclusion are based on academic grounds and disciplinary breaches. This creates a transparent hierarchy of consequences tailored to the nature of the issue. The system ensures that all exclusion decisions are defensible, proportionate, and subject to fair challenge.

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

All degree students have access to the Finnish Student Health Services, which provides comprehensive primary health care, including physical health and mental health services. Counselling teachers, study psychologists, and guidance counsellors offer support for academic skills, motivation, time management, anxiety, and mental well-being. The psychologists offer individual counselling and group sessions for students facing challenges with motivation, stress, or mental health. Structured activities include Wellbeing Tuesdays, walk-in counselling, and the online course "Towards Better Well-being and Studying". The "Questions related to wellbeing" guide directs students to appropriate services for health, mental health, and study difficulties.

Career Services provides guidance on job-seeking, CVs, traineeships, and career planning. The course "Entering the Job Market as a Veterinarian" offers professional preparation.

Support for the disabled students is adhered to the Finnish Non-Discrimination Act and the Act on the Equality of People with Disabilities. The Faculty Code of Conduct prohibits harassment, bullying, and discrimination, promoting respectful interaction and outlining reporting pathways. The VEE adheres to the Equality and Diversity Plan 2021–2024, ensuring that students from all backgrounds are supported. This includes the provision of a "Safe Space" and sensitivity to human rights legislation. University chaplains, Nyyti (mental health NGO) services, and tutoring systems provide confidential, informal support for conflicts or distress. Student unions (HYY, EKY) advocate for students and can assist in conflict resolution.

7.7.2. Analysis of the findings/Comments

The strong commitment to student wellbeing, through diverse support services, is highly commendable. The VEE has a multilayered approach to student support through a comprehensive ecosystem of services. These services are legally compliant, publicised, and integrated into the student journey.

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

Student representatives (from EKY and HYY) have full voting rights in the Degree Programme Steering Groups and the Faculty Council, allowing them to convey needs directly to decision-makers. These student groups maintain open dialogues between the Dean/Vice-Dean and student board members to discuss infrastructure, curriculum, and welfare. Norppa course feedback system allows students to provide feedback on every course. In addition to these formal mechanisms, informal feedback channels are also in place, enabling students to raise concerns and suggestions directly with academic staff and faculty leadership in a more flexible and continuous manner. Teachers are required to provide a "counter-feedback" summary, ensuring the loop is closed. Furthermore, the university's centralised electronic feedback system allows for the submission of comments and complaints without requiring personal identification. Feedback questions in Norppa and annual surveys allow open-ended comments on any aspect of the programme, which can include perceived compliance issues. The results of student feedback and the subsequent actions taken are summarised in the Annual Follow-up Reports. Summaries of "actions taken based on feedback" are presented in the annual start-of-year sessions, and teachers also provide feedback responses in Norppa to ensure the entire student body sees the impact of their suggestions.

7.8.2. Analysis of the findings/Comments

Strong student representation in decision-making bodies, combined with structured and anonymous feedback systems, ensures that student input is systematically collected and acted upon. The requirement for documented responses to feedback and the public communication of resulting actions provides evidence that feedback loops are closed.

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 student assessment strategy is defined by the Regulations on Degrees and the Protection of Students' Rights at the UH and the UH Principles for examinations, which are available on a dedicated platform on the Instructions for Teaching website.

At the course level, the examination and student assessment are organised and overseen by the teachers responsible for each course, and they are also responsible for the quality of teaching and assessing competences. The overall responsibility lies with the Steering Groups of the Degree Programmes. These activities are technically supported by the UH's Teaching and Learning Services.

As assessment methods, various diagnostics, formative, and summative types, including oral or competence-based tests, are used to cover knowledge, skills and personal development. According to the Digital Assessment Methods and Exams at the University level, the VEE has

adopted digital assessment practices using a specific browser.

Since 2023, the VEE has introduced during the BVM programme a systematic model called 'Student guidance and monitoring of student progress', as a strand throughout the studies, defining learning outcomes on certain general competences, and providing instruction and guidance for the professional growth of a veterinarian. Pre-clinical practical skills and clinical practical skills in the LVM degree are assessed using several specific forms, such as a task report form and a Direct Observation of Procedural Skills assessment form. Overall clinical skills are assessed by two summative practical examinations at the end of the fifth year. Concerning the specific skills, soft skills, including communication and teamwork skills, are evaluated by various methods across different phases of the studies from BVM to LVM. Students should be validated with a large number of practical skills, e.g. 1) practical examination in the clinical year, 2) thesis seminars, 3) group assessments, and 4) Animal Ethics Dilemma tool and reflection task.

8.1.2. Analysis of the findings/Comments

A general strategy is used to ensure coherence of the overall assessment regime.

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

Assessment methods and criteria for grading are available on the student service platform. Multiple teachers, including the course responsible, create the exams and evaluate the answers. To pass the examination, students must achieve 60 % of the maximum points. The student is awarded from grade 5- excellent to 0 (fail) in case the student did not reach the minimum required level; currently, a pass/fail approach without grades is used for all courses except theses, which continue to be graded numerically.

The student can ask for post-assessment feedback and guidance for improvement to the teaching staff and receive individual feedback on their learning diaries and portfolio. Students can appeal against the assessment outcomes to the UH's Academic Appeals Board according to the official procedure.

8.2.2. Analysis of the findings/Comments

Information about assessment (methods, required competences and criteria) is clearly reported, and transparency is well maintained. The appeal process is clearly defined but rarely used.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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

8.3.1. Findings

The teaching activities, including assessment strategy, are reviewed by the VEE's Steering Groups of the Degree Programmes at 3- to 4-year intervals, which then submit their proposal to the Faculty Council for approval. The key updates are presented in the annual sessions by Programme Directors and Education Planning Officers, while minor changes are also presented to students by the course teacher.

The VEE regularly receives feedback from external stakeholders, including the formal Advisory Stakeholder Group meetings, and also students, using a feedback survey system as indicated in Appendix 5.

These cumulated data are analysed, and the assessment strategy is updated to confirm that learning outcomes have been achieved. The teachers are actively encouraged towards continuous improvement and kept updated on assessment practices, courses, and workshops organised by the VEE.

8.3.2. Analysis of the findings/Comments

The assessment review process is well structured, which enhances fairness and consistency and procedures to review assessment outcomes and to change strategies are in place. The integration of student feedback further contributes to quality assurance.

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 assessment procedures are connected to the learning objectives stated and communicated via the student information system Sisu to guide students in focusing on essential subjects and self-assessment activities. Students' achievements are checked by senior advisors such as a relevant education planning officer, study coordinator or student advisor.

Students can provide their feedback systematically, which encourages students to express their suggestions and views for further development of the courses.

Accumulation of defined academic competences during earlier study years and clinical skills in the clinics during Y5 is followed on the learning platforms, which encourage students to implement regular self-assessment activities. Learning outcomes' assessment also envisages any knowledge gaps and helps students to prepare for the upcoming courses.

8.4.2. Analysis of the findings/Comments

The assessment system supports student participation and self-reflection. The students recognise and discuss their learning outcomes, thus they are encouraged to study and to take an active part in creating the learning process.

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 D1C (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 summative assessment of theoretical and practical knowledge is implemented using various methods in the BVM programme, for all introductory aspects of the veterinary profession, as well as in the LVM programme, for different perspectives. Formative assessment is also applied in the curriculum, especially for practical skills. The BVM programme must be completed before the clinical year, and the theoretical clinical courses in Y4 must be completed by the end of the autumn term of the clinical year.

During the clinical year of CCT rotation in Y5, the student is assessed using the comprehensive clinical logbook, which includes all required procedures and activities of the students. The logbook is updated by the responsible teachers every year in accordance with ESEVT D1C, and all items in the logbook must be completed by the students under the supervision of teaching staff (some parts are marked by qualified people, such as a veterinary nurse or a radiographer). At the end of the clinical rotation, all the collected information is evaluated by the study coordinator for final completion. The inconsistencies in the contents are also checked, and they are certified by the relevant teacher responsible for each course.

The clinical and managerial skills required are discussed in the Advisory Stakeholder Group and other parties, and the feedback surveys from the employer and graduates are implemented by the VEE.

8.5.2. Analysis of the findings/Comments

The established system ensures that only students who meet D1C requirements graduate. Regular supervision guarantees reliability, while feedback in logbooks further improves reflection. There is feedback on the required competences, which is collected and evaluated on a regular basis.

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

Every new member of the teaching staff is required to follow a dedicated teacher training program. This applies to all types of personnel engaged in teaching, including post-graduate students. Teaching staff also have numerous opportunities to attend additional courses on pedagogical topics. By attending such programs, additional credits are awarded, which are then considered when discussing the professional pathway progress for each person. FTE teaching staff involved in core curriculum is 83.5%.

9.1.2. Analysis of the findings/Comments

Opportunities for teaching staff to receive additional training are very broad and tailored to the staff category (including those offered by the UH available in the Suffeli training calendar, with instructions in the Flamma intranet). The individual learning solutions are designed by those involved and their superiors, with work-related objectives. Acquisition of subject-specific knowledge and skills is supported by encouragement to participate in national and international congresses and courses.

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 average number of FTE teaching staff involved in the study program is 106.2. Some of them are temporary but most hold permanent positions. An increase in the number of teaching staff is planned over the next 3 academic years to cover the increase in students' intake.

The recruitment, employment and progression procedures are very clearly advertised for all staff categories at the UH level (<https://flamma.helsinki.fi/en/group/henkilostoasiat/recruitment>). The Extended Management Group is responsible of ensuring adequate resources for both the veterinary programme and the upcoming One Health initiative.

From recruitment to the yearly evaluation process, staff involved in teaching have a vast and diverse range of opportunities provided by the University or the VEE to expand their teaching skills.

9.2.2. Analysis of the findings/Comments

The planned increase of teaching staff will allow the VEE to adapt to the increase in student intake. This was made possible by the additional funds provided to the VEE by the Ministry of Education and Culture, which accompanied the request to increase the number of admitted students to 92 in 2026.

9.2.3. Suggestions for improvement

The VEE would benefit from closely monitoring the needs of teaching staff during the increase in student intake.

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

From recruitment to the yearly evaluation process, staff involved in teaching have a vast and diverse range of opportunities provided by the University or the VEE to expand their teaching skills (pedagogical training for all teaching staff, specialisation for the VTH staff, 6–12 month internships in pathology, residencies – EBVS - based on need of expertise, etc.). Excellence in

teaching is rewarded mainly through the UH Teachers' Academy, encouraging teachers to continuously improve their qualifications. A two-year personal grant is awarded to the teacher, and a development grant for the same period to the home unit of the beneficiary. Yearly, the VEE Management Board defines criteria for excellence and the Teacher of the Year award and diplomas are awarded to teaching staff or support staff, respectively.

9.3.2. Analysis of the findings/Comments

The strong commitment to staff wellbeing, through diverse support services, is highly commendable. Procedures to award excellence in activity are present and in use for both teaching and support staff.

The balance of workload between different activities is continuously monitored for each teaching staff. If an increased need in a specific activity is identified, this is taken into account in human resources planning and in future recruitment. Nevertheless, the VEE management continuously monitors the dynamics of the workload for academic staff while envisaging the increase in students' numbers, considering increasing the staffing rather than the student group size from 2026 onwards.

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

All staff are placed under the rules of a collective agreement for universities which includes defined working hours and salaries. This agreement could be revised every two to three years. The University rules consider research and teaching as intertwined. The VEE has established a yearly award for recognition of contributions to teaching. Promotion criteria are set in the University rules. Teaching staff and support staff representatives are members of different committees.

9.4.2. Analysis of the findings/Comments

From the recruitment to the regular review of the working contract, the balance between the three main duties of teaching staff (research, teaching and community service) is considered. The VEE is supporting its staff through a dedicated human resources person. There is a clear pathway for each individual to contribute to committees and be part of the decision-making process.

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

Each teacher may collect direct feedback from students, as it is not permitted by law for the University to collect feedback on individual teachers. Students have the opportunity to contact the Program Director or to send an anonymous feedback in case of any concern. Feedback is managed by the study coordinator. A summary of feedback is also shared in the meetings of the Steering Groups of the Degree Programmes and those of the VTH Board.

9.5.2. Analysis of the findings/Comments

Students are requested to provide feedback in numerous situations and are using this possibility. For some courses it is included, for others it is voluntary. All this feedback system is commendable. The follow-up within the feedback system is efficient in improving teaching programmes.

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 demonstrates extensive and diverse research activities in veterinary basic and clinical sciences, as well as in related life sciences. Research-based veterinary education is a shared institutional principle at the University of Helsinki, where academic staff are expected to engage in both research and teaching, with variations depending on position.

The academic staff annually publishes approximately 200 peer-reviewed scientific publications. Research outputs are incorporated into teaching, and staff research profiles commonly align with thesis supervision and course content. Pedagogical research and participation in

educational development projects, including Erasmus+ initiatives, further support research-based education.

The VEE is involved in numerous externally funded research projects covering a broad range of scientific topics, including One Health, food safety, animal welfare, clinical sciences and epidemiology. These activities provide a strong research environment supporting undergraduate and postgraduate education.

10.1.2. Analysis of the findings/Comments

The scope, quality and extent of research activities clearly support research-based veterinary education in accordance with Standard 10.1. Evidence indicates that most teaching staff are actively involved in research through publications, grants and supervision activities.

The integration of research outcomes into teaching and curriculum development is well established. Research activities strengthen both undergraduate and postgraduate education.

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

All students are systematically trained in scientific methods, evidence-based veterinary medicine and information literacy. Courses in research methods, evidence-based veterinary medicine, statistics and academic writing are embedded in the curriculum.

Students complete a Bachelor's thesis and a Licentiate thesis, which may include original research. Clear minimum requirements, supervision arrangements and assessment procedures for these are defined and documented. Students are encouraged to conduct their thesis work within active research groups.

10.2.2. Analysis of the findings/Comments

The broad research opportunities available for undergraduate and post-graduate students are highly commendable.

The curriculum provides structured and progressive training in scientific methods and evidence-based practice. Students participate in research programmes and develop research competences relevant to veterinary medicine throughout the entire curriculum.

Supervision and assessment of graduation theses are well organised and transparent, supporting academic quality and consistency.

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 a comprehensive range of postgraduate education programmes, including doctoral education, internships, national and international specialist training, residencies and continuing education courses.

Postgraduate clinical training includes internships, EBVS residencies and national specialisation programmes, with stable student numbers over recent years. Doctoral education involves a substantial and increasing number of PhD students, with plans to merge existing doctoral programmes into a single One Health Doctoral Programme.

Continuing education programmes and MOOCs address professional and societal needs, including food safety, public health, animal welfare and clinical practice.

10.3.2. Analysis of the findings/Comments

Postgraduate and continuing education programmes are diverse, well-structured and aligned with professional and societal needs. Postgraduate training complements undergraduate education, with clear mechanisms to avoid conflicts in clinical case management and to prioritise undergraduate learning outcomes.

The planned consolidation of doctoral programmes reflects a strategic approach to strengthening One Health education and research.

10.3.3. Suggestions for improvement

None.

10.3.4. Decision

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

The VEE has established mechanisms to ensure that research activities contribute to research-based education. Research competence and teaching skills are assessed during recruitment, promotion and annual development discussions of the teaching staff.

Students' involvement in research and supervision is monitored by the Degree Programme Steering Groups. Research, postgraduate and continuing education are governed through established institutional and faculty-level decision-making and quality assurance processes.

10.4.2. Analysis of the findings/Comments

Quality assurance mechanisms linking research activities to education are in place and function at both the university and VEE levels. Research outputs, supervision and pedagogical development are systematically integrated into teaching.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators (see Annex 4 of SOP 2023)

11.1. Findings

Raw data for the VEE

Name of the VEE: Faculty of Veterinary Medicine, University of Helsinki					
Name and mail of the VEE's Head: Olli Peltoniemi, olli.peltoniemi@helsinki.fi					
Date of the form filling: 27.11.2025					
Raw data from the last 3 complete academic years		2022-23	2023-24	2024-25	Mean
GVM SP					
1	n° of FTE teaching staff involved in veterinary training	103.3	107.5	108.2	106.33
2	n° of undergraduate students	464	458	440	454.00
3	n° of FTE veterinarians involved in veterinary training	86.8	91.6	92.3	90.23
4	n° of students graduating annually	77	77	64	72.7
5	n° of FTE support staff involved in veterinary training	99.6	98.1	97.1	98.267
6	n° of hours of practical (non-clinical) training	753	660	843	752
7	n° of hours of Core Clinical Training (CCT)	1342	1327	1307	1325.33
8	n° of hours of VPH (including FSQ) training	679	686	665	676.67
9	n° of hours of extra-mural practical training in VPH (including FSQ)	117	117	117	117
10	n° of companion animal patients seen intra-murally	18384	19393	19967	19248
11	n° of individual ruminant and pig patients seen intra-murally	332	211	200	247.7
12	n° of equine patients seen intra-murally	2788	2511	2692	2663.7
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	1043	1079	1339	1153.7
14	n° of companion animal patients seen extra-murally	93	127	140	120.0
15	n° of individual ruminants and pig patients seen extra-murally	9897	10088	9490	9825.0

16	n° of equine patients seen extra-murally	1278	1125	1202	1201.7
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	1	2	9	4.0
18	n° of visits to ruminant and pig herds	300	371	372	347.7
19	n° of visits to poultry and farmed rabbit units	5	12	2	6.3
20	n° of companion animal necropsies	285	230	300	271.7
21	n° of ruminant and pig necropsies	95	66	65	75.3
22	n° of equine necropsies	55	40	54	49.7
23	n° of rabbit, rodent, bird and exotic pet necropsies	198	184	231	204.3
24	n° of FTE specialised veterinarians involved in veterinary training	52.6	54.6	53.6	53.6
25	n° of PhD graduating annually	9	10	21	13.3

Calculated indicators from the raw data

Name of the VEE: Faculty of Veterinary Medicine, University of Helsinki					
Date of the form filling: 27.11.2025					
Calculated Indicators from raw data		VEE values	Median values¹	Minimal values²	Balance³
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.234	0.15	0.13	0.108
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.242	0.84	0.63	0.612
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.352	0.88	0.54	0.812
I4	n° of hours of practical (non-clinical) training	752.00 0	953.50	700.59	51.410
I5	n° of hours of Core Clinical Training (CCT)	1325.3 33	941.58	704.80	620.533
I6	n° of hours of VPH (including FSQ) training	676.66 7	293.50	191.80	484.867
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	117.00 0	75.00	31.80	85.200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	266.53 2	67.37	44.01	222.522
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	138.61 5	18.75	9.74	128.875
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	53.193	5.96	2.15	51.043

I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	15.931	3.11	1.16	14.771
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	4.784	1.29	0.54	4.244
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.087	0.11	0.04	0.043
I14	n° of companion animal necropsies / n° of students graduating annually	3.739	2.11	1.40	2.339
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1.037	1.36	0.90	0.137
I16	n° of equine necropsies / n° of students graduating annually	0.683	0.18	0.10	0.583
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.812	2.65	0.88	1.932
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.738	0.27	0.06	0.678
I19	n° of PhD graduating annually / n° of students graduating annually	0.183	0.15	0.07	0.113

11.2. Analysis of the findings/Comments

All indicators are in the positive range, with most of them well-exceeding the accepted minimal values.

11.3. Suggestions for improvement

None.

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	PC	NC
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			
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			
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 D1C (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	X		
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 D1C • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students	X		

be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.			
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.	X		
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			
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.	X		

Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.			
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			
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			
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 connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, 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			
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 D1C by the time they graduate.	X		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision 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			
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 D1C (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.	X		
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.	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	X		

depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.			
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of 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 provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.	X		
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).	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		
<i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i>			

Executive Summary

Brief history of the VEE and its previous EAEVE visitations

The VEE of Helsinki became an independent College of Veterinary Medicine in 1945. Since 1995, it is one of 11 Faculties of the University of Helsinki (UH), the oldest and largest academic education institution in Finland, established in 1640. The VEE underwent ESEVT visitations in 1999, 2009 and 2019. The progress in correcting the minor deficiencies identified during the last visitation was subject to two interim reports (2023 and 2024).

Brief comment on the SER

The SER was provided on time to the Visitation Team along with the Appendices and the Excel file containing the indicators. Some of the tables and the description in certain Areas and Standards needed clarifications and/or raised questions; answers to those were partially provided by the VEE beforehand, but some needed further, on-site clarifications. All further data was willingly provided during the visitation and adapted in the revised version of the SER.

Brief comment on the visitation

The programme of the visitation was designed beforehand of the FV, based on consultation with the Chairperson, the Coordinator and the VEE representatives. The VEE started the preparations for the visitation well in advance. The tours were well-organised and carried out in a professional atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The Visitation team was given all the courtesy and assistance needed, had full access to all the information they asked for, to the facilities visited and to the responsible people to be met, in a very transparent manner.

Commendations (areas worthy of praise identified by the Team)

- The VEE is commended for its well-structured, comprehensive and diverse feedback mechanisms, which enable systematic input from students, academic staff and support staff.
- The VEE is commended for the multiple training opportunities provided by the Skills Lab
- The VEE is commended for its open, transparent and respectful relationship between students and academic staff, which fosters mutual trust, effective communication and a supportive learning environment.
- The broad research opportunities available for undergraduate and post-graduate students are highly commendable
- The well-developed, broad e-resources and the environment inductive to learning are commendable
- The strong commitment to student and staff wellbeing, through diverse support services is highly commendable
- The enthusiasm and commitment of both students and staff are commendable

List of items of partial compliance with the ESEVT Standards

The VEE is partially compliant with Standard 4.9 because of the absence of separation of different areas and insufficient biosecurity posts in the small animal surgical zone, which is inconsistent with the procedures implemented in other places by the VEE.

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 University of Helsinki is therefore classified as holding the status of: **ACCREDITATION**.

Glossary

CCT: Core Clinical Training

D1C: ESEVT Day One Competences

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: Elective Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

OSCE: Objective Structured Clinical Examination

PDCA: Plan Do Check Adjust

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VEE: Veterinary Education Establishment

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital