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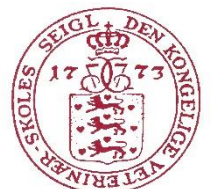


REVISITATION SELF-EVALUATION REPORT

University of Copenhagen
Faculty of Health and Medical Sciences
School of Veterinary Medicine and Animal Science
COPENHAGEN, DENMARK

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European Association of Establishments for Veterinary Education



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Introduction

A full visitation team visited the Copenhagen VetSchool in September 2021. The visitation was originally planned to take place in April 2020 but was postponed due to the Covid19 pandemic.

The visitation was conducted under the May 2019 ESEVT SOP.

The visitation team positively commented on the VEE in various areas:

- Enthusiastic and highly qualified employees who are proud of their workplace
- The veterinary field's strong research profile and high international ranking
- That thesis projects are often linked to research projects and often lead to scientific publications
- That facilities are designed to promote learning (library, clinical skills labs, modern animal hospitals)
- That the facilities for the mobile large animal practice are excellent
- The great focus on student-centered teaching
- That student representation is integrated in several organizational committees
- That the VEE has a good structure for quality assurance in all activities

The visitation team pointed to some minor deficiencies within the standards 1 to 6. However, at the ECOVE Committee meeting 14 December 2021 it was concluded, based on the visitation report, that one Major Deficiency existed: *1. Non-compliance with Substandard 1.3 because of the need to implement a strategic plan at the VEE level in addition to the existing plans for the two departments.*

The Final Report from ECOVE included these suggestions for improvement:

- A common and shared strategic plan at the VEE level should be implemented so that such a strategy can take into account mutual departmental needs, and so analyze all the dangers and threats for the VEE as a whole.
- It is strongly suggested to use a SWOT analysis for each standard of the ESEVT SOP

Further, the report outlined the following minor deficiencies:

- 2.1. Minor Deficiency 1: Substandard 2.1. The VEE is partially compliant with Substandard 2.1 because of the need to reallocate the budget within SUND to deliver sustainable funding for the VEE.
- 2.2. Minor Deficiency 2: Substandard 3.1.3. The VEE is partially compliant with Substandard 3.1.3 because of the low number of teaching hours in exotic animal medicine (physiology, handling, medicine and clinical skills) within the veterinary curriculum.
- 2.3. Minor Deficiency 3: Substandard 3.1.3. The VEE is partially compliant with Substandard 3.1.3 because of the limited access for students in the core companion animal rotation to more advanced medical and surgical cases.
- 2.4. Minor Deficiency 4: Substandard 4.4. The VEE is partially compliant with Substandard 4.4 because the high level of expertise that is provided in the equine and farm animal services at a 24/7 standard is not always provided at the same level of expertise in the small animal hospital. The VEE is partially compliant with Substandard 4.4 because the out-of-hour

service of the companion animal hospital is not always functioning at the ‘standard of care’ level that would be expected from a modern university teaching hospital and senior clinicians are only available for advice on the phone and clients are occasionally redirected to a private animal clinic.

- 2.5. Minor Deficiency 5: Substandard 5.1. The VEE is partially compliant with Substandard 5.1 because of the need to both increase the number/distribution of small animal surgical cases as well as to provide an increased teaching for exotic animals.
- 2.6. Minor Deficiency 6: Substandard 6.2. The VEE is partially compliant with Substandard 6.2 because of the need to provide a more focused IT support for the two veterinary departments.

The VEE appreciate the constructive suggestions for how to address both major and minor deficiencies. The VEE would respectfully draw attention to the unfortunate situation, that the visitation took place following 1½ year with Covid-19 restrictions and at the beginning of the semester. Both VTH’s had been through periods of partial or complete lock-down, periods of compromised patient intake due to limitations in owner access and especially lack of staff due to Covid-19 infection or related quarantine of staff. This had led to a compensatory decrease in patient consultations in both companion animal general practice and emergency services prior to and during the visitation period. Presently, the VTH-CA has increased the number of visitations close to its normal level and has initiated steps to strengthen the daytime emergency and critical care service, and to increase the number of medicine, surgery and exotic cases.

Following the site visit and the presentation of the final report, the VetSchool started action to correct the identified deficiencies, and asked for a re-visitation to take place in 2022. The RSER presents the pertinent information on the actions carried out to correct the major deficiency identified as well as to respond to the minor deficiencies and suggestions, to allow the Copenhagen VetSchool to be fully compliant with the EAEVE accreditation standards. In accordance with the European System of Evaluation of Veterinary Training (ESEVT) and based on the educational requirements of the Directive 2005/36/EC as amended by Directive 2013/55/EU, the status of the VEE of the University of Copenhagen is conditional accreditation.

1. Correction of Major Deficiencies

1.1. Major Deficiency 1: Sub-standard 1.3.

The VEE is not compliant with Substandard 1.3 because of the need to implement a strategic plan at the VEE level in addition to the existing plans for the two departments.

1.1.1. Factual information

Based on the existing 2023-2026 departmental strategic plans, the VEE has developed a common and shared cross departmental 2022 Vet School strategic plan (Appendix 1) incl. a Mission and Vision statement as well as nine overall aims with associated action points, success criteria and timelines. Furthermore, as suggested by ECOVE, a SWOT analysis has been performed for each ESEVT SOP standard (Appendix 2). The strategic plan and the SWOT were drafted in collaboration between the two Heads of Departments and the VEE Director/Head of Studies and were presented for comments to the Veterinary Study Board and the departmental leadership

groups. The leadership groups shared the strategic plan for comments by each section. Finally, the draft, including received comments, was discussed in the VEE Educational Council, and the final strategy and SWOT was agreed.

1.1.2. Comments

The presented strategy was developed based on the 2019-2023 vision and mission statements presented in the Self Evaluation Report forming the basis of the visitation in 2021. It is acknowledged that the strategy should be dynamic to allow continuous development. Inputs from the students on the cross-departmental strategy plan were secured by having the draft discussed at the Veterinary Study Board where students are represented 50:50.

2. Correction of Minor Deficiencies

2.1. Minor Deficiency 1: Substandard 2.1.

The VEE is partially compliant with Substandard 2.1 because of the need to reallocate the budget within SUND to deliver sustainable funding for the VEE.

2.1.1. Factual information

The Faculty of Health and Medical Sciences leadership completed an education analysis in 2021 supporting that the clinical courses of the VEE were inadequately resourced as well as documenting a high teaching load on D-VCS staff. In addition, following a thorough process analyzing faculty deficits and departmental savings, a mutual decision by the Faculty Leadership Team (FLT) was made to void the D-VCS debt and D-VCS received a substantial permanent raise in allocation of public funding of 1.5 million euro.

2.1.2. Comments

The 1.5 million euro budget increase, together with a plan approved March 1, 2022, for D-VCS to obtain budgetary balance in 2024, are key steps towards budgetary sustainability.

2.1.3. Suggestions for improvement

Furthermore, as part of the sustainability plan, D-VCS has initiated working groups to review VTH activities and department finances for both hospitals.

2.2. Minor Deficiency 2: Substandard 3.1.3.

The VEE is partially compliant with Substandard 3.1.3 because of the low number of teaching hours in exotic animal medicine (physiology, handling, medicine and clinical skills) within the veterinary curriculum.

2.2.1. Factual information

Currently there is limited focus on exotic animals in the basic sciences such as anatomy, physiology and pathology. For the clinical training, there is one clinical teacher (senior clinician) with a special interest in exotic animals, with a main focus on small mammals. This teacher is considered a national expert in the field, who is presenting research at international conferences and has recently published a book on the management of Guinea pigs. Currently this teacher presents on diseases in small mammals in the course Medicine, Surgery and Reproduction,

Companion Animals (1.5 h) and is involved in the practical teaching collaboration with the Copenhagen Zoo, where all students are introduced to handling of exotic animals (3 h). This employee is a primary teacher on the Core rotation; General Clinical Practice, Companion Animals, and is in clinics every 2nd week. In alternating weeks, she has an advisory function for her colleagues. Therefore, exotic pet consultations are integrated in this course, as well as in the emergency service. Additionally, equine tracking students perform consultations at small mammal facilities as part of the mobile service. However, as the EAEVE observed, time dedicated to only exotic animal consultations is limited, and there is no dedicated exotic animal service.

2.2.2. Comments

The VEE is aware that the current level of teaching on exotic animals and the number of exotic animal consultations needs to be increased, and will address this in several ways.

2.2.3. Suggestions for improvement.

As a first step, the Head of Studies and the Chair of The Veterinary Study Board are communicating with, amongst others, the course responsible's of Anatomy, Physiology, Pathology, Pharmacology as well as all relevant teachers of clinical courses with the specific aim to prioritize dedicated lectures and practicals on exotic animal species in all of these courses. As a second step, to secure recruitment of faculty to the area, in 2023, the D-VCS will initiate a PhD stipend and project within exotic animal medicine. There is a highly skilled candidate, who is interested in pursuing a career in academia, and building a dedicated exotic animal service, but that person cannot start until the beginning of 2023. In addition, a closer collaboration regarding exotics teaching is being pursued with Copenhagen Zoo, where a Dipl. AZCM & Dipl. ECZM (ZHM) has recently been affiliated with D-VCS.

Furthermore, the Emergency Critical Care daytime resources will be strengthened with a teaching assistant professor. This will allow seeing a larger caseload, both during daytime and after hours, which will result in an overall increased capacity for emergency cases including medical, surgical and exotic emergency cases.

2.3. Minor Deficiency 3: Substandard 3.1.3.

The VEE is partially compliant with Substandard 3.1.3 because of the limited access for Students in the core companion animal rotation to more advanced medical and surgical cases.

2.3.1. Factual information

As pointed out above, the Companion Animal VTH, had to limit the number of consultations prior to and during the EAEVE visitation due to Covid-19 and staff shortage. The consultations have increased since then, and the variety in patient material has improved at the current stage. As an example, for the course, General Clinical Practice, Companion Animals, the receiving service has 5-6 general consultations that includes work-up and 6 consultations dedicated rechecks, vaccinations, health examination and euthanasia as well as 2-3 dermatology patients per day to be managed by 10-12 Core students working together in teams of 2.

2.3.2. Comments

There is a continuous focus on increasing the number and variety of both medical and surgical patients, the students are involved in.

2.3.3. Suggestions for improvement.

As a first step, the faculty and staff of the General Clinical Practice, Companion Animals and the Advanced Companion Animal Track, have joined forces, with the specific aim to closer integrate the two courses and increase the patient numbers seen by all students. The plan includes involving tracking students as part of the general practice receiving service rotation, creating a specific receiving track, where Core-students will be teamed up with the Tracking students. Additionally, it is suggested to include one week of the General Clinical Practice, Companion Animal rotation as a Hospital week, where the students will participate in specialty services together with the Tracking students to allow exposure to more advanced cases. Additionally, starting in 2023 the General Clinical Practice, Companion Animals course will be restructured to allow a broader integrated medicine and surgery community practice, mirroring the current common structure and workflow in Danish companion animal practices.

Furthermore, strengthening the Emergency and Critical Care daytime resources with a teaching assistant professor, will allow seeing a larger caseload both during daytime and after hours. This will result in an overall increased capacity for emergency cases including medical, surgical and exotic emergency cases as well as more advanced cases.

2.4. Minor Deficiency 4: Substandard 4.4.

The VEE is partially compliant with Substandard 4.4 because the high level of expertise that is provided in the equine and farm animal services at a 24/7 standard is not always provided at the same level of expertise in the small animal hospital.

The VEE is partially compliant with Substandard 4.4 because the out-of-hour service of the companion animal hospital is not always functioning at the ‘standard of care’ level that would be expected from a modern university teaching hospital and senior clinicians are only available for advice on the phone and clients are occasionally redirected to a private animal clinic.

2.4.1. Factual information

The VEE is aware of this difference between the two VTH’s. The decision, to have senior clinicians and specialists on telephone consultations only during out-of-hour service at the companion animal VTH was made to secure VTH-CA 24/ 7 emergency receiving and patient care within the resources available.

2.4.2. Comments

The VEE would like to provide further advanced medical and surgical care to companion animal patients 24/7 for the benefit of student learning and patient management. Currently the D-VCS companion animal area does not have the specialist staff to cover 24/7. If an on call service with specialized surgical and medical staff was prioritized, it would result in several challenges; 1. According to Danish labor market legislation, on call staff would need compensatory time off, severely limiting their daytime availability for patient management and student teaching; 2) The constrained D-VCS financial resource’s do not allow recruiting additional specialized staff for

24/7 on call service at the VTH-CA. Therefore, daytime availability of specialized faculty and staff is prioritized. Dedicated surgical training and workshops in emergency procedures and critical care patient management are run regularly for all clinicians covering the out-of-hour service. The senior clinicians on call, have access to the electronic records system and imaging files from home and can advise and support the clinicians on site in their patient management decision making 24/7. Advanced medical and surgical patients are seen after hours, but if emergency patients after initial triage, stabilization and work-up, need more advanced procedures before the following morning, clients are offered referral to neighboring companion animal practices and hospitals the VTH-CA is collaborating with.

2.4.3. Suggestions for improvement.

The Emergency and Critical Care daytime resources will be strengthened with a teaching assistant professor. The team of two veterinarians will enable handling both emergency consultations and in hospital critical care management of some of the admitted emergency patients. This will allow a larger caseload to be seen both during daytime and after hours, which will result in an overall increased capacity for emergency cases including medical, surgical and exotic emergency cases as well as more advanced cases as expected from a modern veterinary teaching hospital.

2.5. Minor Deficiency 5: Substandard 5.1.

The VEE is partially compliant with Substandard 5.1 because of the need to both increase the number/distribution of small animal surgical cases as well as to provide an increased teaching for exotic animals.

2.5.1. Factual information

This has been covered above, in minor deficiency 2.2 to 2.4.

2.5.2. Comments

It is expected that the suggestions for the improvements described under minor deficiency 2.2-2.4 will increase the number/distribution of small animal surgical cases as well as provide increased teaching for exotic animal patients.

2.5.3. Suggestions for improvement.

The VEE is furthermore investigating the possibility to establish a local VTH-CA dedicated spay and neuter-clinic within the VTH premises, with the aim of involving and allowing both Core- and Tracking students experience with more surgical procedures.

2.6. Minor Deficiency 6: Substandard 6.2.

The VEE is partially compliant with Substandard 6.2 because of the need to provide a more focused IT support for the two veterinary departments.

2.6.1. Factual information

During winter 2021/22, the Faculty of Health and Medical Sciences mapped the current and future need for IT support, advice and infrastructure for its Departments, Centers and Faculty

service. This report confirms a high level of dissatisfaction with the current level of service from UCPH-IT, especially related to specific non-standard needs, such as 24/7 support and fast track options in urgent situations such as nonfunctional electronic record systems.

2.6.2. Comments

The report concludes that a further dialogue and analysis has to be performed to decide how these specialized needs can be covered and how it should be financed. This work includes decreasing the action time and implementing 24/7 support for specific areas, such as the VTHs. Furthermore, it will be investigated whether specialized teams of IT supporters could be established to support special needs in faculty departments.

2.6.3. Suggestions for improvement.

The above focus should result in improved IT support to both VTH's. In the meantime, D-VCS will focus on a close communication with the IT service to secure acceptable and fast support and continue training employees in managing the most common defaults experienced.

3. ESEVT Indicators

3.1. Factual information (Updated data based on the last three academic years)

Name of the Establishment:		University of Copenhagen, School of Veterinary Medicine and Animal Sciences			
Date of the form filling:		18 July 2022			
Calculated Indicators from raw data		Establishment values	Median values¹	Minimal values²	Balance³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,185	0,16	0,13	0,059
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,841	0,87	0,59	0,252
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,266	0,94	0,57	0,700
I4	n° of hours of practical (non-clinical) training	994,000	905,67	595,00	399,000
I5	n° of hours of clinical training	916,000	932,92	670,00	246,000
I6	n° of hours of FSQ & VPH training	561,000	287,00	174,40	386,600
I7	n° of hours of extra-mural practical training in FSQ & VPH	32,000	68,00	28,80	3,200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	119,526	70,48	42,01	77,516
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0,736	2,69	0,46	0,272
I10	n° of equine patients seen intra-murally / n° of students graduating annually	10,345	5,05	1,30	9,047
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	2,170	3,35	1,55	0,624
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0,547	6,80	0,22	0,324
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	22,906	15,95	6,29	16,611
I14	n° of equine patients seen extra-murally / n° of students graduating annually	10,116	2,11	0,60	9,521
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0,579	1,33	0,55	0,032
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,026	0,12	0,04	-0,019
I17	n° of companion animal necropsies / n° of students graduating annually	1,180	2,07	1,40	-0,220
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2,300	2,32	0,97	1,330
I19	n° of equine necropsies / n° of students graduating annually	1,086	0,30	0,09	0,993
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	5,234	2,05	0,69	4,541
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,262	0,20	0,06	0,199
I22*	n° of PhD graduating annually / n° of students graduating annually	0,165	0,15	0,09	0,077

3.2. Comments

I1 – The number of FTE academic staff has increased since 2019 due to the D-VAS successfully attracting the responsibility for the National Public Sector Consultancy and Contingency (Danish Veterinary Consortium, <https://dkvet.dk/english/about/>) January 2020.

I8 – the numbers extracted from the system was higher than presented in the table, but it is our clear impression that the numbers have not increased during 2020 and 2021 due to Covid-19 restrictions. Therefore, these numbers are conservative estimates. We are working on retrieving the exact numbers and will have them ready for you at the visitation.

I16 – There is no commercial rabbit production in Denmark. Generally, visitors are not accepted in commercial poultry production facilities, however, in 2019, the VETSchool succeeded in establishing an agreement with 4 different very large commercial poultry farms each of which consists of several flocks.

I17 – The number of necropsies on companion animals included necropsy of mink (*Neovison vison*) cadavers until November 2020, at which time, the Danish government decided to terminate mink production due to the Covid-19 Pandemic.

3.3. Suggestions for improvement

I17- There is a continuous focus on increasing the number of necropsies on companion animals, especially following the significant decline in availability of mink. Currently, a collaboration with neighboring veterinary practices has been established, and with an increase in the capacity to perform necropsies after attracting the veterinary contingency agreement, it is expected that the numbers can be significantly increased in the coming years

Appendix 1: UCPH School of Veterinary Medicine and Animal Science (VetSchool) Strategy 2023-2026

Introduction

The UCPH VetSchool consists of two departments, the Department of Veterinary and Animal Sciences (D-VAS) and the Department of Veterinary Clinical Sciences (D-VCS). The UCPH VetSchool is part of the Faculty of Health and Medical Sciences. Other schools at the faculty include the School of Medicine, School of Pharmaceutical Sciences and School of Dentistry. Each school includes two or more departments. The strategy of the VetSchool and the two veterinary departments closely follows the general UCPH and UCPH-Health strategies 2019-2023, approved by the UCPH rectorate and board. The overall UCPH strategy 2023 comprise four main pillars:

1. Attracting, developing and retaining academic talent,
2. Education with closer ties to research and practice,
3. Collaboration and societal commitment – nationally and globally,
4. One unified and focused university.

The UCPH veterinary education supplies candidates to all specific veterinary fields in Denmark, including companion animal, equine, and production animal practice, Academia, the Danish Veterinary and Food Administration, and the pharmaceutical industries. The UCPH animal science education supplies candidates to all fields within animal science at both national and international level.

The below Vision and Mission statements is copied from the EAEVE visitation report 2019.

***Vision:** Health and welfare for animals and human beings in a changing world.*

The VetSchool **vision** is further detailed as:

- To ensure that research, teaching and clinical activities are world class
- The VetSchool adds significantly to the University of Copenhagen's ranking by being ranked highly within veterinary medicine

***Mission:** To deliver research and research-based teaching necessary for education in veterinary medicine and animal science, including research and research-based teaching in the challenges emanating from interaction between animals and human beings. Our research contributes to solving actual societal tasks and to anchoring the evidence-based growth of our society.*

The VetSchool **mission** is further detailed as follows:

- To ensure veterinary teaching hospitals support clinical research and teaching at the highest international level
- Performing high-quality veterinary and animal science research to the benefit of individual animals, animal populations and human beings
- To develop and customize diagnostic procedures, treatment and care to enhance health and welfare for the individual animal
- Based on our high professional level, to train and educate future veterinarians for a professional and balanced work life
- To communicate our knowledge at a high level to society

Strategic aims for the VetSchool:

UCPH pillar 1. Attracting, developing and retaining academic talent

Strategic aim 1. To maintain The VetSchool's top international ranking

Since 2020, The UCPH VetSchool has ranked in the top ten on the QS ranking list and a primary aim is to maintain this high ranking. To achieve this, our research and education must be of superior quality. The main challenges in achieving this goal are declining government funding and limited access to external funding to some of the areas within the VetSchool especially to the clinical areas. Consequently, the two departments will focus on retention, development and recruitment of academic and clinical specialist talent.

Actions:

- Ensure recruitment and retention of talented faculty and staff by increased transparency in career tracks, expectations and succession planning, including using the new UCPH faculty career programs with defined promotion criteria
- Recruit EBVS diplomats and further development and approval of own EBVS residency programs
- Promote further collaboration across the two departments by cross department scientific and educational brainstorming meetings to create common ideas for educational and scientific projects including applications for attraction of external funding
- Promote “future preparedness” in a 5-10-year perspective through faculty and department leadership scenario workshops
- Promote continuous development of innovative teaching methods and tools

Success criteria:

- Continued top 10 on the QS ranking and top 5 on the Shanghai list

Timeline: Yearly evaluation

Anchor persons: Department Heads and VetSchool Director

Strategic aim 2. Ensure a functioning physical framework and state-of-the art infrastructure

A sufficient and healthy physical framework and state-of-the art infrastructure is a prerequisite for being able to perform international leading research and research-based teaching in basic, applied, and clinical veterinary science as well as animal science. Advanced imaging equipment incl. CT- and MRI-scanners, state-of-the art laboratories and up-to-date experimental animal facilities for different animal species are therefore of utmost importance for the future development across our department activities.

Actions:

- The D-VAS and D-VCS department heads coordinate, prioritize, and agree on the VetSchool infrastructure necessary for research and research-based teaching in both preclinical and clinical areas including communicating these to the faculty and university level leadership.

Success criteria:

- Continued state-of the art infrastructure is secured at both departments
- Yearly revised prioritized infrastructure plans at the Veterinary departments

Timeline: Yearly evaluation

Anchor persons: Department Heads

UCPH pillar 2. Education with closer ties to research and practice, and pillar 4. One unified and focused university.

Strategic aim 3. Ensure continued EAEVE accreditation

Maintaining EAEVE accreditation is a key priority as part of continued international benchmarking of the quality of the UCPH Veterinary education to ensure, that our candidates have day-one-competences for an international labor market, and to use our position to retain and attract the best faculty. To achieve this goal, it is necessary to reach overall compliance with the EAEVE standards.

Actions:

- Continuous close collaboration and regular meetings between the D-VAS and D-VCS Department Heads, the VetSchool Director, and the Head of Studies regarding our curriculum and resources. This action is outside the current regular meetings in the study board and educational council and aims for ensuring a common “voice” to the faculty and university level regarding the necessary resources.
- Cross department quarterly information meetings for all staff initiated February 2022
- Broad and more targeted dialogue and ideation meetings for relevant staff, where quality and mutual challenges in our VetSchool program are addressed.

Success criteria:

- Achieve and maintain full EAEVE accreditation

Timeline: Full accreditation achieved in 2022 and reaccreditation in 2029
Anchorpersons: VetSchool Director and Department Heads

Strategic aim 4. UCPH VetSchool as an attractive and competitive workplace

Our most important resource is our dedicated and committed employees. High levels of commitment, well-being and a balanced work-life are fundamental to ensure the continued high quality across all core veterinary and animal science education, research, clinical and support activities. Therefore, there is a strong focus on well-being and a healthy physical work environment, and on clearly formulated career paths and expectations to the employees.

An increasingly important challenge in attracting and retaining highly competent and specialized staff is ensuring a sufficient balance between workload and time, work-life balance, and avoiding work-related illness and stress among faculty and staff. The responsibility for the health and safety of staff in our two departments' is anchored within the Local Work Environment Committee (LAMU), but is also a fixed agenda item at the Local Collaboration Committee (LSU) meetings and department leadership meetings. It is a shared responsibility of the leadership and staff at all levels to contribute to the well-being and a healthy physical work environment. The every third year UCPH work place assessment was completed in spring 2022.

Actions:

- Improve the well-being by aiming at a sufficient balance between workload and time, and work-life balance to prevent work-related illness and stress by:
 - Follow up on 2022 work place assessment across LSU, LAMU, sections and leadership teams of the two departments
 - Clear job descriptions and expectations for the different employee groups and leaders including research group leaders, section heads, heads of teaching committees, and heads of department
 - Increased focus by department heads, assisted by department leadership teams, on prioritization to match resources, competences, and tasks

Success criteria:

- Improved 2025 workplace assessment related to the criterias for stress and work life balance
- Decreased work-related illness
- Departmental recruitment and retention plans where all sections have updated succession plans
- All posted positions attract highly qualified candidates

Timeline: Yearly evaluation by each department and the workplace assessment in 2025
Anchor persons: Department Heads

Strategic aim 5. UCPH VetSchool as a safe and supportive learning environment

The UCPH VetSchool wishes to train and educate future veterinarians and animal scientists for a professional and balanced work life. The veterinary education requires fast knowledge acquisition and is a challenging full time study, with many on-campus hours and little flexibility. To ensure optimal learning, the students need to feel secure and supported by both staff and fellow students.

Actions:

- Secure an up-to-date safe and supportive learning environment for students by:
 - Securing follow up and implementation of actions on key findings from the 2021 survey on student well-being in close collaboration with the Study Board for Veterinary Medicine and Animal Science and student societies
 - Implement and enforce the newly developed Code of Conduct for the study and teaching environment at the Faculty of Health and Medical Sciences seeking to promote a culture based on inclusion, respect and the prevention of offensive behavior
 - Ensure relevant pedagogical training of all staff involved in teaching activities

Success criteria:

- 20% decrease in student reported stress in the next survey on student well-being in 2023/24
- Dedicated pedagogical training programs for clinical and technical staff completed in 2023-2024

Timeline: Yearly evaluation

Anchor persons: Department Heads, Head of Studies, Chair of the Study Board

Strategic aim 6. Ensure sustainable alternatives to a reduction of experimental animals in teaching

Awareness of animal welfare and other ethical considerations is increasing in the society and among students and teachers. Traditionally, the UCPH VetSchool uses healthy animals in propaedeutic and clinical training, to obtain necessary clinical skills, The use of experimental animals in teaching is currently being reviewed, with a renewed focus on State of the Art physical and virtual skills models, to promote and allow 24/7 student training, as well as increasing companion animal surgery patient numbers, to strengthen student surgical skills.

Actions:

- Reduce and replace the use of experimental animals in the propaedeutic and clinical teaching by increasing investment in and use of
 - 1) “skills” models, and
 - 2) exploring technological and digital development including virtual reality (VR).

Success criteria:

- At least 30% reduction in the use of experimental animals in curriculum

- Continuous implementation of state of the art skills models to replace live animals and allow student training access 24/7

Timeline: 2024 and every other year

Anchor persons: Leadership group at D-VCS

UCPH pillar 3. Collaboration and societal commitment – nationally and globally

Strategic aim 7. Improve the impact and branding of our research and education

We contribute to society by educating qualified graduates in veterinary and animal science.

Traditionally we measure the value of our study programs by graduate surveys and unemployment statistics. There is a high and increasing demand for our graduates who are highly sought after at the national and international labor market.

In addition, lifelong learning is in focus and there is a demand for postgraduate continuous professional development (CPD) programs and courses.

Actions:

- Continue to match the tracking options and dimensions to the specific competency demands from the labor market in collaboration with the Employer Panel
- To re-review especially the production animal track of the veterinary education, to include more clinical work to attract students to this area
- To further develop and offer international post-graduate CPD programs and courses to meet the needs of society and the labor market in close collaboration with different stakeholders

Success criteria:

- Continuous low unemployment of our candidates
- Increased satisfaction in employer surveys including satisfaction with obtained EAEVE Day 1 competences

Timeline: Bi-annual meetings with Employer Panel, evaluation and follow-up actions on graduate and employer surveys every 3rd year

Anchor persons: Department Heads, VetSchool Director and Chair of Veterinary Study Board

Strategic aim 8. Increased use of the Veterinary Public Sector Consultancy and Contingency (Danish Veterinary Consortium) in our teaching

A proper functioning veterinary contingency and research-based public sector consultancy of the highest quality is essential to prevent and control diseases in livestock and zoonotic infections and antimicrobial resistance in society in general. High quality in the research-based public-sector consultancy is required to contribute to the authorities' regulation of the veterinary field for the benefit of public health, animal welfare, and the food industry's earnings and export opportunities. Both veterinary departments have competences relevant to the veterinary

contingency. It is an overall goal to ensure that the veterinary public-sector consultancy will contribute to the strengthening of our research and teaching.

Actions:

- Increased use of case stories and experience from the veterinary contingency in teaching on relevant courses.

Success criteria:

- Improved student evaluation within courses including infectious diseases

Timeline: Student evaluations in 2023

Anchor persons: Chair of teaching committee D-VAS and Chair of the Veterinary Study Board

Strategic aim 9. Ensure optimal collaboration and synergy with the new Danish Veterinary and Animal Science educations (AU- Campus Viborg)

In 2021, the Danish government made a political agreement under the heading “Regionalization” including a decision to establish a second Danish veterinary education under the auspices of Aarhus University (AU) –CampusViborg. Another consequence of the “Regionalization” is that the Animal Science education will move from UCPH to Aarhus University (AU) CampusViborg.

Actions:

- To continuously seek and establish good relations and collaborations with AU
- To acknowledge a commitment to dialogue with AU and national stakeholders to explore and achieve synergies

Success criteria:

- Establishment of collaboration agreements in specific areas pending progress in establishment of education in Viborg

Timeline: formal collaboration agreements established in 2024

Anchor: Director of VetSchool and Heads of Departments

Appendix 2: SWOT analysis for each ESEVT SOP standard

UCPH School of Veterinary Medicine and Animal Science, July 2022

As suggested in the ECOVE report, a SWOT analysis for each ESEVT SOP standard was performed in relation to the VetSchool strategy. In the following, for each standard, the main focus provided in the ESEVT SOP is presented and followed by a SWOT analysis.

Standard 1. Objectives, Organisation and QA policy

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

The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.

Internal strengths

- The VetSchool has a clear vision and mission.
- The VetSchool has built a common strategy including mutual aims, action points, timeline, and success criteria.
- VetSchool is part of the Faculty of Health and Medical Sciences together with the three other professional academic health science educations (medicine, dentistry, pharmacy) and is organized in line with the other schools at the faculty.
- Till now the only Vetschool in Denmark.
- The veterinary education has been recognized as a health sciences education from 1.12.2021
- The VetSchool has consistently a high international ranking (QS 2022 #8 and Shanghai ranking 2022 #4).
- Strong Danish university accreditation institution (“Danish Accreditation Institution”) resulting in continuous upholding and revision of strong UCPH QA policy and procedures incl. research matrices for all educations and their courses.

Internal weaknesses

- The responsibility for the Veterinary education is shared across the two veterinary departments, Dept. of Veterinary and Animal Sciences (D-VAS) and Dept. Veterinary Clinical Sciences (D-VCS), but the VetSchool is not its own veterinary faculty.

External opportunities

- Continuous strong job opportunities for UCPH veterinary graduates.
- A new Veterinary education in Jutland at Aarhus University – Viborg (AU) has received governmental funding for education of 100 new students and collaboration is an opportunity to create synergy.

External threats

- The new Veterinary education in Jutland will increase competition for scientific staff and external funding resources.
- Increased competition from corporate private practices.

Standard 2. Finances

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).

Internal strengths

- Recent (2022) 1.5 mio Euro increase in basic funding for D-VCS.
- Recent (2020) allocation of investment support (approx. 1.75 mio Euro) for 1.5 Tesla MRI at VTH-Frb and needed update of equipment.
- Recent approval (2022) of project to establish large animal CT scanner at Taastrup campus
- Attraction of a high proportion of competitive national and international research grants especially at D-VAS.
- High hospital income from both the Companion Animal and Equine Veterinary Teaching Hospitals.

Internal weaknesses

- Lack of revenues allocation model in SUND to give a sustainable resource to the VEE incl. adequate specific funding to the veterinary propaedeutic and clinical training.
- Continued challenges to secure funding for maintaining necessary teaching infrastructure, new equipment and facilities.
- Limited possibilities for funding veterinary clinical PhD projects creates succession challenges.

External opportunities

- Increase private funding for research (NNF a.o.).
- Increase governmental funding related to research within zoonotic infections.
- Increase income through educational collaboration with AU-Viborg.
- Increase income from post-graduate continued professional development (CPD) educational activities.
- Increase income from diagnostic services (pathology, veterinary clinical pathology, etc.).
- Private fundraising targeted VTH clients and stakeholders.

External threats

- Further reduced basic funding due to economic cutbacks.
- Reduction of and increased competition for governmental funding for research.
- Limited research funding for companion animal and equine research can limit research-based education within some areas.

- Increased competition from corporate private practices.
- Inflation undermining and challenging current budgets and finances for education (especially clinical) and research.

Standard 3. Curriculum

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

Internal strengths

- Highly qualified applicants for the DVM program.
- Strongly engaged Faculty, staff and students.
- Agreement on the importance of full filling EAEVE standards allowing the acquisition of EAEVE Day One Competences within all areas.
- Efficient programme evaluations, including communication and interaction with external stakeholders in the form of bi-annual Employer Panel meetings and regular graduate and employer surveys on the veterinary curriculum.
- Tracking options targeting “employment” profiles (companion animal, equine, production animal, One Health, and Biomedicine).

Internal weaknesses

- A full curriculum having difficulties in allowing space for new prioritized areas and new challenges affecting veterinary medicine incl. sustainability, big data, digitalization and specialization and new advanced treatment possibilities for companion animals and horses.
- Limited accessibility for international students with limited flexibility in the establishment of teaching agreements.
- The workload between different study years varies.

External opportunities

- Strategic research and teaching cooperation with more, international veterinary establishments.
- Increased collaboration with private practices, Danish Veterinary and Food Administration and industries.
- Increased collaboration with the human medicine program.
- Further develop the area of post-graduate education including residency-training, master programs and other CPD activities.
- Wider accessibility for international student mobility: translation of the curriculum on the website into English.

External threats

- Increased demands from stakeholders for both further specialization and new overall academic competences.
- Further and increased requirements from EAEVE.

Standard 4. Facilities and Equipment

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

Internal strengths

- Yearly strategic plans include prioritization of maintenance and upgrades of buildings and equipment.
- Recent (2022) 1.5 mio euro increase in basic funding for D-VCS.
- Recent (2020) allocation of investment support (approx. 1.75 mio euro) for 1.5 Tesla MRI at VTH-Frb and needed D-VCS update of equipment.
- Recent D-VAS obtainment of partly external funding for a new electron microscope.
- Recent (2022) renovation project of buildings at Frederiksberg campus Phase one of two completed July 2022.
- Recent approval (2022) of D-VCS project to establish large animal CT scanner at Taastrup campus
- D-VCS and D-VAS heads of departments coordinates infrastructural needs to UCPH Campus Service administration.
- Strong work environment organization and structure upholding compliance with Danish Work Environment and Health and Safety laws and regulations for both psychological and physical work environment.

Internal weaknesses

- Old and distributed building complex at Frederiksberg Campus.
- Only limited possibilities for new buildings.
- Isolation facility at large Animal VTH in need of renovation to optimize workflow.
- UCPH investment in new buildings at other Campus areas have exceeded allocated budget which makes the board reluctant for new investments.
- UCPH does not own the university buildings.
- Dedicated veterinary and animal science student facilities limited.

External opportunities

- Apply for and receive external funding for new infrastructure (equipment).
- UCPH owning buildings reducing rental costs and increasing investment opportunities.

External threats

- Inflation undermining and challenging investments in building maintenance.

Standard 5. Animal resources and teaching material of animal origin

5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.

Internal strengths

- In general adequate and in some areas high number of healthy and diseased animals for practical training.

Internal weaknesses

- High costs in purchasing, transporting, and housing healthy large animals for teaching purposes.
- Increased focus on ethical aspects of using healthy animals “only” for teaching purposes.
- Limited numbers of companion animal post mortem opportunities due to fewer Companion Animal VTH clients willing to allow necropsy.

External opportunities

- Further increase cooperation with external stakeholders (practices).
- Large potential for increasing both companion animal and equine emergency and referral patients.

External threats

- Decreased interest in providing/donating animals for teaching purposes i.e. necropsies.

Standard 6. Learning resources

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

Internal strengths

- State-of the Art learning resources and learning platforms available.
- Electronic databases, State of the Art library system with academic support and free on-line media including journals and textbooks.
- Support for production of digital teaching material and advanced hybrid/hyflex teaching formats from “Center for Online and Blended Learning” (COBL) at the UCPH-Health.

Internal weaknesses

- None.

External opportunities

- Strategic research and teaching cooperation with more international veterinary establishments.
- Increased corporation across the Health Sciences educations and across other UCPH faculties.
- UCPH focus on Open Access publication.

External threats

- Hacking causing unstable and access downtime to databases.
- Increasing costs of material and learning resource subscriptions.

Standard 7. Student admission, progression and welfare

7.1 The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students.

Formal cooperations with other VEEs must also be clearly advertised.

Internal strengths

- A transparent admission system with both digital and personal guidance for possible applicants.
- Currently that an UCPH high of 50% are admitted based on a test and personal interviews, the remaining 50% of students are admitted solely based on grades.
- Strong Quality Assurance systems including regular course evaluations and structured follow up.
- Easily accessible information on curricular content and course descriptions with explicit intended learning outcomes.
- Clear regulations and demands for student progression.
- A Study Board composed of 50% staff and 50% students monitoring curricular progression and development as well as student well-being.
- Departmental teaching committees composed of 50% staff and 50% students monitoring departmental course evaluations and student well-being.
- Professional student counseling.
- Clear student grievance possibilities.
- Applicants with disabilities are admitted on a par with all other applicants.
- Applicants with disabilities have access to extra aids and can be granted extra time during examinations.
- All UCPH web sites follow the EU regulations on equal accessibility for all.

Internal weaknesses

- The curriculum is primarily taught in Danish, except for a few courses in the master program, which limits access for international applicants.

External opportunities

- Strategic research and teaching cooperation with more international veterinary establishments.
- Educational collaboration with new VEE in Denmark.

External threats

- Cut-backs or changes in admission tests may decrease the number of students admitted based on interviews.

Standard 8. Student assessment

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.

Internal strengths

- Strong Danish university accreditation institution (“Danish Accreditation Institution”) resulting in continuous upholding and revision of strong UCPH QA policy and procedures incl. clear lines of responsibility for the assessment strategy for all educations and their respective courses. Upheld by The UCPH leadership and education management
- Strong and structured curriculum with progression and alignment.
- Course descriptions following a set format for Intended Learning Outcomes based on Blooms didactic taxonomy.
- Course description including clear description of exam requirements.
- Course descriptions with clear description of assessment format ensuring alignment between teaching activity and assessment format.
- Dedicated Faculty, staff and students continuously striving to develop, improve and optimize assessment formats.
- Formalized and effective forum for communication and interaction with external stakeholders in the form of an Employer Panel to which curriculum changes incl. new assessment strategies are presented in addition to regular graduate and employer surveys.

Internal weaknesses

- Resource and time consuming assessment formats.

External opportunities

- Increased use of technology incl. exam platforms.
- Increased intra- and inter department cooperation.
- Increased national and international collaboration on exams.

External threats

- Further reduced basic funding due to economic cutbacks.
- Increased competition from corporate private practices.

Standard 9. Academic and support staff

9.1 The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.

Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

Internal strengths

- Highly dedicated and engaged Faculty and support staff.
- Transparent UCPH faculty career program in place incl. fair and transparent processes for recruitment and development of staff.
- All permanent and temporary university positions are posted as equal opportunity.
- Mandatory pedagogical education for all faculty in “good teaching” (assistant professor “pedagogical degree”) incl. evidence-based didactics, learning and teaching strategies, tools, learning and e-learning platforms, and constructive assessment formats.
- Own developed courses on didactics in a clinical setting for non-faculty staff, both clinicians and support staff.
- Own published research concerning veterinary student learning and didactics.
- Web based e-learning course and on-line exam in biosecurity/hygiene. Mandatory to pass for both staff and students.
- Anonymous course evaluation surveys allowing students feedback. The survey results are reviewed by the department teaching committees and Veterinary Study Board and action plans are made for courses in which issues are identified.
- Most basic science topics and close to all clinical subjects are taught by veterinarians.
- Strong research both within classical and emerging veterinary disciplines (i.e. veterinary clinical didactics).

Internal weaknesses

- Because some veterinary research areas are small, recruitment and succession is difficult.
- Securing adequate funding for staff.

External opportunities

- Strategic research and teaching cooperation with more, international veterinary establishments.
- Increased intra- and inter departmental cooperation.
- Attract more talented staff internationally.
- Further develop the area of post-graduate education incl. residency-training, master programmes, other CPD activities.
- Further increase cooperation with external stakeholders.

External threats

- Further reduced basic funding due to economic cutbacks.
- Reduction of governmental funding for education and research.
- Increased competition from corporate private practices.

Standard 10. Research programmes, continuing and postgraduate education

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

Internal strengths

- Consistent high QS UCPH VetSchool ranking (2022 #8) and Shanghai ranking (2022 #4)
- Transparent UCPH faculty career program in place incl. fair and transparent processes for recruitment and development.
- Strong research within both classical and emerging veterinary disciplines.
- Strong research benefits from being located in the center of the largest concentration of pharmaceutical industries in northern Europe, Medicon Valley.
- Attracts a high proportion of competitive national and international research grants.
- From 2020 a significant annual budget for research and scientific advice to the Danish Veterinary and Food Administration.

Internal weaknesses

- Reduced possibilities for maintaining necessary teaching infrastructure.
- Relatively few possibilities of funding for veterinary clinical science projects reduces the possibilities for attracting PhD-students to the clinical area allowing succession.
- Lack of sufficient up-to-date experimental Animal Facilities limiting research opportunities.

External opportunities

- Strategic research and teaching cooperation with more international veterinary establishments.
- Increased Health Science and cross UCPH Faculty cooperation.
- Attract more talented staff internationally.
- Further increase cooperation with external stakeholders.

External threats

- Further reduced basic funding due to economic cutbacks.
- Reduction of governmental funding for research.
- Increased competition for national public and private funding.