

# **UNIVERSITY OF THESSALY**

**SCHOOL OF HEALTH SCIENCES**

**FACULTY OF VETERINARY SCIENCE**

**Self-evaluation report**

**Karditsa, Greece**

**August 2022**

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## Introduction

### *Brief history of the Establishment and of previous ESEVT Visitations*

The Faculty of Veterinary Science of the University of Thessaly (thenceforth: 'Faculty') has been established in 1993 and has admitted students for the first time in September 1994.

The Faculty has been admitted as a member of the EAEVE in 2003.

The first EAEVE evaluation of the Faculty was performed in October 2017. The outcome of the visit indicated ten major deficiencies and the Faculty was not granted accreditation.

### *Main features of the Establishment*

The Faculty is based in the city of Karditsa, in the region of Thessaly in central Greece. The Faculty is one of the six Faculties of the School of Health Sciences of the University of Thessaly.

The Faculty awards the 'Degree of Veterinary Science' ('*Ptychio Ktêniatrikês*'), which corresponds to level 6 of the European Qualifications Framework (EQF). The Faculty also awards a 'Postgraduate Diploma of Specialisation' (equivalent to Master of Science, level 7 EQF) and a Doctoral Degree (equivalent to Doctor of Philosophy, level 8 EQF).

The Faculty houses training centres of the following three European Veterinary Specialisation Colleges: European College of Aquatic Animal Health, European College of Small Ruminant Health Management, European College of Veterinary Dermatology.

Thusfar (up to August 2022), the Faculty has awarded in total 751 veterinary degrees, 117 postgraduate degrees and 63 doctoral degrees.

The Governing Body of the Faculty is the Assembly, which includes all academic staff members of the Faculty, as well as representatives of other Faculty personnel (teaching, technical) and of students. In accord with the national legislation, the Faculty is organised in five academic divisions (further subdivided in 14 academic departments) and the services section.

Currently, there are registered 478 undergraduate students, 26 postgraduate students and 50 PhD students. Academic staff in tenured posts includes 39 persons (+1 post pending appointment) in the various academic ranks (professors, associate professors, assistant professors, academic teacher).

### *Main developments since the last Visitation*

#### [September 2017 to July 2022 – Increase of number of academic and teaching staff](#)

The Faculty has been making strong claims for resources available for personnel, as well as excellent use of those allocated. Consequently, the Faculty's staff, in terms of full-time equivalents (FTE), has now grown to approx. 55 persons (FTEs).

#### [February 2019 - Merging of the University of Thessaly with other tertiary education establishments](#)

In February 2019, as part of major restructuring in the tertiary education, the University of Thessaly merged with two other local tertiary education establishments, the Technological Institution of Larissa and the Technological Institution of Central Greece. Consequently, the University underwent a major re-organisation and currently it includes eight Schools (two new schools created, one abolished) and 35 Faculties (17 new faculties founded).

This has been the most significant development in the University since its foundation in 1988.

#### [March 2020 & November 2020 – Reduced functioning of the Faculty](#)

In March 2020 and in November 2020, subsequently and consequently to relevant legislation passed by the national government as measures to control the Covid-19 pandemic, the function of the Faculty had been significantly and substantially modified for lengthy

periods. The situation and the measures taken by the Faculty to perform teaching during those periods, are described in Appendix In-a.

#### July 2020 - Re-organization of the structure of the Faculty

The Faculty was re-organized in five divisions. As part of that, the clinical departments have been incorporated into one division of Clinical Veterinary Studies, the head of which is also the head of the Veterinary Teaching Hospital (VTH).

#### March 2021 - Official accreditation of the undergraduate teaching program by the Hellenic Authority for Higher Education

The Faculty was evaluated and approved by the Hellenic Agency for Quality Assurance and Accreditation in Higher Education in 2011. That visitation team included international experts from EU Universities.

In January 2021 and in accord with legal provisions currently in place, the Faculty underwent the national accreditation procedure by the Hellenic Authority for Higher Education (a member of ENQA). The decision was issued on 30 March 2021. The final decision, based on overall assessment was: Full Compliance (grade: A).

#### July 2021 - Clinical associates

The Faculty has decided to appoint clinical associates to compensate for the lack of cases of companion animals in the Faculty's hospital.

#### *Major problems encountered by the Establishment*

*As part of the continuous self-evaluation, the Faculty is fully aware that still not all the ESEVT standards for accreditation are met. The Faculty fully understands that major deficiencies will be identified by the evaluation team. The Faculty is fully aware that the outcome of the evaluation will not be positive.*

*However, the Faculty is also fully aware that significant efforts have been done from its part, based on the comments of the previous evaluation, whilst making strong claims for resources and full exploitation of all resources available.*

*Moreover, the Faculty is fully aware that entities, institutions and persons with a significant share of responsibility for many of the deficiencies, are far beyond the reach of the Faculty.*

*The Faculty wishes to record that, as the result of the evaluation, the Faculty will receive a blemish disproportionately large for the efforts made in the Faculty (and the University) and by the Faculty (and the University).*

*The Faculty feels that it will be penalised for deficiencies, based on issues on which it has absolutely no authority, possibility or otherwise means for correcting the underlying causes.*

*The Faculty does not foresee that, bar itself, the results of the evaluation will be taken into any consideration by other entities, institutions and persons with a significant share of responsibility for many of the deficiencies.*

*The Faculty considers that the same deficiencies will be recurring in future evaluations; this situation, for which nothing can be done at the Faculty and by the Faculty, has already created a despondency within the Faculty, as it has become evident that, independently of efforts made at and by the Faculty, not all the ESEVT standards for accreditation will ever be met exactly because of these deficiencies.*

*The Faculty sincerely hopes that the above will not lead to the point that sustaining membership of the EAEVE will become of little value.*

*The Faculty wishes this passage to be duly noted nationally and internationally.*

#### *Version and date of the ESEVT SOP valid for the Visitation*

The visitation is based on regulations provided by ESEVT SOP 2019, as amended in September 2021.

## Standard 1. Objectives, organization and quality assurance policy

**1.1. The Establishment 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT Substandards.**

### *Mission statement and objectives*

#### General mission of University of Thessaly

The University of Thessaly aims to promote scientific knowledge through research and to contribute to cultural and economic development of the wider society.

The University aims to be consistently among the leading establishments in Greece, with significant international relationships and recognition.

#### Specific objectives of University of Thessaly

- Improvement of theoretical background of students in all Faculties and disciplines.
- Improvement of practical training of students and development of their abilities to attend and adopt technological developments.
- Increase of number of disciplines with international recognition within the University.
- Development of an academic culture that promotes excellence in all Faculties and units of the University.
- Development of high-quality postgraduate studies, in order to attract and train a widely varying body of high quality students.
- Wide dissemination, at national and international level, of achievements of the University and its Faculties, by promoting the quality of research and clinical work and the respective benefits for the wider society.
- Development of collaborations in teaching and research with other internationally recognised Universities.
- Recruitment of high-quality new scientists, who will contribute to further development of the University.
- Support of the regional development model in Thessaly.

#### General mission of the Faculty

The general mission of the Faculty of Veterinary Science is to educate veterinary students and to promote scientific knowledge in the field of veterinary science. All staff in the Faculty strive to provide education within a research environment for the benefit of the veterinary profession, the national economy and the local society; they aim to balance the requirements for research, teaching and clinical work, whilst reaching their full academic potential and excellence.

In line with its mission and the University strategic plan, the Faculty has set the following general lines of development.

- High-quality teaching, making possible professional competitiveness of veterinary graduates in the European scene.
- International recognition of research performed, leading to development of clinical applications and to presentation of innovative output.
- Support of students and staff to achieve personal career goals.
- Strong presence in the national and international veterinary scene.

### Specific objectives of the Faculty

- Enabling veterinary students to acquire knowledge, practical skills, and experience needed for a qualified veterinarian.
- Promoting evidence-based veterinary science and problem-oriented problem-solving methods.
- Development and maintenance of a culture of high welfare standards for all animals.
- Achieving graduation of veterinarians able to provide high-class animal health care, including disease investigation and prevention, at individual animal or at population level.
- Enabling the participation and the engagement of all staff members in research, in line with national and local targets within the development models applied in the country and in the region of Thessaly.
- Preparation and application of all regulations and codes of conduct, as deemed necessary by national and European legislations and by University procedures.
- Maintenance of partnerships with stakeholders.
- Following all developments set by the Ministry of Education for academic faculties.
- Full engagement in periodic accreditation procedures, as required by the Hellenic Authority for Higher Education and the European System of Evaluation of Veterinary Training.

*Description of how the Establishment ensures that the provided core curriculum enables all new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession*

The curriculum provides teaching for all traditional and well-established branches of the veterinary profession, i.e., clinical work in farm animals, food-safety, clinical work in companion animals, laboratory medicine etc. Training is provided in all these branches for all students of the Faculty. Moreover, new areas of work of the profession, e.g. prevention of zoonoses, one-health activities, wildlife medicine, are also covered in the curriculum and students can understand their scientific significance and professional implications.

Finally, all students are awarded a universal veterinary degree that allows them to practice in all branches of the veterinary profession. No specialisations or teaching streams are included or recognised in the degree awarded by the Faculty.

**1.2. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.**

**The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.**

**The decision-making process of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Substandards.**

### *Details of the Establishment*

University of Thessaly

School of Health Sciences

Faculty of Veterinary Science

[in Greek]

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Σχολή Επιστημών Υγείας

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#### Establishment's Head

Dean: Dr V. Papatsiros, associate professor.  
Vice-Dean: Dr A. Pourlis, professor  
Secretary: Ms M. Bountolou

#### Official authority overseeing the Establishment

The Faculty is one of the six Faculties of the School of Health Sciences (based in the city of Larisa, 60 km from Karditsa), which also includes the Faculties of Biochemistry and Biotechnology, Medicine, Nursing, Physiotherapy and Public and One Health. Current Head of School of the School of Health Sciences is Professor I. Stefanidis (Faculty of Medicine). The Head of School is a professor of the respective school, elected among members of the academic staff of the school for a three-year term (currently for 2021-24).

The School of Health Sciences is one of eight Schools of the University of Thessaly (based in the city of Volos, 130 km from Karditsa). Schools and Faculties of the University are detailed in Appendix 1-a. Number of students (under- and post-graduates) currently enrolled at the University of Thessaly is approx. 36,500 (not including ones admitted into the University in August 2022). In total, there are 715 academic staff in all the faculties of the University. The University is headed by the Rector. Current Rector of the University of Thessaly is Professor Z. Mamouris (Faculty of Biochemistry and Biotechnology). The Rector is a professor of the University, elected among members of the academic staff of the University for a four-year term (currently for 2018-22 extended to 2023).

The highest academic and administrative body within the University is the Senate, which is formed by (a) the Rector, (b) the four Vice-Rectors (for Financial Planning and Development, for Academic Affairs, for Administrative Affairs, for Research and Life-Long Training), (c) the Heads of Schools, (d) the Deans of all Faculties, (e) representatives of non-academic personnel and (f) representatives of students. The Senate is responsible for taking decisions regarding academic, administrative and financial matters of the University.

The executive body of the University is the Rectorate Council, which is formed by (a) the Rector, (b) the four Vice-Rectors, (c) one representative of students and (d) one representatives of non-academic personnel. The Rectorate Council is responsible for taking executive decisions regarding matters of the University, based on general rules and regulations and on guiding decisions of the Senate.

The University is overseen by the Ministry of Education and Religious Affairs (hereafter, Ministry).

#### *Organisational chart*

#### Organisation and governance

The Governing body of the Faculty is the Assembly. The Assembly includes all members of academic staff, as well as (i) one representative of assisting teaching staff, (i) one representative of technical staff and (iii) five representatives of students.

The Assembly is responsible for all academic matters in the Faculty (e.g, curriculum, evaluation of applicants for short-term teaching staff, quality assurance), for the management of funding allocated to the Faculty, for all matters related to administration of postgraduate studies etc. The framework of governance of the Faculty is regulated through relevant

legislation, which may change according to the political agenda of the Ministry and the Government.

For various matters, e.g. changes in the curriculum, reshuffling of academic departments, the decisions of the Faculty need to be ratified by the Rectorate Council or the Senate of the University. In a few cases, the decisions need to be ratified at the Ministry.

The Faculty is headed by the Dean. The Dean and the Vice-Dean of the Faculty have always been elected among and by members of the Faculty. They are elected for a period of two years (currently for 2020-2022, re-elected for 2022-24).

There are also five Divisions in the Faculty, each of which includes the relevant academic Departments. The Divisions have a role in coordinating teaching of modules within each division and in proposing to the Assembly of the Faculty the teaching material and the teaching allocations of academic staff at the start of each academic year. Their proposals are ratified by the Assembly. Specifically for the Division of Veterinary Clinical Studies, there is also a role in coordinating the operations of the VTH of the Faculty.

#### Communication of decisions

All members of academic staff, along with representatives of other staff members and representatives of students, are members of the Assembly. Hence, all members of academic staff participate in decisions and all are informed about them during the Assembly meetings.

Non-academic staff members are informed of decisions through their representatives.

Students can be informed of decisions through their union.

Many of the decisions taken become publicly announced in a specific website to enhance transparency in the country ([diavgeia.gov.gr](http://diavgeia.gov.gr)). Decisions regarding staff matters are publicly announced in another specific website for hiring of academic staff in the country ([apella.minedu.gov.gr](http://apella.minedu.gov.gr)).

#### List of departments / units / clinics

The Faculty includes five divisions and 14 academic departments and the services section. The divisions and the academic departments are shown in Table 1i. Number of staff with permanent posts in each department is shown in the table as well. In many departments, there are also staff under contract, for teaching or support, funded and paid by specific Ministry, University or departmental funds.

**Table 1i.** Academic departments and numbers of permanent staff.

Academic department	Abbreviation	Staff	
		Academic and teaching	Support
<b>Division of animal structure and function</b>			
Anatomy, Histology and Embryology	DAHE	1	1
Biochemistry	DB	1	0
Physiology	DPh	2	0
Pharmacology and Toxicology	DPT	1	0
<b>Division of animal production, aquaculture-fish diseases, apiculture and applied ecology</b>			
Animal Husbandry and Nutrition	DAHN	3	0
Aquaculture and Fish Diseases	DAFD	1	0
<b>Division of food safety and technology and epidemiology</b>			
Epidemiology, Biostatistics and Animal Health Economics	DEBAHE	2	
Hygiene of Foods of Animal Origin	DHFAO	3	
<b>Division of laboratory diagnostics</b>			
Microbiology and Parasitology	DMP	5(+1 under appointment)	1
Pathology	DPa	2	0



Division of clinical veterinary studies			
Medicine	DM	7	1
Obstetrics and Reproduction	DOR	4	0
Poultry Diseases	DPD	1	0
Surgery	DS	6	1
Total		39(+1 under appointment)	4

Each division is chaired by a member of staff allocated in a department within the respective division; each department is headed by a member of its own staff. Chairpersons of divisions and heads of departments are elected by members of staff within the respective division.

The services section is headed by the Secretary of the Faculty, who has been appointed by the Rectorate Council, based on qualifications (holder of postgraduate degree) and years of service. The section includes a total of nine staff, as follows: general administration (4 persons), the maintenance (1 person), the library (2 persons), the information technology bureau (1 person) and the transport bureau (1 person).

#### *List of committees*

There are in total ten standing committees in the Faculty, which have the roles briefly detailed herebelow. The members of the committees are appointed by the Governing Board of the Faculty.

- Education committee.** Responsibilities: monitoring all matters related to the undergraduate curriculum of the Faculty and proposing to the governing board on all relevant matters. Coordinator: the Vice-Dean, members: four academic staff members and one student.
- Quality assurance.** This committee is legally required. Responsibilities: monitoring all matters related to quality assurance within the Faculty, organizing the annual quality assessment of the Faculty and liaising with the central QA body of the University. Coordinator: Dr L.V. Athanasiou, members: five academic staff members and one student.
- Animal welfare committee.** Responsibilities: monitoring all cases of animal usage in experimental and teaching procedures and assuring maintenance of high welfare standards in all cases of such usage. Coordinator: Dr L.V. Athanasiou, members: two academic staff members and three substitute members.
- Committee for student matters.** Responsibilities: supporting and counseling students in all matters of academic studies and of daily and academic life. Coordinator: Dr P.G. Gouletsou, members: two academic staff members.
- PhD studies committee.** Responsibilities: monitoring all matters related to PhD studies in the Faculty (e.g., acceptance of PhD candidates, monitoring implementation of relevant regulations etc.). Coordinator: Dr N. Solomakos, members: four academic staff members.
- Ethical work in doctoral research sub-committee.** This sub-committee is legally required and reports directly to the central committee on ethics in research of the University. Responsibility: monitoring ethical conduct of research in PhD studies. Coordinator: the most senior professor of the Faculty, members: another two most senior professors of the Faculty.
- Committee for extroversion.** Responsibilities: actioning to promote the Faculty within the University of Thessaly, the veterinary profession and in the general society. Coordinator: Dr A. Poulis, members: four academic staff members.
- Committee for access examinations for people applying to read for a second degree.** This committee is legally required and members are appointed on yearly basis. Responsibilities: coordinating and supervising all aspects of access examinations for people to study for a second degrees. Coordinator: The Dean, members: six academic staff members.

- Committee for evaluation of applicants for short-term teaching contracts.** This committee is legally required and members are appointed on yearly basis. Responsibilities: evaluating applications for all types of short-term teaching contracts and proposing to the Governing Board about the suitable candidates. Coordinator: the most senior member of the committee, members: three academic staff members.
- Committee for monitoring student education training in clinical associates.** Responsibilities: organizing, coordinating and monitoring all the procedures for the training of students in clinical associates. Coordinator: the chairperson of the division of clinical veterinary studies, members: two academic staff members of the same division.

#### *Formal collaborations with other establishments*

- Formal ERASMUS agreements.** The Faculty participates in the Erasmus<sup>+</sup> action through the Office for International Relations of the University. Collaborations are available with the following universities: Cyprus University of Technology (Cyprus), University of Veterinary Medicine Budapest (Hungary), Università degli Studi di Milano, Università degli Studi di Perugia, Università di Camerino, Università di Pisa (Italy), University of Life Sciences Lublin, University of Warmia and Mazury in Olsztyn, Wrocław University of Environmental and Life Sciences (Poland), University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca, University of Agricultural Sciences and Veterinary Medicine of Iasi "Ion Ionescu de la Brad", University of Agronomic Sciences and Veterinary Medicine of Bucharest (Romania) and Universidad Complutense de Madrid (Spain).
- Formal collaboration with the Faculty of Agriculture of the University of Ioannina.** The collaboration refers to running a postgraduate course leading to the 'Postgraduate Diploma of Specialisation' (equivalent to Master of Science) in the field of 'Aquaculture - Diseases of aquatic organisms'.
- Formal collaboration with the Medical Corps of the Hellenic Army.** The collaboration refers to providing structured postgraduate training to veterinary officers of the Hellenic Army (e.g., clinical studies in companion animal work).
- Formal collaboration with the Veterinary General Directorate of the Ministry of Agricultural Development and Food.** The collaboration refers to providing monitoring and specialized diagnostic services against various animal diseases in the country (e.g., West-Nile disease).

#### *Persons responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH*

- Name and degrees of the person responsible for the professional, ethical, and academic affairs of the VTH.** Vice-Dean, Dr A. Poulis, DVM (Aristotle University of Thessaloniki), PhD (Aristotle University of Thessaloniki), professor.
- Name and degrees of the person responsible for the professional, ethical, and academic affairs of the VTH.** Chairperson of the Division of Clinical Veterinary Studies, Dr L.V. Athanasiou, DVM (Aristotle University of Thessaloniki), MSc (National School of Public Health), PhD (Aristotle University of Thessaloniki), professor.

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

#### *Strategic plan and updated SWOT analysis*

##### **Summary**

The strategic objectives of the Faculty are as follows:

- Providing and maintaining high quality education for veterinary students.
- Providing advanced animal health care and welfare.
- Providing life-long training opportunities for veterinarians.
- Carrying out innovative research through high-class scientific methodologies.
- Maintaining relationship with stakeholders.
- Implementing a strategy for the continuous enhancement of quality and quality assurance in all facets of the function of the Faculty.

Updates of the strategic objectives are instituted to ensure that all students in the Faculty are provided with necessary knowledge, skills and experiences to successfully meet current standards of the veterinary profession. Objectives also develop in response to internal and external circumstances. The Assembly of the Faculty (Governing Body) is responsible for determining, assessing and amending the objectives and the strategic plan of the Faculty.

#### Details

The general objectives of the Faculty refer to (a) the provision of high-quality veterinary training to undergraduate students, (b) the performance of innovative research for improving the health and welfare of animals and the education of the future generation of veterinary scientists and (c) the availability and provision of optimal veterinary medical services for the public.

From the educational point of view, the objectives of the Faculty are as follows.

- To provide students with the knowledge, skills and competences to pursue a successful career in the fields of diagnosis, treatment and prevention of disease, animal health and production, food safety / public health and animal welfare.
- To offer a stimulating learning environment for highly qualified and motivated students, with the final aim to produce veterinarians of the highest standards.
- To provide lifelong learning opportunities and contribute to the professional development of veterinarians.
- To ensure that, on completion of the undergraduate program, graduates would have acquired a thorough knowledge and understanding of the scientific disciplines on which primary activities of veterinary practitioners are based, and possess the required 'Day-one skills', being in a position to veterinary duties.
- To confirm that the Faculty employs teaching staff, includes infrastructure and is equipped with facilities necessary to deliver high standards of veterinary education.

From the research point of view, the objectives of the Faculty are as follows.

- To perform veterinary and biomedical research through doctorate research studies.
- To provide opportunities for the personal development of all academic staff.
- To establish collaborations with other teaching and research establishments, nationally or internationally.
- To expand knowledge and publicise research perform at the Faculty.
- To contribute to the sustainability and protection of the natural environment.

The Faculty is engaged in research with benefit and added value for the country and the European Union, through collaborations with scientific establishments nationally and internationally.

From the services point of view, the objectives of the Faculty are as follows.

- To provide medical veterinary services of high standards to the public, referring specifically to improved health management in animal farms (all species), quality clinical services (farm and companion animals) and high-class consultancy services to all interested parties.
- To be involved in courses of continuous professional development and seminars for veterinarians and the general public and to be present in relevant conference nationally and internationally.
- To support practicing veterinarians in their professional work, by means of advice, consultancy and diagnostic services.

## SWOT analysis

### Strengths

- High quality undergraduate students, selected among Greece's top 5% of pupils in secondary education.
- Extensive welfare benefits for students: complete waive of tuition fees, free provision of all textbooks, provision of free meals and provision of free residence and various others or, alternatively, significant monetary subsidies.
- Availability of several active programs for international training of students in other veterinary teaching establishments in Europe.
- Availability of many teaching platforms within the University, with educational material available online and easily accessible by students.
- Availability of a livestock farm within the University, used for teaching.
- High employment rate (> 85%) of Faculty graduates, in the private or the public sector, in Greece or internationally.
- High quality and dedicated academic staff (by law, all academic staff hold the degree of PhD and several of them also hold European Veterinary Specialisations), with excellent or very good reputation in the veterinary community in Greece and internationally.
- Increased motivation and involvement of academic staff and high level of interactions between staff and students.
- Presence of three official training centres of veterinary specialization (Aquatic Animal Health, Small Ruminant Health Management, Veterinary Dermatology).
- Presence of strong research groups, formed by academic staff, in association with research institutes, other academic faculties etc., leading in research of international caliber and high publication output.
- Significant collaboration of the Faculty with veterinary clinics, livestock farms and food-processing or producing outlets, facilitating clinical teaching.

### Opportunities

- Development of extra-mural clinical training of 5th year students in companion animals.
- Location in a predominantly agricultural area, with increased livestock populations.
- Priority of national and local government to expand the livestock and food sector in Thessaly and fund relevant research, with significant involvement of the Faculty.
- Development of Averofeio AgroFood Technological Park within the University, as a

### Weaknesses

- Disproportionately low (for the needs of a veterinary teaching establishment) funding, which does not allow maintenance of infrastructures and renewal of equipment.
- Number of full-time tenured academic staff small for a veterinary teaching establishment, with needs in teaching staff covered by annual contracts.
- Significant lack of support staff.
- Very limited population of companion animals in the local and regional area, which does not suffice for the coverage of teaching needs.
- Location away from the central administration of the University.

### Threats

- High annual number of student admissions, decided by the Ministry of Education and outside the Faculty's regulation.
- Decreased interest of students for professional careers in farm animal work or in food hygiene / public health work.
- City of Karditsa unattractive for veterinarians and students, leading to problems related to staff residence on location.

platform for liaison between University scientific staff and farmers / consumers in the region.

-Strong connections with the veterinary profession and the relevant industries (agricultural, animal health, food etc.) in Greece.

-Strong connections with research establishments in Greece and abroad.

#### Operating plan: academic year timeframe

Academic years run from 1st September to 31st August of the following year. Within the academic year, precise dates for allocation of weeks are decided by the Senate. Usually, the timeframe presented in Table 1ii applies in the Faculty.

Table 1ii. Yearly academic calendar followed in the Faculty.

Month(s)	Duration	Activity
September	4 weeks	Repeat examination period of preceding academic year
September-January	14 weeks	Winter teaching term
December-January	2 weeks	Christmas and new year holiday break
January-February	4 weeks	Examination period for winter teaching term
February-May	14 weeks	Spring teaching term
April	2 weeks	Easter holiday break
June	4 weeks	Examination period for spring teaching term
July-August	8 weeks (2 weeks)	No formal teaching activities (no administrative activities)

Degrees are awarded within one month after end of each examination period, i.e., in July, October and March of each calendar year.

#### Operating plan: administrative actions timeframe

The Senate meets monthly. A notice for the meeting is issued 4 to 5 days prior to the date. The Rectorate Council meets weekly.

The Dean's Committee of the School of Health Sciences meets monthly or at other dates if urgent matters arise. A notice for the meeting is issued 4 to 5 days prior to the date.

The Assembly (Governing Body of the Faculty) meets regularly at fortnightly intervals. Items for the agenda are included by the Dean and can be proposed by the various committees, the academic staff members, the students' union or the administration of the Faculty. Agenda is issued 3 to 4 days prior to the meeting (2 days is the minimum legal deadline). Further meetings also take place between the scheduled meetings, if urgent matters arise (usually as the result of emergency action required by the Ministry or the University, with a set deadline for response or implementation).

#### Operating plan: evaluation

All academic staff have to submit an annual report of activities during January of each year, which refers to activities of the previous year; submission of these reports by academic staff is compulsory. Students submit evaluations of teaching activities at the end of each academic term, i.e., twice yearly; these are submitted separately for each teaching module; submission of these reports by students is not compulsory.

The Faculty has to submit a report of activities for the previous year and a plan for the following year. First, all internal reports by staff and students are collected by the Quality assurance committee of the Faculty, collated and submitted to the Quality Assurance Unit of the University by end of March of each year. Second, a plan for the following year is submitted by the Dean to the Head of the School by end January; the plan is discussed in the Deans' Committee of the School and after approval is forwarded to the Rector of the University.

**1.4. The Establishment must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment'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.**

*Description of the global policy and strategy of the Establishment for outcome assessment and Quality Assurance (QA)*

The Faculty:

- (a) has committed itself to the development of a culture that recognises the importance of quality, and quality assurance, in its activities and has developed and is implementing a strategy for the approval, periodic review and monitoring of the standards and quality of its programmes, services and research activities;
- (b) has declared that any specified experience requirement is clearly defined, relevant to the objectives of the Faculty and brought forward to evaluation at any time;
- (c) fully accepts external evaluation and quality assurance in line with the ESG on a cyclical basis, as required by the national legislation of the country;
- (d) duly interacts with everyone involved in its function and objectives;
- (e) has a well-organised approach for delivering its operational procedures.

Internal and external systems are in place for the evaluation of the outcomes and the activities of the Faculty, which both include assessment of accountability and improvement of the function of the Faculty.

Within the Faculty, a Quality Assurance (QA) committee has been set up 15 years ago, with the aim to recording, analysing and continuously improving the entire operations of the Faculty (including training provided). The QA committee of the Faculty includes six members and is chaired by a senior academic staff. The Committee works independently and reports directly to the superordinate respective Committee for Quality Assurance of the University.

Within the University of Thessaly, there is a central Quality Assurance committee, which is chaired by the Vice-Rector for Academic Affairs and includes representatives from all Schools of the University. This committee provides explanatory notes and guidelines for the specific implementation of the national rules, procedures and guidelines, as adapted for application within the university. The written assessment procedures for QA in the University of Thessaly are presented in Appendix 1-b. The committee also evaluates the annual reports of the QA committees of Faculties and indicates to the Faculties deficiencies and points that need addressing and potentially corrective action.

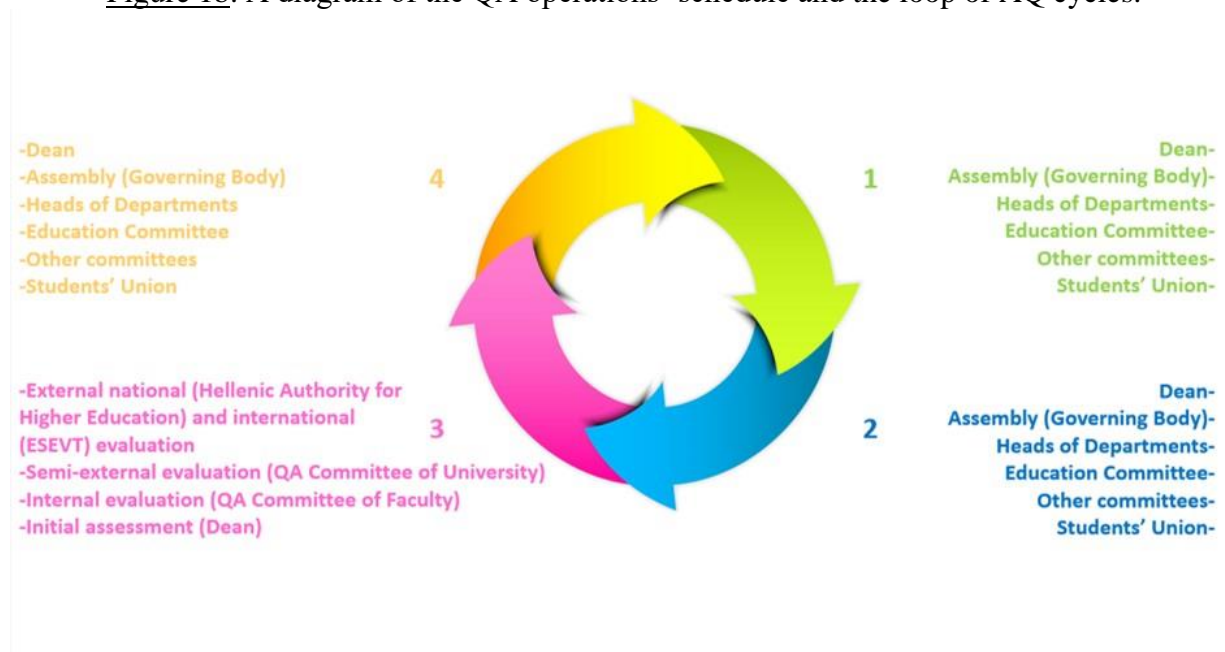
The Hellenic Authority for Higher Education is the national body for evaluation and accreditation of tertiary education establishments in Greece. The University of Thessaly has undergone external evaluation and accreditation by the authority and has received certification of full compliance according to the accreditation systems of ENQA (Figure 1a). The University has been found to apply fully the ESG standards. The accreditation was received in November 2019 and is valid until November 2023.

Figure 1a. Certificate of the University of Thessaly for accreditation in Quality Assurance, issued by the competent national authority.



A diagram of the QA operations' schedule in the Faculty is shown in Figure 1b and details are presented herebelow.

Figure 1b. A diagram of the QA operations' schedule and the loop of AQ cycles.



-**Step 1 (plan)** refers to receiving feedback from students, academic and other staff, graduates, stakeholders (professional associations, Ministry of Agricultural Development and Food etc.) and evaluators. The information are assessed and processed by the various committees and the

Heads of Departments, who propose appropriately to the Dean and the Assembly of the Faculty for decisioning.

-**Step 2 (do)** refers to actioning, based on the relevant decisions taken in Step 1, by the Dean, the Heads of Departments and the various committees, with continuous monitoring for correct implementation by the Assembly of the Faculty.

-**Step 3 (check)** refers to assessing all the actions taken during the various levels of evaluation (Step 1 and Step 2), internally by the Faculty's Quality Assurance committee at annual intervals, semi-internally by the superordinate University Quality Assurance committee also at annual intervals and externally at national level (periodic evaluation by the Hellenic Authority for Higher Education) or international level (periodic evaluation by ESEVT).

-**Step 4 (adjust)** refers to communicating the results of evaluation to staff members and students through the Assembly of the Faculty. The results of the evaluations are discussed and decisions are taken, which must to actions and follow-up measures to be taken and implemented as necessary.

**1.5. The Establishment must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.**

**The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.**

*Description of how the Establishment informs stakeholders and the public*

The website of the Faculty is a primary means of communication for all interested parties. In particular, the pages in the Greek language provide significant and detailed information regarding all the features and details of the Faculty.

For example, the vision and the general objectives of the Faculty are in the following page: [https://www.vet.uth.gr/?page\\_id=256](https://www.vet.uth.gr/?page_id=256), all details about teaching activities are in the following page(s): [https://www.vet.uth.gr/?page\\_id=299](https://www.vet.uth.gr/?page_id=299), information specifically related to students and student welfare are in the following page(s): [https://www.vet.uth.gr/?page\\_id=275](https://www.vet.uth.gr/?page_id=275), potential employment possibilities are listed in the following page(s): [https://www.vet.uth.gr/?page\\_id=7184](https://www.vet.uth.gr/?page_id=7184), etc.

The website is monitored and updated by a member of the Section of Informatics of the central University administration, who is based in the Faculty, under the supervision of a member of the academic staff.

*Access to the ESEVT Establishment's status and to the last ESEVT Self Evaluation Report and Visitation Report on the Establishment's website*

In the website of the Faculty, it is indicated that the Faculty has not been accredited by the EAEVE, *verbatim*: Το Τμήμα δεν είναι πιστοποιημένο από την Ένωση Κτηνιατρικών Εκπαιδευτικών Ιδρυμάτων (Οκτώβριος 2017), in the relevant page of the website: [https://www.vet.uth.gr/?page\\_id=264](https://www.vet.uth.gr/?page_id=264). Moreover, links to the self-evaluation report and the evaluation report are also provided in the same page.

The same details are also indicated in the respective English page of the website.



**1.6. The Establishment 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 Establishment must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data.**

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

*Description of how and by who the strategic plan, the organisation, the activities and the QA policy are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

The general frame for quality assurance in Greek universities is set by the Hellenic Authority for Higher Education (an independent national authority). The relevant national rules, procedures and guidelines are set by this Authority and adopted by the Ministry for subsequent implementation by universities. These rules, procedures and guidelines are given wide dissemination nationally by means of announcements in the official Government gazette, in the national press (electronic and printed means of information) and in the website of the Authority.

Within the University of Thessaly, there is a central Quality Assurance committee, which is chaired by the Vice-Rector for Academic Affairs and includes representatives from all Schools of the University. This committee provides explanatory notes and guidelines for the specific implementation of the national rules, procedures and guidelines, as adapted for application within the university. The committee also evaluates the annual reports of the QA committees of Faculties and indicates to the Faculties deficiencies and points that need addressing and potentially corrective action.

Within the Faculty, a Quality Assurance committee has been set up 15 years ago, with the aim to recording, analysing and continuously improving the entire operations of the Faculty (including training provided). The QA committee of the Faculty includes six members and is chaired by a senior academic staff. The Committee works independently and reports directly to the superordinate respective Committee for Quality Assurance of the University, but also informs the Assembly of the relevant findings. Communication of the Committee with members of the Faculty is carried out electronically, as well as by means of appropriate discussions as part of official meetings of the Assembly of the Faculty.

**1.7. The Establishment 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.**

[Dates of previous ESEVT visitation.](#)

23-27 October 2017.

[Description of corrections of major deficiencies](#)

**1. Absence of long-term strategic plan and operational plan**

The details of Mission statement and the objectives are presented in 1.1. The details of the strategic plan of the Faculty, an extensive SWOT analysis and the operating plan are shown in 1.3. The above have been officially approved by the Rectorate Council of the University (meeting 208 / 2022).

## **2. Insufficient public funding**

There has been a significant increase of all funding to the Faculty during the last years. This becomes evident in all aspects of financing of operation of the Faculty: salaries, operating expenses, maintenance, equipment. Specifically, funding (and spending) the evaluation period was 35.3% higher than respective figure during the previous evaluation: 2,726,503 Euros versus 2,015,525 Euros, respectively.

The trend was clear and occurred consistently throughout the five years since the previous evaluation: 2,187,068 Euros to 2,477,599 Euros to 3,080,970 Euros to 3,093,376 Euros to 3,514,843 Euros during the last year before evaluation.

Increased funding was the result of improvement of the general financial situation in the country and the availability of various grants to sustain operation of public tertiary education. The important consequence of this increased funding was the increase in permanent and temporary staff, employed under various schemes in the Faculty. Moreover, maintenance work and purchase of various necessary equipment was also performed in the Faculty.

## **3. Inadequate communication and implementation of biosecurity procedures**

The Faculty has established two official manuals for biosecurity procedures, which are distributed to all student. One of the manuals is a general manual for all matters of biosecurity, in laboratories, practical classes, handling of animals etc. The other is a manual specific for biosecurity procedures in the post-mortem facilities of the Faculty and details all measures that need to be followed during teaching classes there; that particular manual is delivered individually to every student starting the 4th year and students acknowledge receipt by signing an official state declaration regarding having been informed of the content and having received the manual.

During academic years 2020-21 and 2021-22, tightened biosecurity protocols were applied throughout the Faculty. Entrance into the campus was fully controlled and check-points were established at the two entrance gates of the campus. One gate was for access by staff and owners of animals, the other was for access by students. Tight control of vaccination certificates or of documents confirming negative diagnostic tests was applied at the gates by controlling security personnel (those people had been hired specifically for that reason); one person was stationed at the gate for entrance of staff and two persons were stationed at the gate for entrance of students. Face masks were compulsory throughout the campus. Equipment for air-cleaning were placed in all areas where increased number of people gathered (e.g., lecture rooms). All teaching sessions were limited to a 45 min. duration, after which rooms were vacated and aired and cleaned, before teaching sessions could be resumed. At regular intervals, every two weeks, a mobile testing station of the National Public Health Organization arrived at the Faculty and spent the whole day there, for diagnostic screening as many as possible of staff and students of the Faculty. Various other measures were also implemented: for example, during the lectures, students were asked to disperse within the sitting area of the rooms etc.

## **4. Absence of isolation facilities**

No specific corrective actions have been taken.

## **5. Absence of formal 24 / 7 emergency services for companion animals and equines**

A formal emergency service has been instituted in the Division of Clinical Veterinary Studies at the start of the academic year 2021-22. The emergency service has been set up to cover all types of emergencies, in addition and above any cover provided by the clinical departments.

A call for six posts for teaching staff specifically to implement the emergency service was issued on 7 Oct. 2021; the link of the call is herebelow:

[https://www.uth.gr/sites/default/files/jobs/2021/SYMPLIROMATIKI%20PROKIRYXI%20A PASHOLISIS%20%20AKAD.%20YPOTROFON%20TM.%20KTINIATRIKIS%20HEIM%202021-2022.%20pdf\\_498002564.pdf](https://www.uth.gr/sites/default/files/jobs/2021/SYMPLIROMATIKI%20PROKIRYXI%20A PASHOLISIS%20%20AKAD.%20YPOTROFON%20TM.%20KTINIATRIKIS%20HEIM%202021-2022.%20pdf_498002564.pdf)

An additional call for another two posts was issued on 20 Dec. 2021; the link of the call is herebelow:

[https://www.uth.gr/sites/default/files/jobs/2021/NEA%20SYMPL.PROKIRYXI%20AKAD.%20YPOTR.%20%28KTINIATRIKI%29\\_1453907667.pdf](https://www.uth.gr/sites/default/files/jobs/2021/NEA%20SYMPL.PROKIRYXI%20AKAD.%20YPOTR.%20%28KTINIATRIKI%29_1453907667.pdf)

In total, eight people (7 clinical and 1 laboratory support) have been hired to work the service. As part of the emergency service, the staff work at the Faculty and are available to deal with emergencies from 19.30 to 09.00 of the following day (working days) or on 24-hour basis (weekends and holidays). On the working days, from 09.00 to 19.30, emergencies are handled by the clinical departments, as part of their standard working time.

The posts have been financed by general funds of the University with full-time employment.

## **6. Insufficient access of students to ad hoc diagnostic imaging and ICU facilities**

### **(a) Access to diagnostic imaging**

A member of academic staff in the rank of assistant professor in the field of ‘Diagnostic imaging’ was elected in July 2020 and has been officially appointed in March 2021. The post has been financed by funds of the Ministry for academic appointments in tertiary education.

A brand-new X-ray equipment was purchased, to replace the previous one. Moreover, the ultrasonography equipment has been upgraded, with installation of updated software and purchase of extra transducers to avail more facilities. The improvements have been financed mostly by funds of the University and partially through research funding. Moreover, one of the clinical associates of the Faculty in Athens is a specialized centre for veterinary imaging, directed by a Diplomate of ECVDI.

### **(b) Access to ICU facilities**

A member of academic staff in the rank of assistant professor in the field of ‘Intensive care and anaesthesiology’ was elected in June 2018 and has been officially appointed in March 2019.

No further specific corrective actions have been taken.

## **7. Insufficient caseload in diseased animals, especially in companion animals and equines**

### **(a) Caseload in companion animals**

The Faculty has decided to appoint clinical associates in cities of Greece to compensate for the lack of cases of companion animals in the Faculty’s hospital. The rationale for this and the relevant actions taken are presented in detail herebelow.

First, the region of Thessaly is low-ranking in annual income per capita within the country. Specifically, the region ranks 9<sup>th</sup> in the country: average national per capita income in 2018 was 16,745 Euros, whilst in Thessaly it was 12,578 Euros (<https://www.statistics.gr/documents/20181/6e4a57bb-9949-ca51-cef1-e285dafdbc85>). This makes ownership and maintenance of a domestic animal to be overwhelmingly expensive for local population. In association with the Veterinary Authority of the Region of Thessaly, it has been estimated that a total of approx. 60,000 – 70,000 companion animals live in the entire region of Thessaly, of which 5000 – 10,000 live in the general area of Karditsa. Moreover, there are approx. 120 veterinary surgeries in the region of Thessaly, of which 25 in the Karditsa area.

Second, transport of companion animals from the region of Attica (Athens) (where most companion animals of the country live) to a VTH for a specialised opinion can be effected more quickly and conveniently to the VTH in Thessaloniki. Moreover, many academic staff of the two VTHs of the country legally provide private veterinary services and consultancies in Athens, which reduces the necessity to seek highly specialised advice in the provinces of the country. The private work of the academic staff in Athens, certainly makes the Faculty known to the general public of the largest city of the country and provides some type of ‘advertisement’ of the Faculty. However, the distance to be travelled, the availability of similar facilities in Athens and a prejudice against the provinces of the country provide little scope for animals

from Attica (Athens) to be transported to Karditsa for a consultation. Hence, the probabilities for high numbers of cases from other regions of the country to be seen at the VTH are poor.

In view of the above and despite the continuous and sustained efforts of academic staff active in the area of companion animal health, the number of clinical cases seen annually in the VTH has remained constantly low for many years.

In the summer 2021, the Faculty has called for applications by private veterinary hospitals or surgeries to become clinical associates to the Faculty and undergo a part of the clinical training in topics related to companion animals. Applications received were scrutinized based on the evaluation of the following criteria: (a) previous experience in clinical training of veterinary students (maximum possible 10 points), (b) number and qualifications of veterinary and auxiliary staff (maximum points 35 points), (c) type and extent of veterinary services provided (60 points), (d) number of clinical cases attended to weekly (50 points), (e) collaboration with veterinary teaching establishments (10 points), (f) planning for training veterinary students as a clinical associate (20 points), (g) communication with Faculty (15 points), i.e. to a total of 200 points. Applicants that received > 130 points (i.e., > 65.0%) were nominated as clinical associates veterinary surgeries of the Faculty for the academic year 2021-22. In total, 14 applications were accepted: nine from the region of Attica, two from the city of Larissa, two from the area of Thessaloniki and one from the city of Volos. Thereafter, a veterinarian working full-time in each clinical associate, always with a postgraduate qualification in companion animal clinical studies, was appointed as local supervisor. To note that members of the academic staff of the two VTHs of the country offer consultations to eight of the 12 clinical associates.

A regulation for the procedures for the implementation of the action has been established and approved by the Senate of the University. A monitoring committee of three academic staff members was appointed to supervise the clinical associates. All the local supervisors underwent training by these academic staff, regarding the objectives of the training program, the aspirations of the Faculty and the supervisory requirements. In total, 31 5th year students opted to carry out clinical training in a clinical associate of their choice for a period of 2 to 3 weeks during the spring term of the academic year 2021-22. These students were also briefed in advance by the members of academic staff regarding the requirements of the training and the rules of their participation in the training.

During the period of training in the clinical associates, the students were under the daily supervision of the monitoring committee by means of telephone or electronic communication. The students were required to attend the work of the clinical associates on a full daily basis and were required to participate in emergencies and 24-hour operation of the clinical associates. Moreover, the local supervisors were asked to monitor the progress of students and to sign on their logbooks regarding their daily presence at the surgeries and the performance of tasks related to skills.

The students were required to transmit to the monitoring committee their caseloads on daily basis. These were entered in the official database by the members of the monitoring committee. Meetings were carried out between the students and the monitoring committee at weekly intervals, with the aim to assess the situation, detect errors and omissions and perform necessary corrective actions. Moreover, similar meetings were carried out between the local supervisors and the monitoring committee at fortnightly intervals, for the same reasons.

Finally, at the end of the action, the procedure was evaluated by questionnaires sent to the students and to clinical associates through the Quality Assurance committee of the University.

In total, there was a clearly high number of cases seen by the students during this action: 1688 companion animal patients, corresponding to 54.5 patients per student who attended this action. During the ESEVT evaluation in October 2017, the number of companion animal patients reported in the SER of the Faculty was 11.5 per student (this was below the required indicator). Overall, the number of companion animal patients have increased to 19.5 per student

(+ 70% compared to the previous evaluation), which is still below the required standard. However, this indicates the extent of the efforts of the Faculty to rectify the problem. Given that the majority of clinical cases was seen by students in the clinical associates (approx. 60% of all cases), the outcome indicates the impossibility to cover teaching needs by means of clinical cases from the local area.

(b) Caseload in equines

Already before the start of the academic year 2017-18 (when the previous ESEVT evaluation was performed) the Faculty had recognised the need for training of students in equines. Hence, a teaching staff under short-term contract was appointed and visits to individual animals and to stud farms had started, with attendance to relevant clinical cases.

Thereafter, a member of academic staff in the rank of assistant professor in the field of 'Clinical equine studies' was elected in July 2020 and has been officially appointed in February 2021. That staff has worked methodically, has instituted significant theoretical and clinical teaching on equine studies, from 1st year to 5th year students, and also has established contacts with studs and horse-owners in the area. Consequently, the number of cases has increased greatly, from 0.22 per student in the 2017 evaluation to 1.05 cases per student currently (+ 370%). Whilst this figure is still below the required standards, it is noted that > 70% of total cases were seen during the academic year 2021-22, i.e., after the staff has taken up appointment. Practically, in the next two years, the three-year average caseload will be undoubtedly above the required indicator.

**8. Number of students admitted not consistent with the resources**

The matter is totally outside the remit and the responsibility of the Faculty.

The annual student intake is beyond the responsibilities and the general grasp of the Faculty. The annual student intake is regulated 100% by the Ministry. Whilst the Faculty, for the last 15 years, constantly has been requesting for an annual intake of 50 students, this has never been accepted by the Ministry and an intake of 90 students has been allocated for the last four years.

It is noted that the current government of the country had issued a pre-election agenda to accept the proposals of academic faculties around the country regarding respective student intakes. However, this has not been fulfilled.

**9. Insufficient number of academic and support staff, especially in the face of the increasing number of students**

Increased funding has been allocated to the Faculty and as part of that, six new tenured posts for academic staff members have been created. Of these, five academic staff members have been elected and appointed already in the following fields: 'Intensive care' (assistant professor, March 2019), 'Clinical equine studies' (assistant professor, January 2021), 'Diagnostic imaging' (assistant professor, March 2021), 'Diagnostic pathology' (assistant professor, May 2021), 'Farm animal health management' (assistant professor, May 2021). Moreover, another academic staff member in the University was transferred to the Faculty in the following field: 'Quality of water and fish food' (assistant professor, October 2020). Finally, another one post of academic staff member appointment is pending appointment in the following field: 'Microbiology and infectious diseases' (assistant professor), which will be finalised by October 2022.

Hence, from 32 academic and teaching staff on permanent posts (+1 pending formal appointment) as reported in the SER of the 2017 evaluation, there are currently in the Faculty 39 members of academic and teaching staff on permanent posts (+1 pending formal appointment), i.e., an increase by 23% over the last five years.

Moreover, during these last five years the University has allocated increased funding for teaching appointments under long- and short-term contracts. Specifically, during the last five years, the Faculty has received 28 full-time appointments on annual contracts as adjunct academic lecturers (i.e., 5.6 full-time staff on annual basis).

Further, increased funding has been received for teaching appointments with short-term contracts, supported through various funding arrangements, e.g., support teaching (6 full-time appointments for one-term [i.e., half-year] for each of two consecutive years, 2020-21 and 2021-22) funded directly by the Ministry budget, clinical staff for the emergency service (7 full-time appointments renewable annually) funded by the University staff, etc.

By making strong claims for resources available and excellent use of those allocated, the Faculty's staff, in terms of full-time equivalents, has now grown to approx. 55 persons.

With regard to the above, it is also worth considering the following. During the years 2018 to 2022, the Ministry of Education has allocated a total number of 1200 posts to the various academic faculties across the country. With around 440 academic faculties currently in operation nationwide, this corresponded on average to 2.7 new posts per faculty. The Faculty has received 7 new posts, i.e., overperforming by +160% over the national average. During the years, 2017 to 2022, the University has been allocated 556 full-time appointments on annual contracts as adjunct academic lecturers to cover the teaching needs of the 35 faculties. Again, the Faculty has overperformed with 28 such contacts.

With regard to academic staff, it should be noted that in Greece, universities have the lowest '*academic staff:student*' ratio in the European Union (taking into account only permanent posts of academic staff for this measure), that reaches 1:38.7 (details: <https://tvxs.gr/news/egrapsan-eipan/i-analogia-kathigiton-foititon-sta-ellinika-panepistimia-einai-i-xeiroteri-stin->). Currently, in the Faculty, this ratio is 1:13.3 (i.e., 66% better than the national average), exactly because of the long-standing and sustained efforts of the Faculty.

Finally, with regard to appointments of technical staff, the Ministry of Education had made clear to the Rectors of Universities in Greece that no such appointments would be made on a national basis for the coming years.

#### **10. Non availability of an explicit Establishment-related strategy for Quality Assurance.**

The University of Thessaly and the Faculty, as an integral unit of the University, are following the legally required strategy, as provided by laws, rules, procedures and notes of the relevant authorities in the country. In this respect, the University and the Faculty have both received accreditations with full compliance (2019 and 2021, respectively) by the Hellenic Authority for Higher Education.

It is also noted that the Department of Microbiology and Parasitology has received accreditation under the provisions of ISO 9001:2015 on October 2020. Moreover, there are three training centres for European Veterinary Specialisation in the Faculty, which have received relevant evaluation and accreditation by the respective European Veterinary Colleges.

### **Comments on Standard 1**

#### **Suggestions for improvement on Standard 1**

During the years after the previous ESEVT evaluation, the Faculty has embarked on a five-year plan to improve defects indicated in the previous evaluation and improve many aspects of its function. Senior staff in the Faculty have taken all available opportunities to direct resources available at national or University level to the Faculty, often at personal expense.

In 2021, the Faculty has received the accreditation by the Hellenic Authority for Higher Education with a high mark ('A', 8/10), which is a legal requirement and guarantees continuation of funding for the Faculty and the staff, as well as professional accreditation of graduates in Greece and the European Union.

As indicated earlier in this document, all members of the Faculty recognise that the outcome of this evaluation will not be successful and that, again, various major deficiencies will be found. There is a strong and significant minority of academic staff in the Faculty that considers that as the ESEVT evaluation is not a legal prerequisite for the Faculty, it was not

necessary to undertake it (in view also of the forthcoming adverse result), as well as given the national accreditation received.

Depending on the precise outcome of the current evaluation, the Faculty will discuss whether to continuing with ESEVT evaluations, given also that some of the deficiencies to be identified are insurmountable and totally outside the possibilities of the Faculty.

## Standard 2. Finances

**2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment 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).**

### *Description of the global financial process of the Establishment*

#### **Public spending for higher education in Greece**

The higher education system in Greece is public (Provision of the Constitution of the Hellenic Republic).

In 2022, the overall budget allocated to the Ministry of Education and Religious Affairs amounted to 4.891 billion Euros or 0.6% of total state budget. Of that amount, 0.734 billion Euros (15% of total budget) have been allocated to the 23 higher education establishments of the country. Of that amount, the largest part (0.628 billion Euros, 86%) refers to personnel costs; the remaining (0.106 billion Euros, 14%) is allocated for all other costs, including operating costs and student welfare benefits. Further, the 'Public investment' budget (buildings, large equipment) allocated to the Ministry amounted to 0.950 billion Euros (8.6% of total state budget).

#### **Funding of the University of Thessaly**

The University of Thessaly is funded primarily from the budget of the Ministry. Permanent personnel salaries are paid directly by the Ministry. Further, an amount of money is allocated to the University for operating costs and to meet student welfare benefits. Personnel costs are inflexible, i.e., not determined by University authorities; salaries are determined by law and are based on category of personnel (academic, academic support, technical, administrative etc.), rank and years of public service. Operating costs are allocated from the Ministry to universities based on a system of (a) number of students, geographical locations of universities and type of faculties contained (80% of total allocation) and (b) performance in education and research outputs (20% of total allocation). Student welfare benefits are allocated based on legal provisions voted in the Parliament, which take into account mainly financial situation and to a smaller extent academic achievements of students.

After allocation of the budget for operating costs to the University, a sum is allocated to each Faculty to cover minor operating expenses and expenses for teaching activities. All other operating expenses (e.g., maintenance, transport, utilities) and the welfare benefits for students of the Faculty are covered directly through the central administration services of the University.

Other income of the University includes (a) overheads from research grants and services income (handled through the University's Research Committee), (b) overheads from tuition fees of postgraduate courses (also handled through the Research Committee), (c) various donations (also handled through the Research Committee) and (d) profits from asset management (handled through the University Company for Asset Management).

### *% of margin paid as overhead to the official authority overseeing the Establishment on revenues from services and research grants*

As provided by law, Research Committees of higher education establishments can charge an overhead up to 25% in research grants and services income. Currently, the Research Committee of the University charges 12%, except in cases of (a) state-funded grants in which a smaller or higher overhead is paid directly by the funding body, as per provision of the relevant



call, and (b) matching funds from the General Secretariat of Research and Technology to European Commission grants, in which 25% overhead is charged.

*Annual tuition fee for national and international students*

No tuition fees are charged for undergraduate students (national or international) studying at the Faculty of Veterinary Science, as for all students in all universities nationwide (Provision of the Constitution of the Hellenic Republic).

The state provides significant and extensive welfare benefits to students: full waive of tuition fees, free textbooks, free meals, free housing, free medical insurance, discounts in the public transport system in Greece, subsidised broadband internet connection, subsidies for purchase of electronic equipment, which are all covered by the central government budget.

Tuition fees may be charged for postgraduate courses, but not for PhD studies.

*Table 2.1.1. Annual expenditures related to the Faculty during the academic years preceding the visitation (in Euros)*

Area of expenditure	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Personnel	2,469,424	2,279,092	2,046,943	1,825,380	1,667,951	1,987,585
Operating costs	777,682	602,970	878,756	501,520	423,663	567,622
Maintenance costs	82,027	49,630	44,903	37,680	24,488	48,125
Equipment	185,710	161,684	110,368	112,839	70,966	123,172
<b>Total expenditure</b>	<b>3,514,843</b>	<b>3,093,376</b>	<b>3,080,970</b>	<b>2,477,599</b>	<b>2,187,068</b>	<b>2,726,503</b>

*Table 2.1.2. Annual revenues related to the Faculty during the academic years preceding the visitation (in Euros)*

Revenue source	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Public authorities	2,661,641	2,433,571	2,263,404	2,104,377	1,914,329	2,226,783
Tuition fees	0	0	0	0	0	0
Clinical services						
Diagnostic services	853,202	659,805	817,566	373,622	272,739	499,721
Other services						
Research grants						
<b>Total revenue</b>	<b>3,514,843</b>	<b>3,093,376</b>	<b>3,080,970</b>	<b>2,477,599</b>	<b>2,187,068</b>	<b>2,726,503</b>

Note on tables 2.1.1. and 2.1.2. 1. As accounting data could be provided by calendar year (which corresponds to fiscal years in the Greek accounting system), the following calculation was employed: ( $D_{2017-18} = 4/12 \times D_{2017} + 8/12 \times D_{2018}$ ), ( $D_{2018-19} = 4/12 \times D_{2018} + 8/12 \times D_{2019}$ ), ( $D_{2019-20} = 4/12 \times D_{2019} + 8/12 \times D_{2020}$ ), ( $D_{2020-21} = 4/12 \times D_{2020} + 8/12 \times D_{2021}$ ) and ( $D_{2021-22} = 4/12 \times D_{2021} + D_{2022}$ ), where  $D_{\text{academic year}}$ : figure calculated for each academic year,  $D_y$ : figure available for calendar year.

Note 2. For academic year 2021-22, expenses were available until 31st July 2022, hence for academic year 2021-22, expenses provided by the relevant sections of the University were increased proportionately for one month (i.e., August 2022) to fully cover the 12 months of the academic year.

*Table 2.1.3. Annual balance between expenditures and revenues related to the Faculty (in Euros)*

Academic year	Total expenditure	Total revenue	Balance <sup>1</sup>
2021-22	3,514,843	3,514,843	0
2020-21	3,093,376	3,093,376	0
2019-20	3,080,970	3,080,970	0
2018-19	2,477,599	2,477,599	0
2017-18	2,187,068	2,187,068	0

1 Legally, in the public sector in Greece, there is no possibility for an expense to be authorized and occur if the necessary amount has not become available at the account of the spending institution. Hence, after expenses have been carried out, the balance is always zero for all public institutions and structures throughout the country.

*Estimation of the utilities (e.g. water, electricity, gas, fuel) and other expenditures directly paid by the official authority and not included in the expenditure tables*

All expenses (utilities, fuel for vehicles, student welfare benefits etc.) are paid directly by the appropriate authority and not paid by the Faculty. Hence, all expenses have been appropriately calculated and included in Table 2.1.1. under operating expenses.

## **2.2. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.**

**The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Substandards.**

*Description of the modus operandi for the financial management of the clinical and field services*

Management of income obtained through the Research Committee of the University (research grants, services, donations etc.) is flexible. In those cases, the grant holder is legally responsible for appropriate management of funds, as well as for completion of the scientific task prescribed in the grant or the service work. A tender is necessary for all purchases of goods or services over the sum of 20,000 Euros (plus VAT).

*Degree of autonomy of the Establishment on the financial process*

### **Salaries of permanent personnel**

Salaries of permanent personnel of the Faculty are regulated legally and paid directly by the Ministry through the Finance Section of the central administration of the University.

### **Welfare benefits of students**

Welfare benefits for students of the Faculty are paid through the central administration services directly to purveyors of respective services; for example, expenses for books are paid directly to publishing houses, expenses for meals are paid directly to the business responsible for student catering etc. Housing support is paid into students' bank accounts, as students have to pay for rent and utilities. Subsidies for broadband internet and purchase of equipment are given through the form of discount vouchers directly to students.

### **Expenses for utilities, maintenance, security etc.**

All expenses for maintenance, transport, utilities, security etc. are paid through the central administration services directly to purveyors of respective services. There is a complicated model of how purveyors are chosen, which takes into account various legislative provisions; all these are regulated directly by the Ministry of Finance and are outside the regulatory remit of the Ministry of Education and Religious Affairs. For example, the purveyor for fuel for vehicles and diesel for central heating is decided outside the University with annual appointments by the regional administration of Thessaly for all public services in Karditsa, the cleaning services provider for the Faculty is decided after a tender held by the University of Thessaly for its campuses etc.

### **Operating expenses and expenses for teaching activities**

A sum is allocated by the University (by decision of the Senate) to the Faculty for minor operating expenses and everyday expenses necessary for teaching activities. That sum has been varying around 20,000 Euros annually for the last five years.

Moreover, a grant around 12,000 Euros annually has been allocated to the Faculty by the Research Committee for the last ten years, to cover any expenses that covered by other sources and means.

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

*List of the ongoing and planned major investments for developing, improving and / or refurbishing facilities and equipment, and origin of the funding*

A grant of around 130,000 Euros has been allocated to the Faculty for refurbishments (replacement of current heating system in the Faculty with gas-based system, replacement of the roof of the VTH, set-up of equine ward, improvements in the farm animal ward in DM, refurbishment of the building of DAHE etc.). A grant of around 30,000 Euros for purchase of medium size equipment has also been allocated to the Faculty. Both grants are financed through the 'Public investment' budget of years 2021-22, as managed by the central administration of the University.

*Prospected expenditures and revenues for the next 3 academic years*

#### **Personnel**

Expenditures for salaries are expected to increase, as the result of promotions and increased years of service of staff of the Faculty. These will be covered by the budget of the Ministry.

#### **Operating expenses and expenses for teaching activities**

Budget for operating expenses for the University will be in the same levels ( $\pm 3\%$ ) for the foreseeable future.

#### **Research funding**

Members of staff have submitted increased number of proposals in recent calls for national funding. One may consider that some of these will be successful, given the research record of academic staff of the Faculty, therefore, research funding will be available in the Faculty for the forthcoming years.

*Description of how (procedures) and by who (description of the committee structure) expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

#### **Salaries**

Salaries of all people paid by the state (civil servants, military personnel, university academic staff, medical staff etc., in permanent or contractual employment) are decided by the Parliament of the country. Salaries are reviewed annually; possible changes are announced publicly by the Ministry of Finance. Correct payment of salaries is scrutinised and approved by the Court of Audit (equivalent in status to supreme court), through the service of the senior audit judge located in the city of Volos.

#### **Expenses**

Cumulative annual allocation of funds from the Ministry to all universities in the country are included in the national budget of the country, which is approved by the Parliament. Specific allocations to University of Thessaly are decided subsequently by the Ministry and communicated by ministerial decision.

Allocation of welfare benefits of students are approved by the Parliament of the country.

Allocation of operating expenses and expenses for teaching activities to the Faculty is proposed by the University's administration and decided by the Senate, based on the allocation of relevant funds by the Ministry to the University. Also, allocation of large grants to cover

specific needs of the Faculty is also proposed by the University's administration and decided by the Senate; this is based on prioritisation of needs of the Faculties.

Running of accounts within the University is monitored by the section of Financial Management of the University. Overspending is not legally allowed and cannot be effected, as all purchases are regulated through appropriate web applications, by means of which expenses are handled.

All expenses related to funding provided by the Ministry are handled through the section of Financial Management of the University. Then, they are scrutinised and approved by the Court of Audit (equivalent in status to supreme court), through the service of the senior audit judge located in the city of Volos.

#### Research funding

National research grants are allocated after review and evaluation of proposals. Administration of grants is carried out through the Research Committee of the University. Services income is also under the same management procedures. Running of accounts follows the same general principles as operating expenses of the University. Purchases are regulated through appropriate web applications.

Running of accounts of grants within the University is monitored by the accountancy service of the Research Committee. All grants are liable to financial evaluation by the body that awarded the grant and to scrutiny by the Ministry of Finance and ultimately by the Court of Audit of the country.

#### Transparency

All expenses (of any nature) carried out by any public entity or institution in Greece are publicly available in a specific website (diavgeia.gov.gr).

## **Comments on Standard 2**

### **Suggestions for improvement on Standard 2**

In the last five years, the Faculty has received significantly increased funding by 35%. This coincides with the increased funding made available to the public sector of the country, as the overall situation in the country has improved considerably and also given the availability of further funding to the education sector subsequently to the suboptimal function during the health crisis from March 2020 to July 2021.

In practical terms, this was reflected in the Faculty primarily as an increase in the number of staff (in permanent and contract posts). Moreover, funding for long-awaited repairs in the campus has also come through and has been used to improve buildings of the Faculty. Finally, various necessary equipment (e.g., new X-ray installation) have also been purchased by means of those funds.

In general, it is expected that same levels of funding will be available in the foreseeable future, which will allow renewal of contracts for existing staff and continuation of improvement of the infrastructure and facilities of the Faculty.

## Standard 3. Curriculum

The detailed teaching curriculum is in Appendix 3-a.

**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**

*Description of the educational aims of the Establishment and the general strategy for the design, resources and management of the curriculum*

The Faculty aims to provide high-class education and training, based on the teaching curriculum of veterinary undergraduate studies that is being applied.

As a general objective, the curriculum aims to provide graduates with necessary knowledge and skills

- to prevent, diagnose and treat animal diseases,
- to manage livestock husbandry for achieving optimum production while maintaining health and welfare,
- to evaluate safety and hygiene of food of animal origin and
- to contribute in control of zoonotic diseases.

The curriculum and the teaching performed in the Faculty emphasise in the significance of life-long learning and continuing professional development.

Specific educational objectives of the curriculum will contribute to graduates of the Faculty being able to:comprehend principles of biology, as well as structure and function of animals,

- distinguish between normalcy and pathological processes and understand the pathogenetic mechanisms of animal diseases,
- manage livestock husbandry for achieving optimum productivity, while maintaining health and welfare of animals, and for protecting public health by ensuring control of zoonoses and production of safe food,
- diagnose and treat most common and important animal diseases, by interpreting and taking into account results of clinical and ancillary tests,
- comprehend the significance of public health protection and perform relevant scientific work for the benefit of the society,
- communicate efficiently with animal owners, in order to receive necessary and relevant information and to guide them in resolving problems,
- understand difficult cases, for referral to veterinary specialists, to more experienced colleagues or clinics with increased facilities and
- fully understand the significance of taking up and following continuous professional development.

*Description of the legal constraints imposed on curriculum by national / regional legislations and the degree of autonomy that the Establishment has to change the curriculum*

There is no nationally defined teaching curriculum or any other legal constraints. The Faculty has the authority to decide, implement and modify the teaching curriculum. However, the decision of the Faculty must be confirmed by the Senate of the University.

*Description of how curricular overlaps, redundancies, omissions, and lack of consistency, transversality and / or integration of the curriculum are identified and corrected.*

During the stage of designing the current curriculum, there have been initially discussions among members of the Education committee of the Faculty. Subsequently, these were followed by similar discussions among members of academic staff, in order to identify such issues and problems. At conclusion of discussions, necessary adjustments were carried out. Hence, the issues had been, to a large extent, resolved before implementation of the curriculum. The final draft of the curriculum had again been checked by the Education committee for any overlaps, redundancies, omissions, before the final approval.

After approval and initiation of the current curriculum, during the first round of implementation of the curriculum (i.e., academic years 2016-17 to 2020-21), the Education committee of the Faculty has been particularly active in continuously monitoring and following up any matters referring to implementation and integration of the current curriculum.

*Table 3.1.1. Curriculum hours<sup>1</sup> in each academic year, taken by each student*

Academic years <sup>2</sup>	A	B	C	D	E	F	G <sup>3</sup>	H
Year 1	356	0	0	266	112	0	0	734
Year 2	327	0	0	392	70	0	4	793
Year 3	368	0	0	175	14	115	10	682
Year 4	471	0	0	32	126	245	0	874
Year 5	26	26	0	0	208	474	0	734
Total	1548	26	0	865	530	834	14	3817

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others; H: total.

1 Details of hours refer only to compulsory modules in the curriculum – teaching hours for elective modules have not been included, due to the diversity of the hours of practical teaching (seminars or laboratory work or clinical work in the same academic year, which would have created significant confusion); electives account for another 156 hours taken by each student (91 hours lecturing and 65 hours practical [laboratory and desk-based work or clinical animal work, depending on the selection of the student] training).

2 Academic years are divided into two terms (winter, spring).

3 Visits to places of veterinary work (e.g., food manufacturing plants).

*Table 3.1.2. Curriculum hours<sup>1</sup> in each academic year, taken by each student*

Subjects	Basic subjects							
	A	B	C	D	E	F	G <sup>2</sup>	H
	42	0	0	44	0	0	0	86
Medical physics	2							2
Chemistry	8			10				18
Animal biology, zoology and cell biology	10			8				18
Feed plant biology and toxic plants	6			6				12
Biomedical statistics	16			20				36

<b>Basic Sciences</b>								
Subjects	A	B	C	D	E	F	G	H
	586	13	0	596	88	0	0	1283
Anatomy, histology and embryology	130			40	78			248
Physiology	78			146	10			234
Biochemistry	36			42				78
General and molecular genetics	26			26				52
Pharmacology, pharmacy and pharmacotherapy	39			50				89
Pathology	52			52				104
Toxicology	13			13				26
Parasitology	20			26				46
Microbiology	52			78				130
Immunology	20			39				59
Epidemiology	26			26				52
Information literacy and data management	4			6				10
Professional ethics and communication	52	13		13				78
Animal ethology	10			6				16
Animal welfare	10			4				14
Animal nutrition	18			29				47
<b>Clinical Sciences</b>								
Subjects	A	B	C	D	E	F	G	H
	671	0	0	96	199	834	0	1800
Obstetrics, reproduction and reproductive disorders	122			2	19			143
Diagnostic pathology	32				96			128
Medicine	284			94	19			397
Surgery	117							117
Anaesthesiology	39				13			52
Clinical practical training in all common domestic animals						834		834
Preventive medicine	27							27
Diagnostic imaging	11							11
Therapy in all common domestic animals	13							13
Propaedeutics of all common domestic animals	26				52			78

<b>Animal Production</b>								
Subjects	A	B	C	D	E	F	G	H
	93	13	0	57	37	0	0	200
Animal production, including breeding, husbandry and economics	75			57	37			169
Herd health management	18	13						31
<b>Food Safety and Quality Veterinary Public Health and One Health Concept</b>								
Subjects	A	B	C	D	E	F	G	H
	156	0	0	72	206	0	14	448
Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification	36				28			64
Control of food, feed and animal by-products	14			4	24			42
Zoonoses	20							20
Food hygiene and food microbiology	65			46	154		10	275
Food technology	21			22			4	47
<b>Total</b>	<b>1548</b>	<b>26</b>	<b>0</b>	<b>865</b>	<b>530</b>	<b>834</b>	<b>14</b>	<b>3817</b>

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others; H: total.

1 Details of hours refer only to compulsory modules in the curriculum – teaching hours for elective modules have not been included.

2 Visits to places of veterinary work (e.g., food manufacturing plants).

*Table 3.1.3. Practical rotations under academic staff supervision*

	List of practical rotations	Total duration (weeks)	Year of programme
Intra-mural clinics (VTH) & Ambulatory clinics - Herd Health Management	DM	2 weeks	3rd year, spring term
Intra-mural clinics (VTH) & Ambulatory clinics - Herd Health Management	DM, DS, DOR	5.2 weeks in each department	4th year
Intra-mural clinics (VTH) & Ambulatory clinics - Herd Health Management	DPD	40% of 5 weeks	5th year
Intra-mural clinics (VTH) & Ambulatory clinics - Herd Health Management	DM, DS, DOR	5.2 weeks in each department	5th year
Intra-mural clinics (VTH) & Ambulatory clinics - Herd Health Management	DPD	40% of 5.2 weeks	5th year



FSQ & VPH	DHFAO	5.2 weeks	4th year
FSQ & VPH	DHFAO	5.2 weeks	5th year
Other (diagnostic pathology)	DPa	60% of 5.2 weeks	5th year

DM: Dept. Medicine, DS: Dept. Surgery, DOR: Dept. Obstetrics and Reproduction, DPD: Dept. Poultry Diseases, DHFAO: Dept. Hygiene of Foods of Animal Origin, DPa: Dept. Pathology.

*Table 3.1.4. Curriculum hours taken as electives for each student<sup>1</sup>*

Subjects	A	B	C	D	E	F	G <sup>2</sup>	H
Basic subjects	32.50			19.50				52.00
Basic sciences	5.85			3.25				9.10
Clinical sciences	37.70					29.90		67.60
Animal production	9.75			9.75				19.50
FSQ, VPH, One Health Concept	5.20			2.60				7.80

A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: hours to be taken by each student per subject group

*Table 3.1.5. Optional courses proposed to students (not compulsory)*

No optional course are offered to students.

*Description of the core clinical exercises / practicals / seminars prior to the start of the clinical rotations*

Prior to starting clinical rotations, during the 3rd year, all students receive training under the supervision of academic staff on clinical examination / diagnosis of animals. Students are allocated into small groups, in order to receiving as much individualised attention and gaining as much practical experience as possible. The training is supervised and carried out by members of DM. Details are in Appendix 3-b.

*Description of the core clinical rotations and emergency services and the direct involvement of undergraduate students in it*

**Introduction**

Attendance of all practical / clinical training sessions is compulsory. With regards to clinical training, during the 4th and 5th years (7th to 10th terms) of study, students follow a rotation program, divided into five groups as below.

- One group follows practical training in DM.
- One group follows practical training in DOR.
- One group follows practical training in DS (which includes all the activities regarding equine clinical studies)
- One group follows practical training in DHFAO.
- One group follows practical training in DPD and DPa.

Each group attends each of above rotations for a period of two weeks (rotations to each department are repeated after a cycle is completed). That way, all students receive training in clinical and related disciplines. On some occasions, groups consist of 4th and 5th year students, which promotes collaboration and interactions between junior (4th) and senior (5th) clinical students, the former assisting senior students, as well as sharing knowledge in a mutually beneficial learning process; on other occasions, 4th and 5th year student are trained separately.

### Specific training activities at Department of Medicine (DM)

Clinical training in farm animal medicine involves visits to the Teaching farm of the University and to commercial farms, as well as in-house training in patients brought into the Faculty. Clinical training in companion animal medicine is provided in house; students are allocated into one of up to five subgroups, each of which is under the supervision of member of teaching staff (four subgroups are trained in clinical cases and the fifth is trained at the clinical pathology laboratory).

In farm animal medicine, students take history from the farmer and discuss points that need clarification, fill examination cards, perform clinical examinations, evaluate farm facilities, collect samples for ancillary testing, discuss differential diagnosis and treatment protocols, apply necessary treatments and participate in prevention strategy discussions with farmers.

In companion animal medicine, students are responsible for history taking, fill examination cards, clinical examination of animals, collection of samples (e.g., blood, urine, faeces), catheter placement, performing drug administration, discussion of therapeutic recommendations etc. Students participate actively in the diagnostic management of cases (discussion of differential diagnosis, of ancillary tests to be carried out, of proposed therapeutic administration etc.). Students participate in care of hospitalised animals (24 h / 7 d basis).

Training in clinical pathology includes performing routine clinical pathology diagnostic tests with rapid turnaround time, e.g., haematological tests (CBC, reticulocyte count, blood type, cross match etc.), clinical biochemical tests, coagulation tests, urinalysis, faecal examination, fluid analysis, rapid immunographic tests, as well as discussing interpretation of their results. Often, data from archival cases are also discussed with students for evaluation, discussion and development of diagnostic algorithms. Detailed descriptions regarding training and clinical activities in DM are in Appendix 3-b.

### Specific training activities at Department of Obstetrics and Reproduction (DOR)

Students attending training in DOR follow a weekly schedule as in Appendix 3-c.

Students receive hands-on training in performing specific reproductive health tasks. These include (but are not limited to) examination of the genital system of female / male and of the udder of domestic animals (cattle, small ruminants, dogs, cats), as well as examination of newborns, pregnancy diagnosis in cows (rectal palpation and ultrasonographic examination), ewes / does (ultrasonographic examination), and companion animals (clinical examination and ultrasonographic examination), semen collection and evaluation, administration of drugs through the intrauterine or intramammary route, application of intravaginal devices or sponges, obstetrical or reproductive surgeries, artificial insemination etc. In farm visits, students are also trained in evaluation of farm buildings and equipment (e.g., milking parlour and milking system, pens for newborns etc.).

During attendance of clinical cases or during scheduled farm visits, students are trained in history taking and in interpretation of results of clinical, paraclinical or laboratory examinations, which are discussed with students. Students participate in discussions with animal owners regarding therapeutic or preventive schemes that need to be followed in farms or individual animals. They are prompted to talk to owners regarding management of animals (and farms) and to ask specific questions, which might help in understanding the situation in a farm.

Students participate actively and according to the required dexterity, take part to or undertake exclusively the treatment of diseased animals by administering scheduled medications and perform follow up examinations of animals that had been treated.

Further, students are assigned homework, which need to be dealt with within the following 2 to 4 days (depending on extent of the work). These are assigned to small groups of students (3-5 persons). Then, each group would make a brief (10 min.) presentation, which is followed by a discussion by all students involved.

### Specific training activities at Department of Surgery (DS)

Students attending training in DS are further allocated into one of four subgroups: one in animal reception and clinical examination, one in anaesthesia and intensive care (students actively participate in anaesthesia induction and monitoring), one in diagnostic imaging and one in companion animal surgery (1-2 fifth-year students scrub-in). Students may occasionally participate in out-of-hours service (until 22.00), whilst they always participate in care of hospitalised animals (24 h / 7 d basis). Formal student training is carried out three days a week, but students are on duty daily, throughout the week, to care for hospitalised animals.

In general, 5th year students are responsible for handling and examining animals, taking samples, performing ancillary examinations (e.g., X-ray or ultrasonographic imaging), participating in surgeries etc., with 4th year students assisting in those roles. Students in the subgroup in diagnostic imaging assist in radiographic positioning of patients, participate in radiographic evaluation, attend ultrasonographic examinations and participate in report writing. Anaesthetic cases are discussed with students, preferably before the induction of anaesthesia; students are encouraged to have an active role in selection of anaesthetic protocols. Students also participate in anaesthesia induction and monitoring and assist in surgical operation procedures. In general, administration of anaesthesia in low-anaesthetic-risk patients and peri-operative monitoring of the patients is performed by one 5th and one 4th year student under continuous supervision. Students discuss differential diagnosis and treatment of clinical cases with teaching staff.

After clinical workup of the cases is complete, all cases are further discussed with a member of teaching staff.

Moreover, the entirety of training in equine clinical studies is carried out by a member of academic staff in this Department. Training includes the attendance of healthy animals for routine visits, for training of students in clinical examination; also, it includes the attendance of clinical cases related to all fields (surgery, medicine, obstetrics and reproduction) for medical attendance and management, for training of students in cases of diseased animals.

### Specific training activities in relation to emergency service and hospitalisation activities

In response to a deficiency indicated during the previous ESEVT evaluation, the Faculty has instituted a global formal emergency service. The service has been instituted in the Division of Clinical Veterinary Studies at the start of the academic year 2021-22. The emergency service has been set up to cover all types of emergencies, in addition and above any cover provided by the clinical departments.

Calls have been issued to recruit staff for the service, on annual contracts, fully renewable after 12 months. In total, seven veterinarians have been recruited for the clinical emergency, and additionally another one person was hired to contribute with laboratory diagnostic support.

The staff take up duty and are available to deal with emergencies from 19.30 to 09.00 of the following day (working days) or on 24-hour basis (09.00 to 09.00 of the following day, weekends and holidays). On the working days, from 09.00 to 19.30, emergencies are handled by the clinical departments, as part of their standard daily working time.

Moreover, two students from the rotation group in DM, are also assigned on duty for the training in emergency and follow the relevant activities.

Additionally, a member of the academic staff of the Division of Clinical Studies is being assigned daily on rota duty to supervise the emergency service. The member of staff must be available on the mobile telephone to supervise and guide the clinical veterinarians on duty. Overall, the service is supervised by the chair of the Division of Veterinary Clinical Studies.

The emergency service provides a global service to any type of emergency patient that wishes to attend to the VTH.

Moreover, each of the three clinical departments follows its own policy regarding emergency service and hospitalisation activities, as detailed below. Students participate actively in these.

In DM, emergency cases are accepted when the department is open and receives patients. Students are on-duty, along with a member of teaching staff to receive patients. When animals are hospitalised, two students are responsible for continuous (24 h / 7 d basis) supervision; they rotate every 24 hours. A teaching staff member is always supervising the patient and the students.

In DOR, in relation to farm animal obstetrics and reproduction, a continuous service 24 h / 7 d basis, 48 weeks annually, is provided. Service is offered by the two senior members of the Department (professorial rank), who are available and can be contacted at any time, directly by farmers requesting an emergency service; the service is offered at countrywide basis. From the academic year 2016-17 to the end of academic year 2020-21, one veterinarian was being employed additionally to above on a short-term contract basis, in order to assist specifically with cover of emergency services during week-ends and holidays. After the introduction of the Faculty's global emergency service, this contract was abandoned and integrated into the general service, whilst the two senior staff continued nevertheless the provision of emergency services. A list of students for out-of-hours duty is produced at the start of each clinical rotation student group training, with two students on duty every day of the week. If an emergency would arise, students on duty must follow the teaching staff to the farm, where they participate actively in handling of cases. Further, a list of students on duty is produced for the holiday periods, again with two students on duty every day. In case of emergencies, visits are made to the farm, where the emergency has arisen and actions are taken in the farm. If there would be a need to hospitalise animals, these are brought into departmental facilities. The students on duty will be responsible for monitoring animals during hospitalisation. In relation to companion animal obstetrics and reproduction, the department uses facilities and resources of DS for out-of-hours cover and hospitalisation of animals; one academic staff of DOR also participates in relevant service at DS.

In DS, students participate in the care for hospitalised animals in groups of 2 to 4 persons. The hospitalisation wards are fully operational on 24 h / 7 d basis for 42 weeks annually. For this service, two members of teaching staff (one surgeon and one anaesthetist) are always on call. Students monitor hospitalised animals by performing regular examinations and attendance to their situation; also, they participate in pain estimation and administration of analgesics and other medications, in wound care and bandage changes, in placing catheters, in collecting appropriate samples for clinical pathology laboratory, in updating medical records and in communicating with animal owners.

#### Specific training activities in relation to skills

With regard to laboratory training, DMP is a member of PYTheIA Competence Center, a Private-Public-Partnership (PPP) aspire to enhance digital transformation at the Health sector. PYTheIA is part of the Action 'COMPETENCE CENTERS' of the action 'Competitiveness Entrepreneurship and Innovation 2014–2020'. PYTheIA is one of the 12 co-financed Competence Centers and one of the two in the sector of Health and Medicine in the whole Greece, whose purpose is to support innovation in sectors of the Greek Economy through the provision of specialized innovative services, products and technology. PYTheIA's mission is the mapping of existing activities, procedures and methods in the Health sector as well as in the Education of Health with the purpose to:

- inspire and be inspired via the interaction with health and educational organizations and stakeholders aiming in the development of new digital services and products,
- survey and analyze educational needs aiming towards the integration of upgraded and attractive learning and training methods for interested stakeholders and
- consult, coordinate, guide and educate to industry and health care organizations aiming in bridging the gap between Research and Application.

The partnership of PYTheIA consists of three Universities (Thessaly, Ionian and Aegean) and seven private companies of the wider sector, which are active at the sector of digital

applications, of biological research and bioinformatics, of education and certification, of business advisors and development of entrepreneurship and marketing. In the sector of Health, PYTheIA through its partners, recognize the modern need of solving the errors that exist during the forecast, the diagnosis and the management of diseases, the necessary medical data interface and the untapped wealth that they produce. The aim of the Competence Center PYTheIA is to create and provide algorithms and digital applications that will bring many benefits to the patients, to the relevant research community, the professionals, the researchers and the optimizing the efficiency of businesses and organizations. PYTheIA, by combining the long-term experience and know-how of their partners in the sector of education, expertise and certificate, upgrades, moderns and designs again its educational programs. By adjusting to the modern needs of the interprofessionalism, interdisciplinarity and the reskilling/upskilling of the professions of Health and of the wide audience as well, PYTheIA provides modern educational material to the sector of Health using the latest technological developments of Virtual/Augmented Reality.

With regard to clinical training, skill labs are organized in DOR and DS. Skill labs in DOR involve the use of animal material (specifically, genital tracts from cows, which were obtained in slaughterhouses), with the aim to train students in examination of the genital system of cows. Students are able to see the various structure in the ovaries, perform palpation of the genital tract and understand the principles for genital examination by means of palpation. The labs are carried at weekly basis to students of the 4th year in advance of visiting cattle farms, as well as to students of the 5th year as a means of reminding the basics of genital examination. Skill labs in DS involve training of students and provision of repeated practice in performing sectioning and suturing. For this, models (cloth tissue and sutures) are used. The labs are carried at weekly basis to students of the 4th year.

*Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin*

Practical training in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food is organised under the supervision of academic staff. Visits to facilities provide training to students in a variety of topics in food safety, processing and distribution of foods of animal origin. Visits to dairy plants and to the meat processing plant are also carried out. Further, regular visits to slaughterhouses are carried out during the 4th and 5th years. Visits to slaughterhouses are carried out with a length of training in each visit of 3 to 4 h.

*Description of the selection procedures of the Electives by the students and the degree of freedom in their choice*

In the current teaching curriculum, elective modules are available as in Table 3i. Each student should select one elective module among those offered.

**Table 3i.** Number of electives available at the current teaching curriculum.

Academic year	Term	Number of elective modules offered
1st	Winter (1st)	2
	Spring (2nd)	2
2nd	Spring (4th)	2
3rd	Winter (5th)	5
	Spring (6th)	4
4th	n/a	0
5th	Winter (9th)	4
	Spring (10th)	5
Total		Offered in the teaching curriculum: 24 To be selected by students: 5

An upper limit has been set in the curriculum for proportion of students that may attend each elective module: maximum number of students that may select a module among those offered, is limited to 70%, 40%, 30% and 24% of students attending the term, when number of elective modules offered in that term are 2, 3, 4 and 5, respectively.

Students can select any module that they wish, notwithstanding the above limitation. If more students select an elective module that number set by above proportions, allocation is on first-come, first-served basis.

*Description of the procedures used to ascertain the achievement of each core practical/clinical activity by all students*

Achievement of the various activities by students is confirmed by academic and teaching staff supervising training. Moreover, in the clinical years, each student is issued a personal logbook, where specific activities are clearly described, in order to confirm acquisition of the specific skills included in the ESEVT Day One Competences; no student is allowed to sit final examination, if that logbook has not been completed appropriately. In any case in all disciplines and departments, all supervised practical training is mandatory and an attendance list is used for verification of attendance; if students fail to attend in at least 80% of training activities, they have to undertake further training to compensate for activities they had missed or, in cases of particularly reduced attendance, may have to retake the practical training.

**3.2. Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.**

**The Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.**

*Description of how the Establishment: -) ensures that the study programme meets the objectives, -) promotes an academic environment conducive to learning, -) encourages and prepares students for self-learning and lifelong learning.*

**The Faculty ensures that the study programme meets the objectives**

The achievement of the training objectives are tested through the regular examinations that are taken by students. Examinations are taken for each specific module at the end of each term, whilst general wide-topic examinations are held at the end of the 10th term, when students are evaluated at the various departments involved in the final year teaching, but on a wider basis and approach, i.e., not strictly at the material of the 10th term, but on the entirety of the general subject under examination-evaluation.

**The Faculty promotes an academic environment conducive to learning**

Traditionally, teaching staff in the Faculty have created a learning environment that has been including closer teachers' relationships with students, so the latter could become more engaged within a supportive learning environment, whilst teaching staff respect them and appreciate their responses. Some relevant examples are as follows: (a) teaching staff get to know students by name quickly, (b) teaching staff occasionally conduct discussions about values

analysis in topics of veterinary interest in the national or international scene, (c) teaching staff positive comments to students when appropriate, (d) through the establishment of tutor – tutee relationships, the Faculty has promoted closer relationships, (e) teaching staff aim to an environment where questions and answers are encouraged, valued and discussed.

#### **The Faculty encourages and prepares students for self-learning and lifelong learning**

In many teaching modules, assignments are allocated to students for home preparation and subsequent presentation to classroom. Moreover, the Faculty promotes and advertises the existence and successes of the graduate student and trainees, whilst all members of academic staff promote the significance of post-graduate studies in the furtherance and development of professional career. To note that there is a particular culture for postgraduate studies and life-long training in the country, as there are over 950 postgraduate course available countrywide and over 1500 lifelong training short courses.

### **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.**

#### *Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes*

The general education objectives of the curriculum are within the general frame set by the Ministry of Education and Religious Affairs of the country and hence graduates of the Faculty will be able to:

- work and act effectively as members or heads of a group,
- apply efficiently oral and written communication in technical and non-technical texts and environments making use of the appropriate literature sources,
- understand the need and be skilled to participate in activities of self-directed continuous professional development,
- show responsibility, ethics and respect during their professional career,
- evaluate the results and repercussion of veterinary work and science in a continuously developing social life-frame nationally and internationally and
- commit themselves to quality and continuous improvement.

#### *Description of how the Establishment ensures that the learning outcomes fit with the ESEVT Day One Competences*

The curriculum has placed emphasis on clinical work, other practical work and communication skills. During their study, students are informed about the significance and the importance of Day One Competences. The practical part of the clinical subjects is being taught in small groups and clinical rotations. The first contact with animals starts already during the 1st term and the first clinical teaching takes place in the 3rd year. Laboratory skills and conducts (including safety during laboratory work) are also taught from the first year onwards.

Subsequently, students come in contact with animal material the clinical departments. Practical training in FSQ and VPH takes place in the slaughterhouses. Overall, the final term examinations include oral and practical testing and refer to a detailed overview of the whole knowledge obtained during the studies, as well as to assessment of skills of students

*Description of how and by who the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised*

In 2014, an Education committee was formed among members of academic staff to work on and propose an updated teaching curriculum. The committee took into account (a) EU Directive 2005/36/EC, as amended by directive 2013/55/EU and its Annex V.4.1., (b) the requirements of the ESEVT, (c) the curricula of veterinary faculties in Europe and North America, (d) replies to a specific questionnaire that had been sent to (da) veterinarians practicing in Greece, (db) graduates of the Faculty (practicing in Greece or abroad), (dc) students of the Faculty, (dd) stakeholders (e.g., the Hellenic Veterinary Association) and produced a proposal with general principles. For design of the new curriculum, feedback obtained during the annual quality assurance process and responses by students in the annual evaluation of teaching have been taken into account by the committee, in order to make appropriate changes in the curriculum

Based on all above, the committee produced a draft of the proposed teaching curriculum. Following discussions among members of academic staff and necessary adjustments, a final document was prepared for approval by the General Assembly, which was subsequently submitted to the Senate for ratification.

The current Education Committee includes members of the committee that worked on developing the current curriculum. The committee is responsible for dealing with any matters or problems that arise during implementation of the new curriculum and proposing to the Assembly remedial actions or solutions.

As with all decisions taken in the Assembly, members of academic staff participate in there, whilst students have representatives in the governing body and these representatives can subsequently inform the students. Moreover, the curriculum is available on the website of the Faculty.

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

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

*Description of how and by who the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

The procedures already described in detail in 3.3. are being followed.



**3.5. External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).**

**Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student’s professional knowledge.**

*Description of the organisation of the EPT and how it complements (but not replaces) the academic clinical training*

EPT training is provided in farm or companion animal or mixed veterinary practices, in livestock farms, in aquaculture facilities, in feed producing industries, in food processing facilities, in animal health companies, in services of the Ministry of Rural Development and Food, in equine clubs, in game farms and in other places of veterinary interest. The EPT training is compulsory (i.e., integral part of the teaching curriculum) and takes place during summer months.

Training lasts in total two calendar months and is undertaken between 3rd to 4th or between 4th to 5th year. The procedure is supervised through a relevant bureau at the central administration of the university, and a member of the academic staff is responsible for overseeing the procedures for students of the Faculty and for confirming academic requirements of the training.

Any organisation etc. that may wish to be selected as a place for the EPT applies to the Faculty, with a description of facilities available, work carried out and role of the students that would be placed there. Students indicate their preference for a placement through the list available at the Faculty. An agreement is signed between the university and the facility.

During training, students share the obligations and benefits required and enjoyed respectively by staff of the hosting place. Upon completion of the training, a confirmatory letter is provided by the director of the place where students had been placed; the academic supervisor of the program certifies successful completion. When formalities have been finalised, students can also receive their compensation for the time spent on the EPT.

*Table 3.5.1. Curriculum days of External Practical Training (EPT) for each student*

Fields of practice	Minimum duration (months)	Year of programme
Any	2	after 3 <sup>rd</sup> year
		OR
Any	2	after 4 <sup>th</sup> year
		OR
Any	2	after 3 <sup>rd</sup> and 4 <sup>th</sup> year (1 month after each year)

**3.6. The EPT providers must have an agreement with the Establishment and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.**

**There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.**

*Description of how the EPT providers are linked to the Establishment, assess the students and provide feedback to the Establishment*

A legally-binding contract agreement is signed between (a) the University (Vice-Rector responsible for the administrative supervision of the EPT and the academic person in the Faculty responsible for supervision of the EPT activities in the Faculty), (b) each EPT provider and (c) each student. The model of the contract agreement is shown in Appendix 3-d.

After completion of the EPT, providers will submit a detailed questionnaire to the University, with a detailed assessment of the student. The questionnaire includes 17 questions on a 'Very well' to 'No' scale, as well as two comment-type questions; all are to be completed by providers. Finally, providers need to sign a formal document confirming the full and correct attendance of the EPT by the respective students.

*Name of the academic person responsible for the supervision of the EPT activities*

Professor I. Pappas, BPharm (Aristotle University of Thessaloniki), PhD (Aristotle University of Thessaloniki), professor.

**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 Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.**

*Description of the implications of students in the preparation, recording and assessment of their EPT*

In preparation for the EPT, students should submit their application, accompanied by all the necessary data, and then, upon its formal acceptance, they should choose an EPT provider.

During the EPT, students must follow attendance guidelines enforced in providers (i.e., if the provider requires its employees to clock-in and -out, the student should do that as well).

After the EPT, students will submit a form for detailed assessment of the EPT and the provider. The questionnaire includes six comment-type questions; all are to be completed by students.

*Description of the complaint process in place concerning EPT*

Students who have complaints against an adverse decision during the selection process for attendance of EPT, can submit a rebuttal within five days of completion of the procedure. The rebuttal is evaluated by a relevant committee, which is formed at University level for handling issues from all faculties. Thusfar, no complaints against potential adverse decisions have ever been submitted.

Students who have complaints after completion of the selection process, e.g., against the EPT providers or against University personnel, they can write these in the assessment form that they submit after completion of the EPT. Thusfar, no complaints against EPT providers or against the entire procedure have ever been submitted

### **Comments on Standard 3**

#### **Suggestions for improvement on Standard 3**

The Education Committee has been continuously monitoring the correct running of the curriculum. During the first five years of implementation of the curriculum, the Committee has

been making various minor changes, in response to comments by students and staff, as the curriculum advanced from year 1 (academic year 2016-17) to year 5 (academic year 2020-21).

Currently, after a full 5-year cycle of applying the curriculum, the Education Committee is working to identify problems, to make major changes in response to the experience of teaching staff and the comments of students and to establish improvements taking into account the . It is expected that an improved curriculum, fully based on the current one, but also taking into account the experience of the first five years of implementation will be developed, with the objective to start using it from academic year 2023-24.

## 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 Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.**

### *Description of the location and organisation of the facilities used for the veterinary curriculum*

The Faculty is located on one site, at the north-west part of the town of Karditsa, in the administrative unit of Karditsa, in the administrative region of Thessaly (Appendix 4-a).

The town is the main settlement in the administrative unit. In the 2021 national census, population of the town was 56,500 people and that of the administrative unit 106,500 people. The town is located 310 km from Athens (325 km from the airport) and 220 from Thessaloniki (245 from the airport). Karditsa can be reached from Athens or Thessaloniki by private car or public transport (bus, rail). The town is so conducive to academic life that one-third of members of staff (12 of 36) live in that town.

The Faculty is located 2 km from the city centre.

Total surface of the site of the Faculty is 15,216 square metres, with a covered area of 5958 square metres. Total surface of buildings in the site is 7067 square metres (sq.m.). The site (Appendices 4-b, 4-c) includes the buildings detailed in Table 4i. Moreover, the campus Gaiopolis in Larissa includes the buildings detailed in Table 4ii.

**Table 4i.** Details of buildings in the campus of the Faculty.

Building	Covered area (sq.m.)	Description <sup>1</sup>
Main building	1125	<u>Ground floor</u> : central hall, offices for Services section, laboratory facilities and offices for DEBAHE, DAHN, DHFAO and DPh, lavatories
	1283	<u>First floor</u> : one lecture room, laboratory facilities and offices for DEBAHE, DAFD, DMP, DPa, DHFAO and DPT, lavatories
Auditoria complex	580	<u>Ground floor</u> : two auditoria, reading room, offices for Student Union, lavatories
	198	<u>First floor</u> : Library, IT facilities, offices for Services section
Anatomy I building	131	Histology teaching room, offices for DAHE
Anatomy II building	224	Anatomy teaching hall, cold room, offices for DAHE
Biochemistry building	131	Laboratory facilities and offices for DB
Pathology building	221	Post-mortem teaching hall, cold room, incinerator, offices for DPh, lavatories
Poultry Diseases building	119	Examination rooms, laboratory facilities and offices for DPD, lavatories
‘New building’	552	Two classrooms, offices for DAHE, DB, DAHN, DM, dormitory for personnel in emergency service, lavatories
Hospital building-DM	456	<u>Ground floor</u> : waiting room, out-patient examination rooms, clinical pathology area, hospitalisation ward, feed storage room, lavatories
	134	<u>First floor</u> : staff offices <u>Basement</u> : DAFD tanks and aquaria

Hospital building-DOR	477	Ground floor: waiting room, out-patient examination room, farm animal examination area, small ruminant operating theatre, assisted-reproduction area, laboratory facilities, staff offices, farm animal houses, hospitalisation ward, feed storage room, lavatories
	167	First floor: staff offices, lavatories
Hospital building-DS	673	Ground floor: waiting room, out-patient examination rooms, companion animal operating theatres (with annexes), farm animal houses, companion animal breeding colony houses, hospitalisation ward, staff office, lavatories
	147	First floor: staff offices, teaching room
Hospital building-DS-diagnostic imaging area	225	Ground floor: waiting room, X-ray examination rooms, dark room, staff offices, lavatories
Preconstructed building	224	n/a

Note. Abbreviations of departments in Table 1i.

Table 4ii. Details of buildings in the campus Gaiopolis of the University (Larissa).

Building	Covered area (sq.m.)	Description <sup>1</sup>
Animal buildings	950	Five animal buildings for cattle, small ruminants, pigs and poultry
Facilities for feed preparation and storing	300	Two mills for feed preparation and one building for feed storage

*Description of the strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones*

Decisions to perform maintenance work in the Faculty are taken by the Vice-Rector of Financial Planning and Development, after a proposal by the section of Technical Infrastructure of the central University administration, where all requests by the Faculty are placed. Staff of the section of Technical Infrastructure pay visits to the Faculty at regular intervals to assess and prioritise and to supervise course of work carried out.

Within the Faculty, there is a member of academic staff authorised by the Assembly to process and monitor all requests for maintenance. Final decisions may take as long as 4 months after placing the request with the section of Technical Infrastructure; if the request is approved, costs of maintenance are borne by the University maintenance budget. The Faculty can expedite necessary repairs by calling in a local maintenance person, who would accept to receive payment after that payment will have been approved (that may take some time, occasionally up to 6-8 months).

The general same procedures as above are required for purchase of equipment, but funds originate through a different allocation within the central University budget.

For small scale maintenance works, departmental funds from research or services can be used at the discretion of the grant holder. The process is more flexible and takes a shorter period, but still requires a tender for selecting the person that perform the works. Further, equipment purchased through research grant or service income are decided upon specific needs described at the grant proposal or for fulfillment of needs for furthering and improving services provided. The process is more flexible and takes a shorter period, but still requires a tender for purchasing the equipment.

*Description of how the Establishment ensures that all physical facilities comply with all relevant legislation*

All facilities comply with standards for buildings as set in the relevant national legislation. Before starting building, the local bureau (based in Karditsa) of the Ministry for Transport and Infrastructure assessed all proposed building plans and issued all necessary licences for all the

buildings of the Faculty. After completion and before final acceptance by the University, all buildings were checked by the section of Technical Infrastructure of the central administration of the University. The buildings were accepted as fully functional after detailed by a relevant technical committee. Finally, all buildings are constantly monitored by the section of Technical Infrastructure that attends to renewing potential licences and performs regular visits to monitor the facilities.

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

**Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.**

*Short description of the premises for: -) lecturing, -) group work, -) practical work, -) skill labs*

Details of premises for lecturing and for laboratory or clinical teaching in groups are in Tables 4iii and 4iv.

**Table 4iii.** Details of lecturing facilities in the Faculty.

Facility	Location	Capacity	Equipment
Auditorium A	Auditoria	125	Computer and audiovisual equipment
Auditorium B	complex	75	Computer and audiovisual equipment
Teaching room	Main building	40	Computer and audiovisual equipment
New classroom A	New building	90	Computer and audiovisual equipment
New classroom B		90	Computer and audiovisual equipment

**Table 4iv.** Details of premises in the Faculty for laboratory or clinical teaching in groups.

Facility (laboratory rooms)	Location	Number of rooms (capacity)
DAFD	Main building-first floor	1 (15 students)
DAHE	Anatomy I building	1 (30 students)
	Anatomy II building	1 (30 students)
DAHN	Main building-ground floor	1 (25 students)
DB	Biochemistry building	1 (20 students)
DEBAHE	Main building-first floor	1 (8 students)
DHFAO	Main building-first floor	2 (15 students each)
DMP	Main building-first floor	4 (one of 30, three of 20 students each)
DPa	Main building-first floor	1 (15 students)
	Pathology building	1 (25 students)
DPh	Main building-ground floor	2 (15 students each)
DPT	Main building-first floor	1 (15 students)
Facility (rooms in clinical departments)	Location	Number of rooms (capacity)
DM	Hospital building-DM	4 (25, 10, 5, 15 students)
DOR	Hospital building-DOR	4 (one of 20, one of 15 and one of 5 students)
DS	Hospital building-DS	7 (one of 5, two of 10, three of 25-30 each, one of 30 students)
DPD	Poultry Diseases building	3 (15, 5, 12 students)

Note. Abbreviations of departments in Table 1i.

*Short description of the premises for: -) study and self-learning, -) catering, canteens, -) locker rooms, -) accommodation for on call students, -) leisure, -) sanitary facilities*

#### Study and self-learning (reading room)

There is one area for study at the Faculty, located in the Auditoria complex. It is a reading room, with capacity for 15 students in 8 tables. Further, the reading room of the library area (capacity: 8 students in 3 tables), also located at the same building, can also be used by students for study. The reading rooms are open and available to students on same times as library opening times.

#### Catering, canteens, ...

There is a restaurant for students, which operates in the centre of the town daily from 08.00 to 21.00, during term time and examination periods and caters for all students of the University. It is located in the town centre, easily accessible on foot to students from everywhere in the town.

The building includes dining areas and food preparation areas. Capacity of the dining areas is for 80 persons. The canteen provides breakfast, lunch and dinner daily, which are free for students who receive the welfare benefit.

#### Locker rooms

There are in total 62 lockers, which are located in the New building.

#### Accommodation for on call students

There is a dormitory, located in a dedicated area in the New building, which is equipped with basic furniture (beds, table, chairs). The area also includes a kitchenette and lavatories.

#### Leisure areas

There is a no leisure area in the campus.

#### Sanitary facilities

Lavatories are available in the main building, in the ground floor and in the first floor, in the auditoria complex (two sets), in the new building, as well as in each clinical department in the VTH.

### 4.3. The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment for teaching purposes must:

- be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students
- be of a high standard, well maintained and fit for the purpose
- promote best husbandry, welfare and management practices
- ensure relevant biosecurity and bio-containment
- be designed to enhance learning.

*Description of the premises for housing: -) healthy animals, -) research animals, -) hospitalised animals*

Facilities for animal housing in the Faculty are in Table 4v and those in the campus Gaiopolis in Larissa are in Table 4vi.

**Table 4v.** Details of facilities for housing of animals in the Faculty.

Department	Number of rooms/pens (capacity)		
	Healthy animals	Hospitalised animals	Animals in isolation
DAFD	<u>Various species of aquatic organisms</u> : 4 tanks (700 L each), 5 aquaria (270 L each)	<u>Various species of aquatic organisms</u> : 4 tanks (700 L each), 4 tanks (150 L each)	<u>Various species of aquatic organisms</u> : 2 tanks (1,000 L each)

DM	<u>Farm animals</u> : 2 (2 cattle, 5 small ruminants, 5 pigs, 5 rabbits in total) <u>Equine</u> : 2 <u>Companion animals</u> : 2 (12)		
DOR	<u>Sheep/Goats</u> : 1 (30-40)	<u>Sheep/Goats</u> : 2 (5-8 in each)	<u>Sheep/Goats</u> : 1 (5-8)
DS	<u>Dogs</u> : 4 (6 in each) <u>Cats</u> : 1 (20)	<u>Companion animals</u> : 1 (12)	0

Note. Abbreviations of departments in Table 1i.

**Table 4vi.** Details of facilities for housing of animals in the teaching farm in the campus Gaiopolis of the University (Larissa).

Number of animals housed in the farm	
Healthy animals	<u>Cattle</u> : 20 cows <u>Sheep</u> : 85 sheep

*Description of the premises for: -) clinical activities, -) diagnostic services including necropsy, -) others*

#### Department of Aquaculture and Fish Diseases

DAFD is housed on the first floor of the Main building and includes one laboratory room (capacity: 15 students each), as well as areas of smaller capacity (5 students). The areas are used for teaching purposes, as well as for routine diagnostic and research work. The Department also provides extra-mural training (Table 4vii).

**Table 4vii.** Details of premises for extra-mural training by the Department of Aquaculture and Fish Diseases.

Name	Type	Location (distance)	Further information
Helpa SA	Commercial farm	Arta, Arta (135 km)	Eel and sturgeon farm for meat and caviar production: 500 tonnes per year
Missas Farm	Commercial farm	Nevropolis, Karditsa (25 km)	Rainbow trout farm for meat production: 100 tonnes per year

#### Department of Medicine

DM is housed in the Hospital building. It has one large area (capacity: 25 students), which is used for group work (general discussion and appraisal of clinical work) with students. Specific animal examination facilities include one examination room (capacity: 10 students) for farm animals and two examination rooms (capacity: 15 and 5 students) for companion animals. Further, there is a hospitalisation ward. All these areas are used in clinical teaching activities. The Department also includes the clinical pathology laboratory. The clinical pathology laboratory is fully fitted with appropriate equipment, employed in routine diagnostic service and handled by students during their rounds in DM. The Department also provides extra-mural training (Table 4viii).

**Table 4viii.** Details of premises for extra-mural training by the Department of Medicine.

Name	Type	Location (distance)	Information
Politis	Commercial farm	Sesklo, Magnisia (110 km)	Ruminant farm: 400 sheep, 400 goats, 20 cattle
Karantonis	Commercial farm	Karditsa (5 km)	Ruminant farm: 500 sheep, 60 goats
Xiromeritis	Commercial farm	Kiparissia, Larissa (55 km)	Farrow to finish pig farm: 650 sows
Hirofarm	Commercial farm	Fiki, Trikala (40 km)	Four farrow to finish pig farms: 450, 250, 200 and 150 sows



## Department of Microbiology and Parasitology

DMP is housed on the first floor of the Main building and has four rooms. One of the rooms (capacity: 30 students) is used for bacteriology work (e.g., bacterial culture and identification, antibiotic susceptibility testing), one (capacity: 20 students) for virology work (e.g., ELISA assaying, microbial DNA / viral RNA extraction from blood, tissue etc. samples), one (capacity: 20 students) for parasitology work (e.g., standard faecal, blood etc. parasitological techniques, parasite identification) and the fourth (capacity: 20 students) for molecular diagnostic applications (e.g., performing PCR / RT-PCR with DNA / RNA respectively, preparation of electrophoresis gels for loading PCR products, recognition of PCR product bands). (Table 4ix). All rooms are used for teaching, as well as for routine diagnostic work. The Department also provides extra-mural training (Table 4x).

**Table 4ix.** Details (types and numbers) of samples used by the Department of Microbiology and Parasitology in various laboratory tests for training of undergraduate students.

Type of sample	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Blood	428	0	95	413	457	433
Milk	352	0	121	374	358	361
Faeces	1747	0	920	1942	1854	1848
Tissues	178	0	61	184	186	183

**Table 4x.** Details of premises for extra-mural training by the Department of Microbiology and Parasitology.

Name	Type	Location (distance)	Further information
Wildlife reserve of Karditsa Forestry Authority	Government establishment	Mouzaki, Karditsa (25 km)	Game bird farm: area 20 acres, 1,200 birds ( <i>Phasianus colchicus</i> , <i>Alectoris chukar</i> )
Areas near the site of the Faculty	Public areas	Karditsa, Karditsa (1-2 km)	Training in using geographical information systems equipment

## Department of Obstetrics and Reproduction

DOR is housed in the Hospital building. It has one examination area (capacity: 20 students) for farm animals and one (capacity: 15 students) for companion animals; the latter room is also used for small group tutorials (general discussion and appraisal of clinical work). The department has one operating theatre (capacity: 15 students) for small ruminants; surgical needs for companion animals are covered at the facilities of DS. Further, there are the sheep housing area, a hospitalisation ward and an animal quarantine facility. All these areas are used in clinical teaching activities. The Department includes the assisted-reproduction unit and an endocrinology laboratory. These are fitted with appropriate equipment (stereoscopes, lararoscopy equipment, ELISA system, *in vitro* and *in vivo* embryo production system), which are employed in research and are available for students to use during their rounds in DOR. The ultrasonography equipment is transferred and used in the above examination rooms (for farm or companion animals) and used by students during clinical training. The Department also provides extra-mural training (Table 4xi).

**Table 4xi.** Details of premises for extra-mural training by the Department of Obstetrics and Reproduction.

Name	Type	Location (distance)	Information
Nasselos	Commercial farm	Farsala, Larissa (55 km)	Cattle dairy farm: 500 cows
Bairamoglou	Commercial farm	Polydamantas, Larissa (70 km)	Cattle dairy farm: 850 cows

Kerasiotis	Commercial farm	Mitropoli, Karditsa (10 km)	Small ruminant farm: 200 sheep, 30 goats
Kapsalis	Commercial farm	Mataragka, Karditsa (10 km)	Sheep farm: 250 sheep
Karastergios	Commercial farm	Agnantero, Karditsa (25 km)	Sheep farm: 250 sheep

### Department of Pathology

DPa is housed at two different buildings, in the Pathology building, where the main hall for post-mortem examinations is located (capacity: 25 students), and on the first floor of the Main Building, where the histopathology laboratory is (capacity: 15 students). All facilities are used for teaching, as well as for routine diagnostic work. Further, the Histology teaching room in the Anatomy I building is employed for teaching purposes (capacity: 30 students), specifically for histopathology teaching and practical work, as it is equipped with optical microscopes for use by students. DPa only occasionally provides extra-mural training, if staff are called for post-mortem examinations in farms.

### Department of Poultry Diseases

DPD is housed in a separate building (Poultry Diseases building) and includes two examination and one laboratory room. One examination room (capacity: 15 students) is used for clinical examination and necropsies of backyard and commercial poultry; all students can perform examinations and necropsies simultaneously. The second examination room (capacity: 5 students) is used for examination of companion birds and wildlife. The laboratory room (capacity: 12 students) is used to demonstrate and perform basic laboratory techniques applicable in avian medicine. The facilities are also used for diagnostic services. Further, the Anatomy teaching hall in the Anatomy II building is employed for teaching purposes, specifically for anatomies of healthy birds, as it can accommodate a larger number of students working simultaneously. The Department also provides extra-mural training (Table 4xii).

Table 4xii. Details of premises for extra-mural training by the Department of Poultry Diseases.

Name	Type	Location (distance)	Information
George Ziogas	Commercial farm	Larissa, Larissa (65 km)	Broiler farm: 80,000 broilers per cycle
Antonios Bloutsos	Commercial farm	Trikala, Trikala (25 km)	Hatchery farm: 5,000 turkey poults per week
Apostolos Bourousis	Commercial farm	Karditsa, Karditsa (10 km)	Layer farm: 5,000 birds per cycle
Apostolos Papadopoulos	Commercial farm	Palamas, Karditsa (25 km)	Backyard poultry: 2,000 birds per week

### Department of Surgery

DS is housed in the Hospital building. It has two examination rooms for companion animals, of which one is used in most cases (capacity: 20-30 students) and the other is used mainly for ophthalmological patients (capacity: 5 students). Further, it has two examination areas for farm animals/equine, one for large animals (cattle, equine) (capacity: 30 students) and one for small ruminants (capacity: 20-30 students). For companion animals, the Department has the operating premises, which include (a) a pre-surgical preparation room (for induction of anaesthesia) (capacity: 20-30 students), (b) an orthopaedic surgery suite (capacity: 6-10 students) and (c) a soft-tissue surgery suite (capacity: 6-10 students). DS also covers surgical needs for companion animals of DOR. For farm animals/equine, the examination areas are also used as respective operating suites. Further, there is the area for animal housing (dogs, cats) and a hospitalisation ward. All these areas are used in clinical teaching activities. DS also incorporates the section of Diagnostic Imaging, which is housed in a separate area of the hospital and includes a waiting room, the X-ray examination room and a dark room (nowadays

redundant) (capacity: 20 students). The area is used in clinical teaching activities. The Department also provides extra-mural training of students in equine surgery cases.

#### Division of Clinical Veterinary Studies

The details of the 14 clinical associates appointed for academic year 2021-22 after evaluation, are described in Table 4xiii.

**Table 4xiii.** Details of companion animal clinics and hospitals – clinical associates of the Faculty.

Name	Type	Location	Information
Veterinary clinic D. Letsos	Companion animal clinic	Attica region (central), Athens	3 vets, one with postgraduate degree; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; hospitalization and emergency function; 140 companion animal cases weekly
Veterinary clinic N. Panagiotou	Companion animal clinic	Attica region (central), Ilioupoli	2 vets, one with postgraduate structured training; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; hospitalization and emergency function; 120 companion animal cases weekly
Veterinary clinic P. Gray	Companion animal clinic	Attica region (central), Neo Psychiko	5 vets, one with PhD, one with postgraduate degree; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; IC Unit; hospitalization and emergency function; 120 companion animal cases weekly – consultancies by academic staff of the two VTH in the country
Veterinary clinic A. Anatolitou	Companion animal clinic	Attica region (south), Alimos	5 vets, two with postgraduate degree; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; IC unit; hospitalization and emergency function; 310 companion animal cases weekly – consultancies by academic staff of the two VTH in the country
Veterinary clinic K. Handras	Companion animal clinic	Attica region (south), Paleo Faliro	2 vets, one with postgraduate structured training; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; IC unit; hospitalization and emergency function; 110 companion animal cases weekly
Attikon animal hospital	Companion animal hospital	Attica region (east), Peania	20 vets, four with PhD, two with postgraduate degree; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; IC Unit; hospitalization and emergency function; 110 companion animal cases weekly – consultancies by academic staff of the two VTH in the country
Veterinary clinic L. Kousoulis	Companion animal clinic	Attica region (north), Agia Paraskevi	3 vets, one with PhD; imaging, clinical pathology, cardiology, dentistry equipment; surgical facilities; hospitalization and emergency function; 70 companion animal cases weekly

Veterinary clinic M. Flarakos	Companion animal clinic	Attica region (north), Kifissia	9 vets, one with postgraduate degree; imaging, clinical pathology, endoscopy, cardiology, nephrology, dentistry equipment; surgical facilities; IC Unit; hospitalization and emergency function; 120 companion animal cases weekly
Veterinary diagnostic centre Alphavet	Veterinary imaging centre	Attica region (north), Kifissia	6 vets, two with PhD, one DipECVDFI, three with postgraduate structured training; full imaging equipment: X-ray, U/S, CT scan, MRI; 60 companion animal cases weekly – consultancies by academic staff of the two VTH in the country
Veterinary clinic of Larissa	Companion animal clinic	Larissa	4 vets, one with PhD; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; hospitalization and emergency function; 50 companion animal cases weekly - consultancies by academic staff of the two VTH in the country
Veterinary clinic D. Tapes	Companion animal clinic	Larissa	4 vets, two with postgraduate structured training; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; hospitalization and emergency function; 70 companion animal cases weekly
Veterinary clinic Agathangelidis	Companion animal clinic	Thessaloniki area (east), Stavroupoli	10 vets, two with PhD, two with postgraduate degree, five with postgraduate structured training; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; IC Unit; hospitalization and emergency function; 140 companion animal cases weekly - consultancies by academic staff of the two VTH in the country
Veterinary centre of Thessaloniki	Companion animal hospital	Thessaloniki area (west), Pylea	9 vets, one with PhD, two with postgraduate degree, four with postgraduate structured training; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; IC Unit; hospitalization and emergency function; 150 companion animal cases weekly - consultancies by academic staff of the two VTH in the country
Volos animal hospital	Companion animal hospital	Volos	5 vets, one with PhD, one with postgraduate degree; imaging, clinical pathology, endoscopy, cardiology, dentistry equipment; surgical facilities; IC unit, hospitalization and emergency function; 110 companion animal cases weekly - consultancies by academic staff of the two VTH in the country

*Description of the equipment used for clinical services*

Details of equipment used for teaching purposes and clinical services are in Appendix 4-d.

*Brief description of the premises used for the practical teaching of FSQ & VPH*  
**Department of Hygiene of Foods of Animal Origin**

DHFAO is housed on the first floor of the Main building and includes two laboratory rooms (capacity: 15 students each). The areas are used for teaching purposes, as well as for research work. The Department also provides extra-mural training (Table 4xiv).

Table 4xiv. Details of premises for extra-mural training by the Department of Hygiene of Foods of Animal Origin.

Name	Type	Location (distance)	Further information
Sfageio Karditsas	Abattoir	Karditsomagoula, Karditsa (3 km)	Three slaughter lines (cattle, small ruminants and pigs), with hourly capacity of 10 cattle, 100 small ruminants and 100 pigs.
Eksarchos	Abattoir	Sodades, Karditsa (25 km)	Three slaughter lines (cattle, small ruminants and pigs) with hourly capacity of 20 cattle, 120 small ruminants and 120 pigs.
Pindos	Poultry slaughterhouse	Rodotopi, Ioannina (170 km)	Hourly capacity of 8000 units
Trikki	Dairy plant	Trikala, Trikala (25 km)	Production of various dairy products (e.g., pasteurised milk, yogurt, feta cheese, graviera cheese, kefalotyri cheese, whey cheeses)
Tiras	Dairy plant	Trikala, Trikala (25 km)	Production of various dairy products (e.g., pasteurised milk, yogurt, feta cheese, sklirotyri cheese, kefalotyri cheese, whey cheeses)
Tsianavas	Meat processing plant	Sofades, Karditsa (25 km)	Production of various meat products (e.g., sausages, ham, skewered meat, gyros)

**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 Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Substandards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.**

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

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

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

*Description of the organisation and management of the VTH and ambulatory clinics*

The work schedule of clinical departments and diagnostic services is shown in Table 4xv.

Table 4xv. Details of work schedule of clinical departments and diagnostic services.

Department <sup>1</sup>	Service	Speciality	Days/week	Opening hours	Weeks/year
Division of Clinical Veterinary Studies species	ER – all		Mon-Fri	19.30-09.00 of following day	48
			Sat-Sun and holidays	09.00-09.00 of following day	

DM	Farm animals	Cattle	Mon-Fri	09.30-13.00	48	
		Small ruminants	Mon-Fri	09.30-13.00		
		Pigs	Mon-Fri	09.30-13.00		
	Equine		Mon-Tue	09.30-13.00		
	Companion animals	All	Mon-Fri	09.00-14.00		
	Exotic animals	All	Mon-Fri	09.00-14.00		
	Clinical pathology		Mon-Fri	09.00-14.00		
Hospitalisation, IC and ER			Mon-Sun	00.00-24.00		
DOR	Farm animals	Cattle	Mon-Sun	00.00-24.00	48*	
		Small ruminants	Mon-Sun	00.00-24.00		
		Hospitalisation, ER	Mon-Sun	00.00-24.00		
	Equine		Mon-Thu	09.00-16.00		
	Companion animals	Obstetrics	Wed-Thu other days	09.00-13.00 By appointment		
		Reproduction	Wed-Thu other days	09.00-13.00 By appointment		
Hospitalisation		Mon-Sun	00.00-24.00			
DPD	Backyard and commercial poultry	Poultry Diseases	Mon-Fri	By appointment and emergencies	42	
	Companion birds and wildlife		Mon-Fri			
DS	Farm animals	Cattle	Tue-Thu	09.00-16.00	42*	
		Small ruminants	Tue-Thu	09.00-16.00		
	Equine		Mon-Thu	09.00-16.00		
	Companion animals	Ophthalmology	Tue-Thu	09.00-16.00		
		Oncology	Tue-Thu	09.00-16.00		
		Dentistry	Tue-Thu	09.00-16.00		
		Neurosurgery	Tue-Thu	09.00-16.00		
		General surgery	Tue-Thu	09.00-16.00		
	Orthopaedics		Tue-Thu	09.00-16.00		
	Exotic animals			Tue-Thu		09.00-16.00
	Operating rooms			Tue-Thu		according to
	Anaesthesia			Tue-Thu		needs
	Diagnostic imaging			Mon-Fri		09.00-16.00
ER			Mon-Fri	08.00-22.00		
Hospitalisation			Mon-Sun	00.00-24.00		
DMP			Mon-Fri	08.30-14.00	48	
DPa	Post-mortem room		Tue-Wed	09.00-13.00	42	
	Cytology, histopathology, immunohistochemistry		Tue-Wed	09.00-15.00		

Note. Abbreviations of departments in Table 1i.

ER: emergency service

\*: for two weeks only second-opinion cases that cannot be handled by private clinics, are accepted; such cases can be accepted even after 22.00 during the remaining period.

*Description on how the VTH and ambulatory clinics are organised in order to maximise the hands-on training of all students*

Training is performed in small groups, which allows contact of students by animals material. Moreover, the animals available at the Faculty and at the teaching farm of the University also become available for the use of students. Although these are healthy animals, they are particularly useful for teaching skills to students (e.g., handling, blood collection,

clinical examination, auscultation). Staff spend significant amount of time with the students to compensate for the large number of students and teach increased number of groups with smaller number of students.

*Statement that the Establishment meets the national Practice Standards*

In Greece, there are no national Practice Standards.

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

*Description of how all students can have access to all relevant facilities*

The Faculty, as all academic establishments in Greece, does not operate a restrictive policy. Academic freedom is paramount for all levels of administration in the University and for all academic staff in the Faculty. There are no 'locked doors' to any student in the Faculty and there are no restrictive policies in the Faculty and in fact this approach is very much in line with the nature of academia in the country and worldwide.

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

*Description of the premises for housing isolated animals and how these premises guarantee isolation and containment of infectious patients*

There are isolation facilities in the DAFD, which refer to two tanks of 1000 litres each, for aquatic organisms and in DOR, which refer to one pen for 5 to 8 small ruminants.

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

*Description of how and by who field veterinary medicine and Herd Health Management are taught to all students*

Teaching of topics related to farm animals in the field is performed by members of academic staff. A total of eight academic staff (DAAH, DM, DOR, DPD) is involved in the field teaching of the wide topic; all of them are veterinarians with a PhD degree and five of them also hold relevant European veterinary specialisations (*DipECAAH* [1 staff], *DipECAR* [2 staff], *DipECBHM* [2 staff] and *DipECSRHM* [3 staff]). Moreover, assisting teaching staff (staff in short-term contracts) are also involved, working always under the direct supervision of the academic staff.

Teaching in the field is performed during visits to the University teaching farm or to commercially operated farms with cattle, small ruminants, pigs, poultry or fish. Visits to farms

constitute 60 to 70% of practical teaching time in farm animal topics both in DM and in DOR, 40 to 45 % of practical teaching time in DPD and 10 to 20% of practical teaching time in DAFD.

Teaching involves training of students in basic (e.g., handling of farm animals, sample collection from animals, clinical examination of animals, administration of injections and oral solutions) or advanced (e.g., pregnancy diagnosis) skills. Standard health management procedures are also presented, e.g., planning a vaccination program and performing the vaccinations. Moreover, diseased animals spontaneously available in the visited farms or after pre-arrangement, also attended to, e.g., cases of neonatal problems, cases of subfertility, cases of lameness, cases of respiratory problems.

Theoretical teaching of herd health management involves a general overview of the topic in the module ‘Health management of animal populations’ (5th year, spring term), whilst specific issues related to disease management and control, to reproductive management, to health schemes in cattle, small ruminant, pig, poultry and fish farms are also taught in various other modules of the curriculum (e.g., ‘Farm animal medicine I’, ‘Farm animal medicine II’ etc., ‘Fish diseases and aquatic health management’, ‘Obstetrics and reproduction II’, ‘Obstetrics and reproduction III’ etc., ‘Poultry diseases I’, ‘Poultry diseases II’).

#### *Description of the vehicles and equipment used for the ambulatory clinic*

The vehicles available for teaching of topics related to farm animals in the field are detailed in Table 4xvi.

Table 4xvi. Details of available vehicles for teaching of topics related to farm animals in the field.

Type	Make	Number plate	Capacity	Year of registration	Distance travelled <sup>1</sup>	Transport
Bus	Mercedes-Benz	KHO-9308	19	1992	~290,000 km	Personnel
Van	Peugeot	KHH-6050	2	2017	~2,000 km	Personnel & materials
Lorry	Mercedes-Benz	KHO-9447	3	1998	~58,000 km	Animals

1. As in August 2022.

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

*Brief description of the vehicles used for: -) transportation of students, -) transportation of live animals, -) transportation of cadavers/organs*

The vehicles available in the Faculty are in Table 4xvii.

Table 4xvii. Details of available vehicles for teaching of topics related to farm animals in the field.

Type	Make	Number plate	Capacity	Year of registration	Distance travelled <sup>1</sup>	Transport
Bus	Mercedes-Benz	KHO-9308	19	1992	~290,000 km	Personnel
Bus	Man	KHY-9205	29	1998	~300,000 km	Personnel
Lorry	Mercedes-Benz	KHO-9447	3	1998	~58,000 km	Animals & materials

1. As in August 2022.



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

*Description of how and by who changes in facilities, equipment, biosecurity procedures good laboratory practices and good clinical practices are decided, communicated to staff, students, stakeholders, implemented, assessed and revised.*

#### **Facilities**

Changes in the use of premises within the Faculty (i.e., re-allocation of an area from one department to another) are discussed in the General Assembly and a proposal is formulated, which is submitted to the Head of the School of Health Sciences. Final decision is taken by the Deans' Committee of the School, based on the proposal of the Faculty.

#### **Equipment**

By law, all equipment purchased by the University, independently of the source of funding (i.e. budget of Ministry, research grant, service income, donation etc.) belong to the University. Equipment are allocated to Faculties and departments only for use. Their allocation to a unit of the University can be changed by decision of the Rector.

#### **Biosecurity procedures**

All changes in biosecurity procedures and regulations regarding health and safety management are decided at national level, by laws or ministerial decisions of relevant ministries (Ministry of Employment and Social Security, Ministry of Health, Ministry of Rural Development and Food). The University has also taken actions, which do not require legal endorsement, e.g., recycling bins and points for collection of redundant electrical material have been placed in all the Faculties, which further contribute in environment-friendly waste management. Within the Faculty, departments handling biohazard material use polypropylene autoclavable bags for sterilisation of contaminated material before discarding.

#### **Occupational health**

Application of health regulations in the staff and students of the University are assessed by a physician specialised in occupational medicine, commissioned by the University. The physician visits the Faculty at bi-monthly intervals and discusses potential problems with staff and students of the Faculty.

#### ***Manuals for biosecurity, health and safety of the Establishment.***

There are two manuals for biosecurity, health and safety in the Faculty: one is a general manual for all relevant matters in the Faculty, whilst the other is specifically geared for such matters in the post-mortem building. The manuals are presented in Appendix 4-e.

### **Comments on Standard 4**

#### **Suggestions for improvement on Standard 4**

First. In response to the comments of the previous evaluation, the Faculty has implemented a service for emergency cases by setting up a relevant unit, which was staffed with seven clinicians and one laboratory personnel and has allocated for direction under the Division of Clinical Veterinary Studies, i.e. the VTH. The service has been working non-stop since implementation and has been available for providing out-of-hours cover to all animal owners who would have wished to bring their animals into the Faculty in cases of emergency.

Second. The Faculty has recognised that the increase of cases in companion animals brought into the VTH, would be very slow and really ineffective at the end, as discussed previously in detail. Hence, it was decided to develop clinical associates, as have done other VEEs in other European countries. These clinical associates are being closely monitored by the Faculty, as part of clinical training of students. The Faculty looks forward to receiving comments on this initiative, with the aim to improve the scheme. In reality, the rejection of the scheme as part of the formal training is really equivalent to infinite rejection of the Faculty as a potentially accredited VEE. The Faculty is happy to discuss in greater detail the issue and to implement suggestions that will be considered to make to initiative fully acceptable as a means of training of the undergraduate students.

## 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.**

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

*Description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences*

Exposure of students to animals and animal material starts from year 1 during teaching of anatomy and animal production topics. The continuous professional involvement of veterinarians with animals and animal material is emphasised continuously by all academic teaching staff. Subsequently, starting from year 3 and onwards to years 4 and 5, students attend daily clinical practice in small groups, thus maximising exposure to animals.

The clinical departments function for up to 48 weeks annually for first-opinion and referral consultations and farm visits and aim to attracting patients / farms from all parts of Greece. Moreover, some departments maintain a number of animals (sheep, dogs, cats, fish) in the premises, which are used extensively in student training.

With regard to training in FSQ and VPH, students receive training in the relevant laboratory of the Faculty, with continuous visits to slaughterhouses and with visits to food processing plants (e.g., dairy industries, manufacturers of meat products).

*Description of the specific strategy of the Establishment in order to ensure that each student receives the relevant core clinical training before graduation*

The Faculty has established a system of rotations among clinical departments and other disciplines with an impact in clinical training. The rotation system takes place during the 4th and 5th year of study, that way maximising exposure of students to patients and practical conditions. The system also allows exposure to various disciplines. Further, within each department, students follow a structured program, which allows them to attend various areas and specialties offered by each department, as well as to spend time in training in companion animals and in farm animals. A logbook for each student is maintained, where specific tasks (e.g., blood sampling) performed by students are recorded; students are allowed to sit the final examinations, unless the tasks have been successfully performed during the clinical years.

*Description of the procedures developed to ensure the welfare of animals used for educational and research activities*

All handling and use of animals in experimental / teaching procedures in the Faculty, is performed based on scientific and legal provisions regarding animal welfare.

The Animal welfare committee is a standing committee of the Faculty, which is chaired by a senior member of academic staff. The Committee is responsible for monitoring all cases of animal usage in experimental and teaching procedures and assuring maintenance of high welfare standards in all cases of such usage. The committee meets frequently, in order to respond efficiently to requests and needs, as well as to evaluate the general situation in the Faculty regarding use of animals. The committee assesses all proposed practices and protocols regarding animal usage in research or teaching activities and has the power to suggest modifications, in order to guarantee high standards of welfare in all the activities involving animals.

Further, for work that is within the scope of Presidential Decree 56/2013, through which Directive 2010/63/EU has been incorporated into the Greek national legislation, relevant licencing is always sought by the competent authority. In this case, the competent authority is the Veterinary Department of the Regional Administration Service of the region of Thessaly, based in Larissa. All applications are submitted to that authority, are scrutinised and appropriate decision-licence for experimental procedures is issued. As per Decree 56/2013, in each licence for experimental procedures a veterinarian is always appointed for monitoring experimental procedures of the proposed study. The veterinarian would be ensuring that welfare of animals is maintained at high standards throughout the study.

*Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed*

#### Department of Anatomy

Teaching material from disease-free animals is obtained from (a) local abattoirs, (b) purchases (for poultry and rabbits), (c) animals from the sheep flock at DOR (animals that are culled) and (d) animals from the clinical departments which had died as the result of injury or euthanasia (i.e., with no lesions and needs for limited gross pathological examination). The anatomy building has a cold room where all material are stored. Material examined in the Faculty are disposed as follows: (a) for ruminants, a private service financed by the local authority is used, which picks up and cremates all material and (b) for all other animal species, the material is cremated at the Faculty incinerator.

#### Department of Pathology

Teaching material is obtained from (a) the clinical departments of the Faculty, (b) veterinary practices in the region, (c) animal owners contacting the department directly and (d) other institutions requesting specific advice, e.g., animal welfare organisations in Greece and police / judicial system requesting scientific input in animal forensic cases. The pathology building has a cold room where all material are stored. Material examined in the Faculty are disposed as follows: (a) for ruminants, a private service financed by the local authority is used, which picks up and cremates all material and (b) for all other animal species, the material is cremated at the Faculty incinerator. Material examined outside the Faculty (e.g., post-examination in the field) are disposed at the responsibility of the owner of the material.

*Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training*

Animal species	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Cattle	34	0	18	32	32	32.7
Small ruminants	10	2	6	10	10	10.0
Pigs	4	0	3	4	4	4.0
Companion animals	6	2	3	6	6	6.0
Equine	1	0	0	1	1	1.0
Poultry and rabbits	30	3	18	30	30	30.0
Aquatic animals	70	40	100	100	100	90.0
Exotic pets	3	0	1	3	3	3.0

*Table 5.1.2. Healthy live animals used for pre-clinical training*

Animal species	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Cattle	22	0	0	18	20	20.0
Small ruminants	99	6	21	135	117	117.0
Pigs	14	0	0	12	14	13.3
Companion animals	93	12	11	59	70	74.0

Equine	10	0	0	0	0	3.3
Poultry and rabbits	4	0	0	1	2	2.3
Aquatic animals	69	35	100	100	100	89.7
Exotic pets	0	0	0	0	0	0.0
Wildlife avian species	41	0	0	41	44	42.0

*Table 5.1.3. Number of patients seen intra-murally*

Animal species	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Cattle	4	1	5	8	11	7.7
Small ruminants	44	14	33	62	76	60.7
Pigs	16	7	3	8	14	12.7
Companion animals	429	295	329	435	384	416.0
Equine	3	1	0	0	0	1.0
Poultry and rabbits	0	0	0	0	0	0.0
Aquatic animals	50	60	130	200	210	153.3
Exotic pets	0	1	0	1	0	0.3

*Table 5.1.4. Number of patients seen extra-murally (during visits to farms and in clinical associates)*

Animal species	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Cattle	977	22	565	664	636	759.0
Small ruminants	60	2	72	83	98	80.3
Pigs	420	45	180	390	410	406.7
Companion animals	1574	0	0	0	0	524.7
Equine	107	5	0	22	25	35.7
Poultry and rabbits	67	0	0	0	0	22.3
Aquatic animals	0	0	0	0	0	0.0
Exotic pets	53	0	0	0	0	17.7

*Table 5.1.5. Percentage (%) of first opinion patients used for clinical training*

Animal species	Academic year					Overall
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Cattle	95.5%	100%	89.5%	95.5%	94.3%	95.2%
Small ruminants	87.5%	100%	66.7%	89.7%	87.4%	88.2%
Pigs	90.8%	80.8%	83.6%	95.0%	88.2%	91.3%
Companion animals	91.9%	61.0%	65.3%	63.7%	61.7%	83.4%
Equine	100%	100%				100%
Poultry and rabbits	100%					100%
Aquatic animals	100%	100%	100%	100%	100%	100%
Exotic pets	100%	100%		100%		100%

*Table 5.1.6. Cadavers used in necropsy*

Animal species	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Cattle	4	0	3	7	6	5.7
Small ruminants	19	0	15	29	34	27.3
Pigs	7	0	0	5	2	4.7
Companion animals	29	0	14	24	27	26.7
Equine	0	0	0	0	0	0.0

Poultry and rabbits	4	0	2	6	8	6.0
Aquatic animals	60	40	100	150	160	123.3
Exotic pets	0	0	0	0	0	0.0
Wildlife mammals	5	0	4	0	0	1.7
Wildlife avian species	0	0	0	52	51	34.3

*Table 5.1.7. Number of visits in herds / flocks / units for training in Animal Production and Herd Health Management*

Animal species	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Cattle	42	4	34	43	41	42.0
Small ruminants	22	2	22	29	29	26.7
Pigs	10	3	9	9	11	10.0
Poultry	0	0	0	0	0	0.0
Rabbits	0	0	0	0	0	0.0
Aquatic animals	2	1	2	1	1	1.3
Wildlife animal species	1	0	0	1	1	1.0

*Table 5.1.8. Number of visits in slaughterhouses and related premises for training in FSQ*

Type of premises	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Ruminant slaughterhouses	52	8	30	52	52	52
Pig slaughterhouses	52	8	30	52	52	52
Poultry slaughterhouses	1	0	1	5	5	3.7
Related premises	4	1	2	4	4	4.0
Others	0	0	0	0	0	0.0

*Description of how and by who the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

Animals and animal material used for teaching are decided on departmental basis, according to specific training program of each department and curriculum module. Usually, the head of department has discussed with members of the department and jointly have formulated a policy regarding the matter. Moreover, patients arriving at the hospital or available in farms are also of importance, as these constitute the material used in teaching and clinical services, whilst calls by farmers are taken into account in prioritising visits.

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

*Description of the organisation and management of the external sites and the involvement of students in their running*

#### Teaching farm

The teaching farm of the University is based in Larissa, in the campus Gaiopolis. The teaching farm is managed by an inter-faculty committee, with members of academic staff from various relevant faculties of the University.

Animal technicians are responsible for daily tasks and animal care. Veterinary support is provided by veterinarians, academic staff of the Faculty or academic staff of the Faculty of Animal Science.

The farm includes 20 dairy cattle, 80 sheep and a small flock of poultry. The farm produces feeds for in-house use. Students visit the farm and receive hands-on training (by the Faculty's staff) in animal examination, sample collection, animal health management procedures (e.g., vaccination, administration of anthelmintic drugs), as well as in the treatment and care of patients (e.g., administration of treatments).

#### Clinical associates

The veterinary surgeries and clinics nominated as clinical associates of the Faculty operate on their own business and operations plans.

The students attending clinical training in clinical associates must follow the full daily program of the surgery / clinic and also they must follow the plan for emergency cases and for hospitalized cases. The students are attending clinical training under the supervision of the members of the supervisory committee of the Faculty, who are in contact with each student daily, whilst the local supervisor is also responsible for daily tasks and guidance at the clinical associate.

### **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.**

#### *Description of how and by who the nursing care skills are implemented and taught to undergraduate students*

During their studies, students participate actively in the attendance of animals hospitalized in the VTH. Under the supervision of veterinarians, they are shown and also perform nursing tasks, e.g., administration of drugs, post-surgical care etc.

Moreover, as part of the free textbooks provided to students, the following book is also provided: 'Crow and Walshaw's Manual of Clinical Procedures in Dogs, Cats, Rabbits and Rodents', translated in Greece. The book presents details of a variety of nursing techniques and skills and according to its publishers, is included in the section 'Veterinary nursing & animal care textbooks'.

#### *Description of the group size for the different types of clinical training to guarantee hands-on training of all students*

During the 4th and 5th years, students are allocated into one of five groups, in order to attend clinical training; each group is allocated for training to a different department for a period of three week. The system allows for rotation among departments throughout the academic year. That way, each group includes approx. 25 students.

On some occasions, within each department, groups are further subdivided to achieve smaller number of students per subgroup, according to departmental policies. For example, in DM, students are always allocated into one of three to five (farm animal) or five (companion animals) groups with different staff; in DOR, students once weekly are subdivided into 4th year / 5th year subgroup, each attending different type of training by same staff; in DPD, students are always allocated into two subgroups, both however attending the same type of training by different staff; in DS, students are always subdivided into four subgroups (one in reception of patients, history taking, clinical examination, one in anaesthesia and intensive care, one in operating theatres and in diagnostic imaging) with different staff.

*Description of the hands-on involvement of students in clinical procedures in the different species*

In general and across the clinical departments, students are responsible for receiving patients, taking history and performing the initial clinical examination under the supervision of staff; also, they collect necessary samples (e.g., blood, urine, milk, semen) necessary for a definite diagnosis. During farm visits, they evaluate farm facilities, e.g., penning areas, milking parlour, farrowing area, feed mill, as well as examining apparently healthy animals in the farm, e.g., assessment of body condition score, detection of lame animals, observation of abnormal behaviours.

All students participate in performing ancillary examinations; e.g., they assist in radiographic positioning of the patients and help in radiographic evaluation, they attend ultrasonographic examination and use transducers to perform an examination, they are assigned at the clinical pathology laboratory and actively participate in processing of samples received by using the haematological and biochemical analysers, as well as discussing interpretation of results.

In DPa, students receive training in performing post-mortem examinations and then perform these themselves under the supervision of teaching staff. Further, students participate in subsequent handling of cases, i.e., they collect samples for cytological or histopathological examination and are trained in evaluation of cytology or histopathology slides from these samples for associating findings with lesions observed in gross pathological examination.

In DM, students perform clinical (general or specific system) examination of animals, take temperature measurements, collect samples (e.g., blood, skin scrapings, urine by catheterisation or cystocentesis, faeces), carry out lymph node paracentesis, attend electrocardiographic examination and audiometric examination, perform vaccinations, administer anthelmintic drugs.

In DPD, students examine live birds, collect samples for ancillary examination and perform post-mortem examinations. During farm visits, they participate in discussions with farmers regarding management schemes and preventive measures.

In DOR, all students perform techniques required for reproductive management of animals, e.g., per rectum examination of the genital tract of cows for pregnancy diagnosis or post-partum evaluation of uterine involution, ultrasonographic examination of genital tract of ewes for pregnancy diagnosis, udder examination with milk sample collection and evaluation, intravaginal insertion of progestogen sponges for reproductive control, semen collection from dogs. During farm visits, they participate in discussions with farmers regarding management schemes and preventive measures.

In DS, fifth-year students (apart from examination of animals and hands-on involvement in the diagnostic process), are actively involved in administration of anaesthesia and peri-operative monitoring of patients (supervised by an intern or a postgraduate student), as well as scrubbing-in (fifth year only) and participating in various surgical procedures under the supervision of teaching staff.

*Description of the procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management*

During clinical training (e.g., attendance to clinical cases, hospitalisation, tutorials) students discuss differential diagnosis and approaches for definite diagnosis, as well as management of the case (farm, individual patient) with an academic staff clinician. Cases are discussed during clinical rounds; students who have been assigned the case, along with other students in the rotation group, participate in these discussions under academic supervision. Further, teaching staff can ask questions relevant to cases under investigation and allow time (even up to 24 h, to allow for thorough literature study) to students to think and deepen



understanding of cases. Moreover, students may also be assigned homework in small groups (2-4 persons) for presentation within the following 2 to 4 days. For homework assignments, students are encouraged to use library resources and become familiar with literature search and self-learning activities, as well as with setting up a brief presentation.

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

*Description of the patient record system, its completion, its availability to staff and students and how it is used to efficiently support the teaching, research, and service programmes of the Establishment*

In January 2022, a new patient recording system has been purchased and established in the Faculty. The system ('i-vet') is based on the respective system ('e-vet') that been in use for over 10 years now at the VEE of the Aristotle University of Thessaloniki, in which improvements and updates have been made. This recording system was chosen, because it has been repeatedly evaluated by ESEVT and approved for use in a VEE.

Details of patients are input into the database of the system by the member of staff, in the department where the animals were examined. The database allows easy retrieval of the data. All details of each patient (history, general clinical examination, specific clinical tests and laboratory tests) are entered into the system, under the same patient number.

The system is fully accessible to all academic staff and all students at any time.

**Comments on Standard 5**

**Suggestions for improvement on Standard 5**

The Faculty has evaluated in detail the situation to find solutions for the reduced number of cases seen by students in companion animals and equine.

With regard to companion animals, the data confirm clearly that there is no possibility to cover the requirements and to increase number of cases by animals brought into the VTH alone. Hence, the Faculty has established a collaboration with clinical associates, as detailed previously. The clinical associates have been welcomed by the students, as it was a clear opportunity to increase clinical exposure. Clinical associates are monitored closely by the Faculty and students assigned in there are supervised on daily basis by members of academic staff to guarantee that conditions are similar to those at the hospital and that academic staff responsible for this action can intervene immediately to correct flaws and improve training.

With regard to equines, the employment of a new staff member has contributed to the dramatic increase of clinical material. The Faculty considers that the training of students in that topic will be continuously improving.

## 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.**

### *Description of the general strategy of the Establishment on learning resources*

Learning resources are provided by the University of Thessaly Library and Information Centre (LIC) and the Hellenic Academic Libraries Link (<https://www.heal-link.gr/>) library consortium. The resources provided by the HEAL-Link consortium comprise e-journals and e-books, as well as database packages from all major publishers internationally, including Elsevier, with ScienceDirect and Scopus, Willey, Springer, Oxford University Press, Cambridge University Press, IEEE etc. The University of Thessaly provides access to individual e-journal and e-book titles not included in the HEAL-Link subscriptions and to other databases and relative services (including EBSCO databases, EBSCO EDS service, Web of Science, Journal Citation Reports, JSTOR, Turnitin etc.). The LIC learning resources are financed through the central administration of the University.

### *Description of how the procedures for access to and use of learning resources are taught to staff and students*

All first-year students, during their initial two weeks at the Faculty, receive a compulsory training course regarding use of University learning resources and of internet services. The course is organised by the administration unit of the Faculty and run by the staff members of the Faculty library and the IT staff of the Faculty. During the course, students are explained the procedures for using the library services and for using online learning resources. Further to that, the Faculty library staff is always available to explain to individual students, whilst LIC also runs an information web service for users of libraries (<http://ilseab.lib.uth.gr>).

### *Description of how (procedures) and by who (description of the committee structure) the learning resources (books, periodicals, databases, e-learning, new technologies, ..) provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

The supervisory board of LIC is chaired by the Vice-Rector of Academic Affairs and includes the director of LIC and 35 academic staff members, one representative from each faculty of the University.

The supervisory board is responsible in formulating the general strategy of LIC. Daily management is carried out by the director. Decisions of the supervisory board are communicated to members of the Assembly of the Faculty by the representative in the board, who is a senior member of staff. Further, the director of LIC frequently informs all the University community regarding matters of the function and services of the LIC (e.g., new subscriptions to journals, new services offered etc.).

**6.2. Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.**

**The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).**

*Brief description of the main library of the Establishment: -) staff and qualifications, -) opening hours and days, -) annual budget, -) facilities: location in the campus, global space, number of rooms, number of seats, -) equipment: number of computers, number of electrical connections for portable PC, -) softwares available for bibliographical search*

#### [Overview of the Library and Information Centre of University of Thessaly](#)

The Library and Information Centre (LIC) of the University is available and provides learning resources for the University community, as well as for interested outside researchers and scholars and for members of the public. LIC includes the central library (in the city of Volos) and subsidiary libraries in all cities where Faculties of the University are located (including the Faculty library in Karditsa). LIC operates as a separate administrative department of the University, which coordinates and supervises the library system and the learning resources of the University. It is a member of the Hellenic Academic Libraries Link, the national body of academic libraries, through which access to a part of the electronic resources is enabled.

#### [Staff and qualifications](#)

LIC is headed by the director (qualifications: BSc, PhD). Personnel working in LIC currently amounts to 71 persons (56 are full-time permanent staff and 15 on short-term contracts). The staff includes librarians, information scientists, computer scientists, archivists, conservation scientists and administration personnel. Occasionally, under- or post-graduate students may also be employed by the library to assist in the work.

#### [Operating periods of the central library in Volos](#)

Opening hours during term time and examination periods are Monday to Friday from 08:15 to 20:00. Opening hours during student holidays are Monday to Friday from 08:15 to 15:30.

#### [Annual budget](#)

The total operating budget of LIC for year 2021 amounted to 412,750 Euros for development of print collections and e-resources and 126,100 Euros for e-services, equipment and operating expenses. An amount of 400,000 Euros should also be added, which includes the participation of the University in the consortium of Hellenic Academic Libraries (HEAL-Link), making a total budget of 939,000 Euros for learning resources (staff salaries not included in that amount).

#### [Facilities: location in the campus, global space, number of rooms, number of seats](#)

The base of the LIC is in a purpose-built five-store building in the city of Volos. Total surface of the building is 4520 sq.m. The central library of the University is also located in that building.

The building includes 21 reading spaces and rooms, with 220 seats. Further, there are rooms for group work, a computer room and a teleconference room.

## Collections

In total, the print collection of the LIC includes over 265,000 volumes (corresponding to over 129,500 titles) and approx. 35,000 journal volumes. The collection includes a full series of Greek geographical and geological maps and various audiovisual items (e.g., CD-roms, DVDs, tapes, videotapes, slides). Further, there is an extensive online digital collection, providing access to 40,360 e-journal titles, 170,000 e-book titles, and over 27,000 institutional depository digital documents (e.g., dissertations, theses, policy documents). Through electronic subscriptions, access is provided to 15 bibliographic and full-text databases and e-services; these include Web of Science (Citation Indexes), Scopus, InCites Journal Citation Reports, InCites Essential Science Indicators, EconLit, SportDiscus with full-text, PsycINFO, JSTOR and EBSCO's Academic Search Complete and Discovery Service EDS.

### Equipment: number of computers, number of electrical connections for portable PC

Computer terminals are available in the various collection rooms to support bibliographical searches. In total, 78 computers are available for readers. Sockets are available throughout the reading rooms and spaces.

### Softwares available for bibliographical search

LIC uses bibliographical software Sierra, as do most of the respective services of Greek Universities, for catalogue search and reference purposes.

## *Brief description of the subsidiary libraries*

### Overview of the Faculty library

The Faculty Library is a subsidiary of LIC. It is located in the first floor of the Auditoria complex. Total surface of the library is about 150 sq. m. The library also includes the reading room at the ground floor of the complex, which has a capacity for 15 visitors in 8 tables, whilst the reading room in the library area has a capacity for 8 visitors in 3 tables. Sockets are also available for use by visitors: 7 in the ground floor and 4 in the first floor. Multi-sockets are available in the Faculty for use by students, if needed, to accommodate more users. The library has one computer available for users.

### Staff

There are two full-time members in the Faculty Library. Both staff are permanent and are employed as librarians. They are responsible for administrative tasks in the subsidiary library in Karditsa, for traditional reference and loan library services and for organising training and information literacy seminars in cooperation with Centre staff for local users.

### Operating periods

Opening hours during term time and examination periods are Monday to Friday from 08:15 to 20:00. Opening hours during student holidays are Monday to Friday from 08:15 to 15:30. The reading rooms are open and available to students on same times as library opening times.

### Budget

The Faculty Library does not have an independent budget. Operating budget is included in budget of LIC.

## Collections

The print collection includes over 3290 volumes (corresponding to over 1950 titles) and approx. 950 journal volumes. Online digital collections, with access to electronic material, and access to bibliographic and full-text databases and e-services is available through the Centre.

### Use by Faculty members

The Faculty library has a total of 750 registered members, of which most (90%) are Faculty staff and students. In 2021, 285 loans of various items had been made.

## Departmental libraries

Small size libraries with books specific to respective disciplines are located in some departments of the Faculty. These reflect the particular interests of members of the respective departments and have been set up for use, mainly, by staff and postgraduate students.

### *Brief description of the IT facilities and of the e-learning platform*

Besides traditional reference and loan library services, LIC also operates the University's e-learning platform (<https://eclass.uth.gr>) and the institutional repository (<http://ir.lib.uth.gr>), the Integrated Library System as a Service ILSaS ([http://opac.seab.gr/search~S11\\*gre](http://opac.seab.gr/search~S11*gre)), the e-journal managing and publishing platform (<https://journals.lib.uth.gr/>), an information literacy web service for both end-users and librarians (<http://ilseab.lib.uth.gr>) and various online services accessible via its website (<http://www.lib.uth.gr>). Special support services are provided to disabled users, while numerous user training and information literacy seminars are offered all year round.

All the IT facilities and services are supported by four permanent members of staff (computer scientists), and moreover two librarians (one with MSc and one with a PhD) are involved in the development by staff and the use of instructional materials by students. In all, there are six permanent library staff members developing supporting IT facilities and the e-learning platform.

### *Description of the accessibility for staff and students to electronic learning resources both on and off campus*

On campus, internet connection to desktops is provided by local area network. Further, there is Wi-Fi coverage throughout the campus, by means of six access points in the various buildings. Further, the University operates a VPN system, through which access to resources can be effected off campus.

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

*Brief description of: -) the number of veterinary books and periodicals, -) the number of veterinary e-books and e-periodicals, -) the number of other (e)books and (e)periodicals, -) the available learning resources to students, including electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum), -) the organisation and supervision of the skill labs*

#### Veterinary books and periodicals

Printed books: about 3000 items. Periodicals in print form: ca. 60 titles.

#### Veterinary e-books and e-periodicals

Veterinary\* e-books: 481, Veterinary\*\* e-periodicals: 205.

\*This is an approximate number and comprises only titles including the term 'veterinary' when searching HEAL-Link search and EBSCOhost's LIC eBook Collection database.

\*\*The number of e-periodicals includes only those classified as belonging to the 'Veterinary Medicine' subject field by the LIC EBSCO Full-Text Finder AtoZ service (e.g., there are also 605 titles classified as 'Zoology' and 960 titles classified as 'Life Sciences' comprising some veterinary related e-journals not included in the number of 205 e-periodicals given above).

#### Other (e)books and (e)periodicals

Other e-books: 40155, other e-periodicals: 169,600.

### Learning resources to students, including electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum)

The Faculty fully participates in the initiative the development of open courses within the University. The e-Class platform (<http://eclass.uth.gr/eclass/>) is a complete course management system that supports asynchronous e-learning. Currently, the Faculty is offering 85 undergraduate e-courses. The facility is an invaluable learning tool which, though not fully exploited or explored so far, offers an environment for the constructive use of internet technologies in the teaching and learning process. It is a convenient and interactive way of offering course materials regardless of location and time barriers. The facility provides to students the time to reflect on what they have been learning before answering questions or joining online discussions while at the same time respects their varying learning pace. It also constitutes a formal, yet friendly, way of tutor-student communication and interaction. Among its unique features is a user friendly way to design and conduct online anonymous surveys that allows tutors to have quick and immediate feedback/opinion from their students for a series of matters the most important being teaching evaluation.

E-class platforms of the University have received a national accreditation and can be used for distance learning courses.

### Organisation and supervision of the skill labs

There are various training programs (either online or in person) offered to student and faculty staff regarding to the usage of the respective learning resources and IT systems and services. There are two librarians in charge of the training programs, who are supported by the LIC IT staff.

## **Comments on Standard 6**

### **Suggestions for improvement on Standard 6**

The LIC provides a variety of services (beyond those of a traditional library) and extensive support to members of the University. The University supports use of new technologies for learning and urges its members to make extensive use.

In the evaluation report of the University, there is the following statement “Opinion of students regarding available structures for learning support is particularly positive. Students appear to understand that University of Thessaly is a relatively new establishment with modern facilities and is open to use of new technologies in teaching activities, as well as for the general academic support of students. Students appear to be satisfied from the innovative platforms used, such as e-class, where content of lectures is uploaded at the start of a term, with literature references, thus allowing further investigations by students. Further, students also seem interested in digitalised learning material, as they are familiar with alternative learning means. Finally, another significant issue pointed out by students, regarding available resources, is the library of the institution, in relation to facilities and technological possibilities. The opinion of students regarding the available structures for learning support in the University is particularly positive”.

## Standard 7. Student admission, progression and welfare

**7.1. The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.**

**Formal cooperations with other Establishments must also be clearly advertised.**

*Description of how the educational programmes, learning outcomes, admission procedures and requirements for national and foreign students, progression and certification, tuition fees, academic calendar, collaborations with other establishments, etc. are advertised to prospective students*

The University of Thessaly used to implement central actions to promote studies in the University. As part of that, every year, an ‘open door’ week used to be organised, during which secondary education schools from the region of Thessaly visited the Faculty. During the visits, the pupils were shown around the facilities of the Faculty and were explained about veterinary education and the veterinary profession. Further, the University used to be present in events which are addressed to secondary education pupils, taking place in the large cities of the country. In these events, studies at the University were presented by means of promotional material and presentations. These events used to take place in the spring term of each academic year. Hence, the last time that they took place was in March to June 2019. In academic year 2019-20, despite arrangements having been made, all such events were cancelled, due to the health crisis. The Faculty is planning to participate again in such events when they would resume.

During the academic year 2021-22, the Faculty has participated in events performed as electronic conferences, organized by the regional secondary education services for the regions of Thessaly, Central Macedonia and Western Macedonia. These events aimed to pupils in final form of secondary education of schools in the remit of the above regional authorities. In these, all the faculties of the University were given an allotted time of 15-20 minutes for a brief presentation of the studies and the professional perspectives.

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

*Table 7.2.1. Number of new veterinary students admitted by the Establishment*

Type of students	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Standard students	109	102	112	113	109	110.3
Full fee students	0	0	0	0	0	0
<b>Total</b>	<b>109</b>	<b>102</b>	<b>112</b>	<b>113</b>	<b>109</b>	<b>110.3</b>

*Table 7.2.2. Number of veterinary undergraduate students registered at the Establishment*

Type of students	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
First year	85	87	76	79	85	83
Second year	76	81	63	76	76	76
Third year	69	73	81	63	69	67
Fourth year	63	79	73	81	63	69
Fifth year	80	85	79	73	80	78
Total	373	405	372	372	373	373

*Table 7.2.3. Number of veterinary students graduating annually*

Type of students	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Standard students	36	90	60	55	61	51
Full fee students	0	0	0	0	0	0
Total	36	90	60	55	61	51

*Table 7.2.4. Average duration of veterinary studies*

Duration % of the students who graduated on 2021-22	
+ 0	2.7%
+ 1 year	63.9%
+ 2 years	16.7%
+ 3 years or more	16.7%

*Table 7.2.5. Number of postgraduate students registered at the Establishment*

Programmes	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Postgraduate trainees	10	7	8	18	14	14
EBVS Residents	2	4	5	6	4	4
MSc course students	26	26	8	8	8	14
PhD students	50	51	49	47	49	49
Total	88	88	70	79	75	81

**7.3. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.**

**The Establishment 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 Establishment.**

**Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**

*Description of the admission procedures for standard students: -) selection criteria, -) policy for disable and ill students, -) composition and training of the selection committee, -) appeal process, -) advertisement of the criteria and transparency of the procedures*

For admission into the Faculty, pupils need to have completed the secondary education (6 years) and have received the Lyceum degree (*Apolytirion Lykiou*). After receiving the degree, pupils are entitled to admission to higher education faculties. Establishments are only



fractionally involved in the selection and admission process, which, in the very most cases, is carried out entirely under the supervision of the Ministry.

#### Mainstream admission

Mainstream admission into the Faculty is based on results of a national examination for Lyceum graduates, which takes place every June. Number of students to be admitted into the Faculty is announced on March to April preceding the academic year of start of studies (Table 7i.).

Table 7i. Number of students allocated by Ministry for mainstream admission into the Faculty.

Academic year					
AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	Average
90	90	90	90	85	88.3

The veterinary Faculty is classified into scientific field 3 ('health sciences'). For admission into faculties of that field, students are examined in following topics: (a) Greek language, (b) biology, (c) physics and (d) chemistry. The examinations take place throughout the country and all candidates are examined in the same questions. Results of examinations are announced at beginning of July.

After announcement of results, candidates may apply for mainstream admission into faculties of their choice; candidates being considered for scientific field 3 may apply to as many faculties as they wish within that field.

Faculties have to set a threshold for applicants to attend that faculty, based on the following formula: [national average overall mark within each scientific field] × [coefficient of access set by each faculty] = [overall mark - threshold for access into each faculty]. The coefficient of access is decided separately by each faculty in the country and should vary between 0.8 and 1.2. The Faculty has been setting consistently 1.2 as the coefficient of access for acceptance into the Faculty. Only candidates with an overall mark above the threshold can apply to be considered for access to the Faculty. Finally, pupils are admitted into the Faculty based on their overall mark and their order of preference for access into the tertiary education faculties of the country. Minimum marks for mainstream admission into the Faculty are in Table 7ii.

Table 7ii. Minimum marks required for mainstream admission of students into the Faculty (maximum possible: 20).

Academic year					
AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	Average
17.40	16.43	17.41	17.83	18.20	17.81

For academic year 2021-22, the national average overall mark within scientific field 3 was 12.12; the threshold for access to the Faculty was 14.54. Hence, the actual access mark (17.40) was +44% over the national average and +20% over the required threshold.

For the forthcoming academic year (2022-23), the national average overall mark within scientific field 3 was 11.88; the threshold for access to the Faculty was 14.25 and the minimum mark required for mainstream admission of students into the Faculty was 17.35.

#### People involved in the system of national examination for mainstream admission to higher education

The process of mainstream admission to higher education establishments is supervised by a national examination committee, which is appointed by decision of the Minister, after taking into account proposals by Universities and the secondary education service nationwide. Members of that committee are nominated one week before start of the annual examination procedures (i.e., every May) and their names are not disclosed until final results are announced; members of the committee also are not allowed to disclose their appointment; term of

appointment of members is for one year, but re-appointment is possible; members with possible conflict of interest must not accept an appointment.

Examination papers are marked by secondary education teachers under guidelines issued by the national examination committee. Details of candidates on examination papers cannot be seen by people marking the papers; details are revealed at the end and results are uploaded into a platform by a local examination committee consisting of secondary education teachers, who were not involved in marking of papers.

All subsequent processing of marks and allocation of candidates to Faculties are carried out by Ministry staff. Results of admissions into faculties are announced in July to August every year.

#### Regulations for mainstream admission

The system of mainstream admission has been in place in Greece since 1964. Changes (smaller or greater) have been enforced often (1980, 1983, 1997, 2000, 2005, 2010, 2016), in line with government agenda. Nevertheless, the background and the principles of the system have been maintained; in all above occasions, only changes of technical nature have been effected.

In all cases, the various changes in mainstream admission regulations have been legalised through the Parliament, after wide consultations (e.g., parents unions, student unions, university, secondary education services). After approval, a period of two to three years is allowed before each change would be officially implemented.

There is a legal possibility to appeal results of the mainstream admission process in front of the Council of State (the supreme court for administrative affairs). Sporadic appeals by people who had failed in the examination have never met with success.

#### Admissions through additional streams

Additional streams admission is allowed to some pupils, with the objective to attempting to compensate pupils considered disadvantaged compared to those following mainstream admission. These additional streams are summarised in Table 7iii. All these streams are regulated through various legal provisions or (in the cases of foreign nationals) bilateral agreements.

Table 7iii. Summary of additional streams available for admission into Greek universities.

Group of pupils	Proportion of students admitted through mainstream admission	Procedures
Distinguished athletes <sup>1</sup>	4.5%	Selection procedure carried out by the Ministry <sup>2</sup>
Foreign nationals of foreign descent with a Lyceum degree (or equivalent) from a school abroad <sup>2</sup>	5%-7%	Nominations by the foreign state (through procedures regulated by that state)
Foreign nationals of Greek descent with a Lyceum degree (or equivalent) from a school abroad <sup>3</sup>	5%-7%	Selection procedure carried out by the Ministry
Graduates of higher education establishments <sup>4</sup>	12%	Examinations held within the Faculty in following topics: (a) Anatomy, (b) Biochemistry, (c) Physiology by a committee of academic staff of the Faculty, complimented by further staff from other Faculties of the School of Health Sciences
Greek nationals, whose at least one parent works in a Greek mission abroad <sup>5</sup>	3%	Selection procedure carried out by the Ministry

Highly distinguished athletes <sup>6</sup>	Unlimited	Submission of proof of achievement to Ministry for selection
Seriously disabled pupils from Greek secondary education <sup>7</sup>	5%	Selection based on final mark of Lyceum degree

1. Achievement of up to 8th place in Olympic Games, World, European or national championships in any sport (notwithstanding provisions regarding highly distinguished athletes).
2. Mainly reference to citizens of the Republic of Cyprus; in the past, there have been also admissions of citizens of the Republic of Lebanon.
3. Aiming to support children of people of the Greek diaspora, who would wish to study in Greek universities.
4. For holders of degree of a higher education establishment wishing to read for a second degree.
5. Aiming to support children of Greek civil servants or military personnel working abroad, who would wish to study in Greek universities.
6. Achievement of 1st-6th place in Olympic Games or World Championships, 1st-3rd place in European Championships or 1st place in national championships in any sport.
7. Aiming to support pupils with serious acute or long-standing medical problems, diagnosed in a public hospital and confirmed by a medical committee of the Ministry of Health; list of the various medical problems for the remit of this arrangement clearly defined in legislation.

#### Regulations for admissions through additional streams

The various provisions of the additional streams change often by allowing access to higher education to more groups of people and by increasing proportions (i.e., numbers of people) to be admitted into universities. In all cases, changes have been legalised through the Parliament. After approval, implementation of changes is immediate or even (in some cases) with retrospective effect.

#### *Description of the admission procedures for full fee students (if different from standard students)*

There are no fee-paying undergraduate students in the Greek higher education system.

#### *Description of how the Establishment adapts the number of admitted students to the available educational resources (facilities and equipment, staff, healthy and diseased animals, material of animal origin) and the biosecurity and welfare requirements*

The Faculty does not have any power, authority or remit to decide on and to adapt the number of admitted students.

Only in theory, the Faculty has a say in the number of students through mainstream admission. Every year, the Ministry officially requests a proposal by all faculties and universities for first year students in the following academic year. The Assembly of the Faculty takes into account the possibilities for training students and makes a relevant proposal, which is forwarded to the Rector of the University. Proposals of all Faculties are collated and forwarded by the University to the Ministry. Sofar, the Ministry has never accepted the Faculty's proposal. Table 7iv presents the numbers of first year students proposed by the Faculty for admission through the mainstream procedure and the numbers finally allocated by the Ministry.

**Table 7iv.** Numbers of first-year students for mainstream admission proposed by the Faculty and allocated by the Ministry.

	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Proposed by the Faculty	50	50	50	50	50	50
Allocated by the Ministry	90	90	90	90	85	88.3

Student welfare benefits are not dependent on number of students. The state provides significant and extensive welfare benefits to students: full waive of tuition fees, free textbooks, free meals, free housing, free medical insurance, discounts in the public transport system in

Greece, subsidised broadband internet connection, subsidies for purchase of electronic equipment, which are all covered by the central government budget, which are either provided to the entirety of students or based on financial condition of their parental family, i.e., they are not dependent on the number of students admitted in the Faculty.

*Description of the prospective number of new students admitted by the Establishment for the next 3 academic years*

It is expected that the situation will continue in the same mode for the forthcoming 10 years.

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

*Description of the policies and procedures devoted to applicants with disabilities*

The admission into the Faculty of applicants with disabilities can take place to an additional 5% of the students admitted through mainstream access. The approach is meant to support pupils with serious acute or long-standing medical problems. For eligibility, the medical problem must have been initially diagnosed in a public hospital and subsequently confirmed by a medical committee set up specifically for this task by the Ministry of Health; the list of the various medical problems for which this arrangement is applied, has been defined in the relevant legislation.

The University has set up a specific service, termed ‘Prosvasi’, which means access in Greek and acts as the accessibility centre of the University of Thessaly. The aim of Prosvasi is to enhance the academic, social and spatial access of students with disabilities at the University of Thessaly. Prosvasi offers multidimensional services, which primarily address the needs of students with disabilities, their volunteers, the academic staff and the administrative staff in every faculty of the University. Prosvasi also collaborates with various entities and participates in various actions and projects about accessibility issues. Prosvasi is headed and managed by staff of the Faculty of Special Education of the University. In every faculty of the University, an academic staff member and an administration staff have been appointed to look into and address requirements of students who wish to benefit from the service. Students can register in Prosvasi through its website ([prosvasi.uth.gr](http://prosvasi.uth.gr)) and full confidentiality is maintained in the procedure.

**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 Establishment 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 Establishment 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.**

*Description of: -) the progression criteria and procedures for all students, -) the remediation and support for students who do not perform adequately, -) the advertisement to students and transparency of these criteria/procedures*

### Progression criteria

In accord with legal provision, all students are allowed to progress to the subsequent year of study independently of their success in examinations. Progression is only dependent upon a student registering to attend the respective term.

### Remediation and support for students who do not perform adequately

All the academic staff and the Committee for student affairs are available to discuss with students, in confidence, matters of their academic performance. Most often, the following actions would be recommended: (a) re-attendance of lectures and clinical tutorials, (b) personalised tutorials and (c) organising a long-term plan for sitting examinations.

### *Description of the rate and main causes of attrition*

The greatest rate of attrition is noted in the first two years of studies and can be as high as 25%. Reasons for that are transfers to the Faculty of Veterinary Medicine of University of Thessaloniki and admission to a different faculty (in >90% of cases, in other faculties of the health science field). Thereafter, attrition rates decrease substantially (<10%) and are mainly the result of financial difficulties of families to support students or by personal issues of students.

### *Description of how and by who the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

All matters related to admission of students into the higher education in Greece are regulated by the Ministry. Many of the provisions are passed through the Parliament, whilst for others Presidential decrees or Ministerial decisions are issued. Welfare benefits for students are also regulated by the Ministry.

For all the above, countrywide publicity is given by national and local media. Further, detailed information about student benefits is available electronically and repeatedly provided to students by University personnel.

## **7.6. Mechanisms for the exclusion of students from the programme for any reason must be explicit.**

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

### *Description of the mechanisms for the exclusion of students*

The only provision for exclusion of students from the Faculty is the increased length of studies to over 8 years after admission (5 years of study plus 3 years of allowance), as provided in a relevant national law passed in 2021. This concerns only students who were admitted in the Faculty on the academic year 2021-22 and subsequently (i.e., the date of exclusion for students admitted in September 2021 will be the 31st August 2029). Transitory provisions in the same law indicate that students admitted in September 2016 to 2020 will be excluded on the 31st August 2029, whilst students registered in September 2015 and before will be excluded on the 31st August 2026.

### *Description of the appeal processes*

As the above have been provided in a law passed in the Parliament of the country, there is a legal possibility to appeal an exclusion decision in front of the Council of State (the supreme court for administrative affairs).

**7.7. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.**

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

#### *Description of the services available for students*

There is a section for student welfare at the central administration of the University, which oversees and handles all matters related to student affairs.

At Faculty level, the administration unit is responsible for receiving various requests by students. The section is available to students daily from 13.00 to 15.00 and responds to the various requests as soon as possible; for example, study certificates are issued on the day following the request.

The University has set up a service for the support of students, which is overseen by the Department of Psychology and Applications in Pedagogical Sciences of the School of Humanities and Social Sciences. Staff of that Department are available to discuss issues in academic performance, issues of personal matter or any other problem; the service is also organised with psychologists and social workers in all towns of Thessaly, so that it can provide a service to students of the Faculty in Karditsa. Also, at Faculty level, there is the Committee for student affairs, which can discuss with students, in confidence, any matter that is of concern to them.

The University includes a Unit for Employment and Career, which organises career seminars for students and is responsible for liaising with private sector organisations and entities.

#### **Student welfare benefits**

Legal provisions in Greece provide a wide array of student benefits, as below.

- Free textbooks (one textbook per module) for all students.
- Subsidised broadband internet connection for most students.
- Reduced fare in transportation means within the country for students through mainstream admission.
- Free medical insurance (basic level) for all students.
- Free meals during term time and examination periods for students with reduced family income.
- Housing facilities (a student residence hall is available in the city of Karditsa) or housing allowance for students who cannot be allocated in the residence hall.

#### **Student societies**

The Student Union is incorporated in the city of Karditsa and is the society of all students of the Faculty. It is governed by a 7-member council, elected yearly by all members of the union. Representatives of the union participate in the Assembly of the Faculty and have regular meetings with the Faculty's Dean and Secretary regarding student matters.

There is a branch of the International Veterinary Students Association in the Faculty (IVSA Thessaly), which operates within the remit of IVSA. The branch actively and frequently participates in international events and also organises events for students of the Faculty. Further, the branch is co-organiser (in collaboration with the IVSA Thessaloniki) of the annual veterinary student conference held in Greece.

Further, there are many special interest social groups (e.g., music group, various sports groups), which are addressed to students with relevant interests.

*Description of the mechanisms for resolution of student grievances*

For any matter, the students can address themselves, to the academic staff responsible for an issue or to the relevant Head of Department (for academic matters) or to the Head of the Services section (for administrative matters and matters of student welfare) or, if the matter would not be resolved to the Dean of the Faculty, or through their representatives to the Assembly of the Faculty.

If the matter still would not be resolved, they can address themselves to the Vice-Rector for Academic Affairs or to the Rector of the University.

The University has established an Ombudsman for students, who is an academic staff member dealing independently with student matters for which students feel that they had not been resolved to their satisfaction or for all student grievances.

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

*Description of the mechanisms allowing students to provide their needs, complaints, comments and suggestions to the Establishment*

The students can provide their feedback to all student matters through the Student's Union and their representatives in the Assembly of the Faculty.

**Comments on Standard 7**

**Suggestions for improvement on Standard 7**

As discussed before, the number of students admitted into the Faculty is entirely out of the remit and the responsibility of the Faculty.

The Faculty fully recognises that all types of resources available in the Faculty are not consistent with the number of students allocated to the Faculty. However, the Faculty has no power to regulate the number of students admitted and completes its possibilities by proposing a number of student to whom training proportional to resources can be provided. Nevertheless, this, repeatedly and recurringly, has not been taken ever into account. It is considered that there is little, if any, possibility for a reduction of student intake.

A system for extensive student benefits is implemented in the country, through which students are supported at various levels and in accord to their parental family income. It is noted that student welfare benefits amount to approximately 45% to 50% of the total University budget.

## Standard 8. Student assessments

**8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment 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.**

*Description of the general student's assessment strategy of the Establishment*

### Frequency of examinations

Students must be successfully examined in all modules of the teaching curriculum before award of the veterinary degree. Examinations are held at the end of every teaching term, i.e., in January-February and in June-July, on which occasions only modules taught during the winter or spring term, respectively, can be examined. A repeat examination is provided in September, where modules taught during any term (winter or spring) are examined. Each examination period lasts four weeks.

Exemptions to above are as below.

- After completion of the fifth year, students can be examined in any module (whether taught in winter or spring term) on any examination occasion (January-February, June, September).
- Students not having attended at least 80% to 90% (depending on module) of practical teaching of each module cannot sit an examination and should attend supplementary practical training.
- In clinical modules at the end of the 5th year, students should have been successfully examined in the theoretical examinations of all relevant modules taught in previous academic years, before being allowed to sit and be examined in the final clinical and oral examinations ('prerequisite modules').

### Standards

Academic staff may examine students by written, practical, clinical or oral examinations or their combination, as they consider more appropriate for evaluation. There is no uniform policy for methodology of examinations across the modules of the curriculum. In some modules, results of practical, clinical or oral examinations are taken into account for the final mark, whilst in some others a pass is necessary in these examinations, in order to proceed to written examination (but their result is not taken account for final mark). In some modules, there is a requirement that students write a short dissertation in a topic and make a presentation as a requirement to sit the examination, whilst in others the dissertation and presentation are taken into account for the final result in the module. In some modules, evaluation of participation of students during the term is also taken into account for the final mark.

### Outcomes

Table 8i summarises outcome of examinations for all modules taught and examined at the Faculty. There was little variation between overall success rates and success rates in individual modules between years 2017-18, 2018-19 and 2021-22.

**Table 8i. Success rates for modules taught and examined.**

	Academic year					Overall
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Overall rate of all modules	72.3%	80.6%	73.8%	74.1%	69.9%	72.0%
Median rate among modules (min-max)	80.0% (0.0%-100%)	89.2% (25.0%-100%)	80.9% (16.7%-100%)	73.8% (36.4%-100%)	75.5% (38.1%-100%)	75.2% (0.0%-100%)



***Description of the specific methodologies for assessing the acquisition of: -) theoretical knowledge, -) pre-clinical practical skills, -) clinical practical skills, -) soft skills***

Theoretical knowledge is assessed by means of written examinations. There is no uniform policy for methodology of examination papers across the modules of the curriculum. Written examination can be based in multiple-choice questions, in essay questions or in both. In final examinations, theoretical knowledge is assessed through relevant questions during the oral examination.

Practical skills are assessed by means of practical examinations appropriate to the relevant module and department. Indicative examples are as below.

-In anatomy, students are assessed in recognition and identification of various organs and organ parts of various domestic animal species and in identification and description of histological sections.

-In nutrition, students are examined in identification of various feedstuffs and in formulation of rations for domestic animals.

-In parasitology, students are examined in identification of parasites and parasitic elements.

-In pathology, students are assessed in recognition, description and interpretation of lesions and findings in post-mortem examination (all students are examined in performing a post-mortem examination [necropsy and necrotomy] and in recognising and interpreting lesions to reach a diagnosis), in histopathological preparations and in cytological slides.

-In food safety, students are examined in abattoirs in recognising lesions in slaughtered animals and in reaching the correct decision regarding disposition of the carcass, as well as in identification of various foods (e.g., cheese, fish, meat products), recognition of abnormal features ('lesions') and in reaching the correct decision regarding disposition of the food.

In clinical departments, students are evaluated for correct application of various clinical tasks, depending on each discipline. Indicative examples are as below.

-Students are asked to clinically examine patients (cattle and small ruminants and pigs and companion animals) and propose ideas regarding diagnostic management of each patient.

-Students are asked to perform diagnostic laboratory examinations (e.g., haematological examination or cytological examination of vaginal samples or milk samples) and to interpret the results.

-Students are asked to interpret and discuss X-rays and ultrasonographic images.

-Students are asked to evaluate the facilities in farms (e.g., farrowing pens, milking parlour).

-Students are asked to estimate anaesthetic risk and propose an appropriate anaesthetic protocol for each anaesthetic case, as well as to interpret data gathered during monitoring of animals under anaesthesia.

-Students are asked to describe surgical equipment and material.

-Students are asked to perform a pregnancy diagnosis and evaluation of the genital track of cows.

-Students are asked to evaluate health management programs in farms.

-Students are asked to discuss therapeutic management of individual patients or animal populations and to write appropriate prescriptions.

**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 Establishment 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.**

*Description of the processes for ensuring the advertising and transparency of the assessment criteria/procedures*

The principles of marking methodology are part of the national legislation of the country and have been publicised in government material.

Moreover, all students are informed of the marking requirements during the induction period at the beginning of the first year of studies. Also, all academic staff, especially Heads of Departments, explain to students the examination procedures and the arrangements for award of marks in advance of the examinations. These can be repeated during the examination.

*Description of the processes for awarding grades, including explicit requirements for barrier assessments*

Grading is based on a scale from zero to ten (0 – 10) points, with pass awarded at 50%. The following grading is applied:

-failing mark: < 5.0

-‘good’: 5.0 – 6.4

-‘very good’: 6.5 – 8.4

-‘excellent’: 8.5 – 10.

The final mark in a module that involves both theoretical and practical examination takes into account the combination of two passing marks ( $\geq 5$ ), although proportion of each component differs among modules.

*Description of the processes for providing to students a feedback post-assessment and a guidance for requested improvement*

Students may contact freely the member of academic staff or the Head of Department involved and request detailed comments of the assessment and the marking of the examination.

*Description of the appeal processes against assessment outcomes*

For appeals against results of examinations, the University has established the below steps.

1. The student can discuss the matter directly with the academic staff or the respective Head of Department involved.

2. The student can approach the Committee for student affairs and discuss the matter in confidence.

3. The student can appeal to the Dean.

4. The student, through the Student Union and the representatives, can appeal to the Assembly of the Faculty.

5. The student can appeal to the central administration of the University, specifically to the section of Academic Affairs.

Moreover, there is a legal provision that students who have failed at least three times in a module, may apply to the Head of School for examination by a committee, in which staff teaching the module cannot participate.

**8.3. The Establishment 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.**

*Description of how and by who the students' assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

Many details of the examination procedures are regulated by legal provisions; these include requirement for successful examination in all teaching modules before award of the degree, pass threshold and opportunities for students to be examined. Further, the permission to students after completion of the fifth year to be examined in any module (whether taught in winter or spring term) on any examination occasion (January-February, June, September) has also been provided legally.

Other details are regulated by decisions of the University or the Faculty; these include the precise dates for the examination periods and their duration (set at four weeks). Policies regarding procedures for examinations, questions and material for use in examinations and marking schemes are arranged and decided at departmental level. Responsibility for those lies with Heads of Departments.

*Description of the link between learning outcomes and assessment design*

Depending on the nature of each module, theoretical and practical examinations are included in the assessment. Theoretical examinations include questions from a variety of topics within each module, in order to evaluate the breadth of knowledge of students, whilst questions ask students to describe and explain issues, in order to test the depth of knowledge of students. Practical examinations are designed to assess the ability of students to apply theoretical knowledge into practice, as well as assessing skills of students. In this respect, the requirement that students having attended at least 80% to 90% (depending on module) of practical teaching of each module cannot sit an examination but need to receive supplementary training, serves to guarantee that students have received adequate practical training.

#### **8.4. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.**

**The Establishment 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.**

*Description of the system to certify student achievement of learning outcomes in the different subjects, years of study, etc.*

All modules in the curriculum are assessed and examined separately and students must achieve a passing grade in all the modules of the curriculum. Theoretical and practical parts of all modules must also have passed successfully in all.

Before award of the degree, all students must have completed all five years of study and must have been examined successfully in all modules of the curriculum.

*Description of the strategy to encourage students to take an active part in the learning process*

Students are asked by academic staff to engage in their learning by investigating in topics of interest and by discussing. Students are shown to practice skills, to solve problems, to attempt to solve complex questions, to propose solutions and ultimately to explain the background to the knowledge received by means of writing and discussing.

#### **8.5. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of**

**the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.**

*Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as described in the ESEVT Day One Competences*

- The existing conditions related to the implementation of student evaluation are as follows.
- In every module, there are educational objectives (e.g., minimum expected skills to have been acquired after completion of the module),
  - Modules are not spread evenly within the academic term, but are taught sequentially, to allow students to focus on a small number of skills at a given time period,
  - Students have access to training resources related to each module,
  - Examinations are scheduled at a reasonable time in the academic semester,
  - Specifically in clinical modules, students have a logbook showing clinical tasks performed by students, which is inspected by academic staff before allowing students to sit the final examinations.

The overall assessment methodology is aimed to ensure that every graduate has achieved the minimum level of competence as prescribed in ESEVT Day One Competences.

### **Comments on Standard 8**

#### **Suggestions for improvement on Standard 8**

The Faculty aims to provide fair evaluation of potential student complains regarding assessment results. Students are frequently unsatisfied with results of examinations and do make relevant comments about teaching staff. This, to a large extent, is understandable. The difficulties of final year examination, where students need to be assessed in a variety of topics and a large amount of knowledge before award of the degree lend support to dissatisfaction. However, on the other hand, it should be mentioned that issues and complains regarding potential assessment problems have never been officially submitted for discussion in the Assembly of the Faculty.

Despite the above, most students graduate within 12 months after finishing their formal course of training. Further, the legally available appeal for examination by external examiners has been exercised less than 15 times in the 28 years of function of the Faculty and in over 50,000 module examinations held (< 0.03% of examinations). The above indicate that, ultimately, in majority of cases, assessment is reasonable and depends to a large degree on student preparation for examinations.

## Standard 9. Academic and support staff

**9.1. The Establishment 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.**

*Description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles*

All permanent academic staff are recruited based on holding a PhD degree in a subject related to the post and department to be appointed. This is a legal requirement for all Universities in Greece. Further qualifications and scientific work, which include, but are not limited to, veterinary specialisation titles, refereed publications, attendance of and presentations in CPD courses and scientific meetings, teaching or research work subsequently to PhD work, post-graduate experience, supervision of PhD theses, holding of research grants, international recognition of work (citations of published work, invitations for lecturing in conferences etc.), are also necessary and are taken into account for selection and promotion. Moreover, all veterinarians are members of the Geotechnical Chamber of Greece, the licencing body for veterinarians in the country. Moreover, eight members of academic staff are also EBVS veterinary specialists.

As per relevant legislation, all permanent academic staff have to be assessed internally every year and externally every five years, through the quality assurance unit of the University and the Hellenic Authority for Higher Education, respectively. All promotions are open to outside candidates and competitive; external members constitute the majority of selection boards. Members of academic staff who are also EBVS veterinary specialists, are assessed for reaccreditation every five years through their respective Colleges.

The Heads of Department have by law the responsibility for the induction of new teaching staff (in permanent posts or in short contracts) into academic teaching duties and for training in academic duties.

The School of Humanities and Social Science of the University provides training for teaching in higher education at regular intervals to all academic staff members and to external collaborators. Previously, such trainings have been provided in July 2017 and November 2020, with the next periodic training scheduled for September 2022.

The Information Technology Directorate provides training regarding information systems and technology at the University, as well as up to date information and support. The Library and Information Centre provides training regarding learning resources at the University, as well as up to date information and support. The Department of Microbiology and Parasitology and the Department of Pathology of the Faculty provide information and updates regarding biosecurity.

Moreover, staff are encouraged to take up sabbatical leave, which would support updating of knowledge, presence in a different work environment and establishment of collaborations with other institutions. Further, short visits under the auspices of ERASMUS program also

provide the possibility for receiving updates on specific topics and also setting up ties for future, longer collaborations.

**9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment’s mission.**

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

Lists with details of academic and teaching staff in the veterinary programme during the years 2017-18 to 2021-22 are in Appendices 9-a and 9-b.

It is noted that of the 48 permanent staff who taught at the veterinary programme during the past five years, 46 (95.8%) were PhD holders, whilst the other 2 (English language teachers; 4.2%) were Master degree holders. Also, of the 79 temporary staff who taught at the veterinary programme during the past five years, 46 (58.2%) were PhD holders and 14 (17.7%) were Master degree holders. Moreover, 9 permanent staff and 4 temporary staff were Diplomates of of European Veterinary Specialisation Colleges.

Lists with details of support staff of the veterinary programme during the years 2017-18 to 2021-22 are in Appendix 9-c.

*Table 9.1.1. Academic and teaching staff in the veterinary programme*

Type of contract	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Permanent (FTE)	38.70	37.40	34.95	32.60	31.75	34.35
Temporary (FTE)	16.17	11.90	14.20	9.25	10.20	11.87
Adjunct lectures (FTE)	7.85	9.40	13.40	9.05	10.20	9.03
PhD students with teaching contracts (FTE)	6.65	2.50	0.80	0.20	0.00	2.28
Practitioners (FTE)	1.67	0.00	0.00	0.00	0.00	0.56
<b>Total (FTE)</b>	<b>54.87</b>	<b>49.30</b>	<b>49.15</b>	<b>41.85</b>	<b>41.95</b>	<b>46.22</b>

*Table 9.1.2. Percentage (%) of veterinarians among academic and teaching staff in the veterinary programme*

Type of contract	Academic year					Overall
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Permanent (FTE)	86.3%	85.8%	85.0%	87.0%	86.6%	86.6%
Temporary (FTE)	86.1%	89.1%	65.1%	81.6%	66.2%	79.2%
<b>Total (FTE)</b>	<b>86.2%</b>	<b>86.6%</b>	<b>79.2%</b>	<b>85.8%</b>	<b>81.6%</b>	<b>84.7%</b>

*Table 9.1.3. Support staff of the veterinary programme*

Type of contract	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Permanent (FTE)	11.20	11.20	12.70	12.12	12.20	11.84
Temporary (FTE)	12.00	10.10	8.60	8.50	6.80	9.10
<b>Total (FTE)</b>	<b>23.20</b>	<b>21.30</b>	<b>21.30</b>	<b>20.62</b>	<b>19.00</b>	<b>20.94</b>

*Table 9.1.4. Research staff of the Establishment*

Type of contract	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Permanent (FTE)	0	0	0	0	0	0
Temporary (FTE)	1	1	1	0	0	0.33
Total (FTE)	1	1	1	0	0	0.33

*Prospected number of FTE academic and support staff of the veterinary programme for the next 3 academic years*

One member of academic staff has moved to another University in the beginning of August 2022 and another one will retire at the end of the same month. Hence, there will be a temporary reduction in staff numbers, but the two posts will be advertised at the beginning of 2023 (according to legal provisions currently in force) and will be filled by the end of the academic year.

With regard to staff under short-term contracts, the prospects for financing posts indicate availability of funds for the same number of people and the same teaching time, for the next academic year.

Therefore, it is expected that on average, for the next three academic years, the academic and teaching staff of the veterinary programme will be stabilized at the current level ( $\pm 1.5$  FTEs), i.e., as during the academic year 2021-22.

Support staff will also be maintained at the same level, as the Ministry has indicated no new posts of support staff for any University in the country. However, the various needs of the Faculty will be covered by temporary staff or through agents for various jobs. The Faculty is looking for potential transfer of people from other civil service units and departments in the area to increase number of support staff.

*Description of the formal programme for the selection and recruitment of the teaching staff and their training to teach and assess students (including continuing education)*

#### **Permanent academic staff**

When the Ministry receives funding for new posts of permanent academic staff, it allocates these to higher education establishments by decision of the Minister. Posts allocated to the University are further allocated to Faculties by decision of the Senate. Posts allocated to the Faculty are allocated to departments by decision of the Assembly.

By following the above procedure, one new post of permanent academic staff has been allocated to the Faculty in 2017 (assistant professor in DS), four new posts in 2019 (assistant professor in DM, two assistant professors in DS, assistant professor in DPa) and one new post in 2021 (assistant professor in DMP). These were the first massive allocations of posts since the late 1990's, when the Faculty had been established.

The Assembly's decision is submitted to the Rector, who issues a call for the post. The post is advertised in the government gazette, in the national and local press and in the University's website; it remains open for two months. Applications are submitted through an electronic platform.

The Assembly appoints a selection committee of 11 members (5 internal and 6 external). The selection committee meets and appoints three rapporteurs, to submit a review with an appraisal of qualifications of candidates and a proposal for the most suitable person for the post within 40 days; the report is sent to members of the selection committee and the candidates, who may submit, in writing, a response or rebuttal to the report. Then, the selection committee meets and, after taking into account (a) curricula vitae of candidates, (b) the report of rapporteurs, (c) the student evaluation of teaching abilities of candidates in a demonstration

lecture, (d) any formal response or rebuttal of candidates to the report of rapporteurs, decides by majority (i.e., at least 6 votes) on the person to fill the post.

The dossier of the entire selection process is forwarded to the central administration of the University for detailed examination of procedural matters. If no procedural faults are found, the Rector officially appoints the new member of staff and submits the appointment to the Ministry to instigate funding of the post. New staff start work when appointments are published in the government gazette. Duration of appointments depends on rank; salary is not negotiable.

#### Temporary teaching staff

After confirmation of availability of funding, the Assembly decides on posts to be advertised. Posts are advertised in the University and the Faculty websites and remain open for up to 15 days. Head of Departments make a report to the Assembly; decision is taken based on: (a) curricula vitae of candidates and (b) reports of Heads of Departments. Posts are not tenured, with a term of one year maximum.

#### *Description of the formal programme for the selection, recruitment and training to perform their specific duties (including continuing education) of the support staff*

When the Ministry receives funding for new posts of permanent support staff, it allocates these to the various services, institutions and establishments that it oversees. Then, the responsibility is transferred to the Supreme Council for Civil Personnel Selection, an independent authority, which handles the entire procedure (e.g., call, receipt of applications, selection, appeals) under its supervision (as does for most posts of the public sector and related institutions in Greece). New staff can start work when appointments are published in the government gazette. When staff start work, the University decides on the internal appointment based on specific needs of the various Faculties or units.

#### *Description of the formal rules governing outside work, including consultation and private practice, by staff working at the Establishment*

##### Permanent academic staff

Legal provisions regulating work of permanent academic staff outside the University are: (a) approval of outside work by the Head of School, (b) outside work for up to two days weekly and (c) payment of 7% of outside work income to the University. The Head of School is legally responsible to monitoring the adherence to the legislation.

##### Other permanent staff

Other permanent staff of the University are not allowed to work outside the University.

##### Temporary staff

There are no legal restrictions for temporary staff regarding work outside the University.

**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 Establishment must clearly define any systems of reward for teaching excellence in operation.**

**Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**

#### *Description of the peculiarities of the work contract for academic staff*

Academic staff in the ranks of assistant professor are appointed for three-year term and can be evaluated for tenure after that period. Associate professors and professors are appointed with tenure.



Academic staff have the legal possibility to work part-time, with payment 30% of the salary. In the Faculty, all members of academic staff work full-time. Academic staff receiving political appointments (members of the Parliament, senior officials of the Government, Ministers) have to be in abeyance of their academic duties during those appointments.

According to regulations and provisions set by the Ministry and the University, all members of academic staff should carry out at least 8 hours of teaching weekly. All members of academic staff should carry out teaching, research and administration duties; for the last two functions, no minimum thresholds are set legally. Some reduction in teaching duties can be given to Deans, Heads of Schools and Vice-Rectors, whilst the Rector is relieved of teaching duties.

Academic staff can apply for up to 30 days leave annually for attendance of scientific meetings. The University provides a travel grant of 350 Euros annually to all members of academic staff (upon production of relevant expense receipts) for attendance of scientific meetings internationally. Moreover, academic staff are entitled to a six-month sabbatical for every three-year of full-time work. Also, the Erasmus+ action includes the possibility to finance training visits of academic staff to other establishments in Europe.

**9.4. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.**

**Staff must have the opportunity to contribute to the Establishment's direction and decision-making processes.**

**Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**

*Description of the programmes devoted to academic and support staff for: -) their professional growth and development, -) the appraisal and promotion procedures, -) the mentoring and supporting procedures, -) their implication in the decision-making processes*

#### **Periodic assessment and promotion of permanent academic staff**

All members of academic staff are assessed internally every year; they have to submit a report of activities, which is submitted to the Faculty's quality assurance unit. The collated reports are submitted to the University's quality assurance unit for detailed evaluation. Further, a general assessment of the academic staff of the Faculty is performed every five years by the Hellenic Agency for Quality Assurance and Accreditation in Higher Education through a visitation by a committee of experts.

Assistant professors after three years of service are entitled to apply for (a) a new three-year term, (b) tenure or (c) promotion to associate professorship; in case of no success, they are entitled to another application after one year; if that would not be successful also, their appointment would be terminated. Associate professors after three years of service are entitled to apply for full professorship; in case of no success, they are entitled to another application after three years; if that would not be successful also, they are not entitled to apply for promotion anymore. Promotion procedures are fully open and competitive (i.e., external candidates are allowed). Full professors are assessed every five years by a committee of three external members for evaluation of continuing to perform quality teaching, research and administration duties.

In all cases of staff evaluation, research, teaching, publications, professional development, etc. are scrutinised and the opportunity arises to discuss with the member of staff

under evaluation possible weak points, also providing suggestions for improvements by senior colleagues. During evaluations, external rapporteurs are always appointed, that way minimising bias through close contact with staff under evaluation.

#### Criteria for promotion of permanent academic staff

Criteria for promotion of academic set have been set legally through relevant laws passed at the Parliament. All cases of promotion are considered as new appointments and processed procedurally as such.

#### Periodic assessment and promotion of permanent support staff

All members of support staff are assessed internally every year; they submit a self-evaluation report, which is counter-signed or objected to by the head of the section. The collated reports are submitted to the University's central administration for detailed evaluation. Promotion of support staff is carried out at periodic intervals, as per relevant legal provisions. Promotions are based on time of services and qualifications (e.g., postgraduate degree).

The Secretary of the Faculty is selected by the Vice Rector for Administrative Affairs among support personnel of the Faculty.

#### Participation in decision process

All members of academic staff are members of the Assembly of the Faculty, hence they participate directly in the decision-process within the Faculty. Also, all academic staff who wish to contribute to the work of the committees of the Faculty, can be appointed to committee membership. Academic staff in the ranks of associate professor and professor are entitled to become Vice-Deans, Deans, Heads of Schools and Vice-Rectors of the University, hence they can contribute in the affairs of the University; academic staff in the rank of professor are entitled to become Rector of the University.

#### Mentoring and support

All academic staff members report directly to the Dean of the Faculty, who is the person responsible for their mentoring and support. The Dean can be assisted in that role by Heads of Departments. Further to that, all academic staff are fully entitled to report, directly or through the hierarchy, any matter of concern or any problem to the Head of School, the Vice-Rectors or the Rector, depending on the significance of the issue.

### **9.5. A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.**

#### *Description of the formal system in place for assessing the teachers by the students*

Assessment of teaching staff takes place at the end of each academic term through an electronic platform. Students answer a preset questionnaire, which has been devised by the Quality Assurance Unit of the University. The evaluation is performed independently by the students, through the VPN network of the University.

Students complete an assessment form (Appendix 9-d), which requires marking in 35 questions across five sections. Marking is carried out on a 0 to 5 scale. Results of these questionnaires are confidential and are reported solely to the Dean of the Faculty and the staff members involved, who may discuss matters and possible improvements, aiming to improve teaching procedures with staff member concerned.

During evaluation of academic staff (tenure, promotion) a formal report by the Student Union can be submitted to the Dean of the Faculty for forwarding to members of the selection committee and a brief outline of periodic assessments by students can also be presented to members of the committee by the Dean.

*Description of how and by who the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

As posts of permanent academic and support staff are funded directly from the Ministry, they are decided and allocated by the Ministry. Allocation of new academic posts to universities is officially communicated by a ministerial decision and widely disseminated through the national press.

After allocation of posts to universities, the Senate, as the highest body within a University, decides on subsequent allocation of posts to Faculties, after taking into account requirements of Faculties in academic staff. The decision of the Senate and the allocation of posts to Faculties is communicated to members of the University directly from the Rector's office and via Deans of faculties.

Posts allocated to the Faculty are subsequently allocated to departments by decision of the Assembly. During the meeting, Heads of departments outline profile of the post, indicate teaching and research needs that would be covered and confirm availability of suitable candidates. A vote takes place among members of the Assembly to finally decide on the post. As all members of academic staff, as well as representatives of other staff members and representatives of students are members of the Assembly, they are informed during the meetings. Non-academic staff members are informed of decisions through their representatives. Students are informed of decisions through their society.

All posts of academic staff are advertised in the Government gazette, in the national press, in the website of the University and in the national platform for academic appointments.

The above strategy is defined by law. Allocation of posts by the Senate and by the Assembly is considered an important function of these bodies and the respective procedure has been clearly outlined in all laws governing higher education.

For posts of support staff, the Ministry only allocates these to the various services, institutions and establishments that it oversees. Allocation of new support posts to universities is officially communicated by a ministerial decision and widely disseminated through the national press. Filling of the posts is handled through an independent authority, which takes care of all procedural matters (including advertisement). That has been the legal framework of all such posts since the mid-1990s.

## **Comments on Standard 9**

### **Suggestions for improvement on Standard 9**

The Faculty has made a significant effort to increase number of academic staff subsequently to the report of the previous evaluation. To a large extent, the efforts have been successful. Currently, the Faculty concentrates in fully integrating the current personnel, at the same time looking into potential opportunities for further increasing the number of academic and teaching staff through various schemes for permanent and temporary employment.

## Standard 10. Research programmes, continuing and postgraduate education

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

*Description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based veterinary education*

There is significant scientific research activity in the Faculty, in some instances of international calibre and significance. All members of academic staff are active in research through participation in research groups within the Faculty and supervision of PhD students. Often, research is carried out in collaboration with other establishments, in the veterinary or life sciences field, pointing out to the interdisciplinary approach in research. Research performed in the Faculty refers to basic, applied and clinical studies.

The Faculty contributes particularly and most significantly in the research output of the University of Thessaly. Research output is published in internationally refereed scientific journals (Appendix 10-a), as well as being presented in national and international scientific meetings.

Undergraduate education is based on research and evidence-based knowledge and often undergraduate students are involved in various research projects. This involvement is beneficial for those students, who are interested in undertaking further studies after graduation.

*Table 10.1.1. List of the major funded research programmes in the Establishment which were ongoing during the last full academic year (AY; 2021-22) prior the Visitation*

Topics of the research programmes	Grant per year (€)	Duration (years)
A system for automatic classification of fish in aquaculture	10,000	1.5
A system for automatic classification of fish in aquaculture	3330	1.5
A system for automatic identification of morpho-anatomical disorders of fish	10,000	1.5
Analysis of raw data regarding cases of diseases of companion animals	10,000	0.5
Analysis of the presence of genetic material of pathogens in milk samples from large ruminants	2500	0.5
Application of innovative technologies for detection and characterisation of Enterobacteriaceae for broad-spectrum $\beta$ -lactamases and carbapenems, in animals and humans	67,770	4.5
Bear-Smart Corridors: enhancing the viability of brown bears in Central Italy and Greece through the development of coexistence	57,640	5.0
Blueprint alliance for a future health workforce strategy on digital and green skills	30,350	5.0
Complete program for the control of mosquitoes for monitoring West-Nile Disease in Peloponnese	1,010,000	1.0
Development and application of innovative methods of preselection of sex in sheep, in order to maintain and increase productivity of indigenous breeds of high genetic value	24,200	4.5
Development of a system for monitoring of West-Nile Disease Virus in the region of Peloponnese	50,485	8.0
Development of a system for monitoring of West-Nile Disease Virus in the region of Peloponnese	10,000	2.0
Development of a system for monitoring of West-Nile Disease Virus in the region of Peloponnese and evaluation of effects of environmental – hydrological parameters on the vectors	19,950	5.5

Development of veterinary pharmaceutical products	3915	6.5
Effects of a polyphenolic nutritional product in the health and productivity of sows	4350	1.5
Effects of Rum Innolive in uterine health, in fertility and in environmental effects in dairy cows	7190	1.75
Efficacy of various molecules for control and treatment of parasitic infections by <i>Microcotyle</i> spp., <i>Myxosporea</i> και myxobacteria in <i>Sparus aurata</i> L.	30,860	3.5
Evaluation of reproductive performance of ewe-lambs after administration of melatonin	2365	2.75
Health, nutrition and welfare in pig farms	20,160	1.0
Improvement of fertility of dairy cows through identification of individuals with genetically regulated resistance to thermal stress	74,360	3.8
Improvement of fertility of dairy cows through identification of individuals with genetically regulated resistance to thermal stress	25,370	3.5
Improving human-bear coexistence in 4 national parks of South Europe	87,000	5.0
Improving human-bear coexistence in 4 national parks of South Europe	7255	1.0
Innovative methods for health management and production in sheep and goats	4000	1.25
Longevity and welfare of sows	43,850	4.25
Metagenomics and metabolomics analysis of short- and long-term effects of antibiotic use in microbiome of the skin and the intestine of growing kittnes and effects in the health of these animals	15,370	2.67
Monitoring of avian species in the region of Peloponnese – Role in the transmission of West-Nile Disease Virus	13,000	1.5
Monitoring of West-Nile Disease Virus in the region of Peloponnese	18,817	1.5
PCV2 strains in clinical ca-ses in pig farms in Greece and Cyprus	8000	1.0
Production of bioactive added-value polymers through chemical methods during processing of aquatic organisms, for application in the food industry, medicine and pharmaceuticals	10,000	2.0
Quantitative study of <i>Campylobacter</i> infections in the production chain of broiler chickens	2075	11.33
Specialised veterinary services for health management in pig farms	3500	3.5
Studies of proteins and drug design	1520	14.5
Study of paratuberculosis in relation to foods, animal health and environment	660	15.5
Technologies for thermography-based diagnosis of subclinical mastitis	4000	1.25
Thermographic investigation of lameness in replacement gilts and boars	2775	1.5
University-business alliance in modern biotechnology approaches for climate change mitigation solutions	34,980	2.0
Use of alternative protein feedstuffs in animal production to decrease production cost and apply innovative procedures for production of traditional high-class dairy products	36,900	4.0
Vaccination programs of piglets against PCV-2	3635	2.2

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

*Description of how (undergraduate) students: -) are made aware of the importance of evidence-based medicine, scientific research and lifelong learning; -) are initiated to bibliographic search, scientific methods and research techniques, and writing of scientific papers*

Involvement of undergraduate students in scientific research is a part of activities in the Faculty through various components, as below.

-Students participate in small-scale projects under the supervision of members of staff. Often, these projects result in student presentations during the annual veterinary student conference that is organised by IVSA Thessaly and IVSA Thessaloniki (Table 10i).

**Table 10i.** Number of presentations by students of the Faculty in the annual veterinary students conferences organized by IVSA Thessaly and IVSA Thessaloniki, with results of projects performed by undergraduate students.

Academic year					
AY (2021-22) May 2022	AY-1 (2020-21) May 2021	AY-2 (2019-20) October 2020	AY-3 (2018-19) May 2019	AY-4 (2017-18) May 2018	Average
11	13	11	22	30	21

-Undergraduate students discuss issues regarding postgraduate life with postgraduate students of the Faculty during social meetings.

-There are lectures regarding the significance of scientific research as an integral part of veterinary science in the module ‘Career planning, veterinary surgery management and relevant legislation’ taught in the 5th year.

-Some students choose to spend the EPT period in research establishments of the Ministry of Ministry of Rural Development and Food, where they see hands-on research and participate in the research projects taking place.

-Academic staff members organise seminars that aim to inform students about research interests and activities, through presentations of work carried out by PhD students

Significance of scientific research is discussed to students by teaching staff through direct contact within lectures or practical coursework. Further, undergraduate students participating in small-scale projects for the IVSA annual conference receive more detailed training in the topic, as part of their participation in the project. Faculty members also encourage students to attend the various scientific veterinary events taking place in Greece; the Faculty allows students a designated leave for the days when national veterinary conferences are organised.

Further, as part of undergraduate teaching, students are often assigned homework, for which study of the literature is necessary. Library staff and teaching staff explain to students procedures and methodologies for literature search and inform them about the possibilities that the facilities of the University may offer.

*Description of how undergraduate students are offered to participate to research programmes on a non-compulsory or compulsory basis*

As mentioned above, the Faculty allows students to participate in research activities. The possibilities are disseminated and promoted in lectures or practical sessions, as well as by public advertisements, information displays and social networking.

*Description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment*

As the veterinary curriculum is a 5-year course, it does not include a graduation thesis.

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

The Faculty offers the following postgraduate courses.

-Studies leading to Doctoral degree (equivalent to Doctor of Philosophy), which are regulated by national Greek legislation (details of PhD degrees awarded in the last five years are in Table 10ii.)

-Formal course leading to ‘Postgraduate Diploma of Specialisation’ (equivalent to Master of Science) in the field of ‘Aquaculture - Diseases of aquatic organisms’, which is regulated by national Greek legislation.

-Formal course leading to ‘Postgraduate Diploma of Specialisation’ (equivalent to Master of Science) in the field of ‘Udder medicine and surgery’, with two-specialisations: ‘Farm animal udder health’ and ‘Companion animal udder medicine and surgery’, which is regulated by national Greek legislation (approved in July 2022 and starting in the spring term of academic year 2022-23).

-Postgraduate clinical or laboratory training, for varying duration (3-24 months).

Table 10ii. Number of PhD degrees awarded.

Department where thesis work had been carried out	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
DB					1	0
DEBAHE					1	0
DAFD				1		0
DM	2		2			1
DMP			1		1	0
DOR	2		1	2	1	2
DPD	1	1				0
DPT		1				0
DS	1			2	1	1
Total	6	2	4	5	5	5

Note. Abbreviations of departments in Table 1i.

The Faculty also stages three training centres, of the following European Veterinary Colleges: European College of Aquatic Animal Health, European College of Small Ruminant Health Management and European College of Veterinary Dermatology. These centres offer specialised training leading to the respective veterinary specialization Diplomas; these studies are all regulated by provisions of the respective Colleges.

*Table 10.3.1. Number of students registered at postgraduate clinical training*

Programmes	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
Postgraduate training	10	7	8	18	14	14
Training in biochemistry	1	1	0	0	0	0
Training in companion animal clinical studies	5	4	6	11	10	9
Training in equine clinical studies	0	0	0	1	0	0
Training in farm animal clinical studies	1	1	0	4	2	2
Training in food safety	1	0	0	0	0	0
Training in microbiology and parasitology	0	0	2	2	0	1
Training in pathology	1	1	0	0	1	1
Training in poultry diseases	1	0	0	0	1	1

EBVS residencies	2	4	5	6	4	4
Aquatic animal health	0	1	1	1	0	1
Small ruminant health management	0	1	2	3	3	2
Veterinary Dermatology	2	2	2	2	1	2
Master of Science	26	26	8	8	8	14
Aquaculture-Diseases of aquatic organisms	26	26	8	8	8	14
<b>Total</b>	<b>38</b>	<b>37</b>	<b>21</b>	<b>32</b>	<b>26</b>	<b>32</b>

*Table 10.3.2. Number of students registered at postgraduate research training*

Programmes	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
PhD	50	51	49	47	49	49

*Table 10.3.3. Number of students registered at other postgraduate programmes in the Establishment but not related to either clinical or research work*

All postgraduate students in the Faculty have been reported in detail in Tables 10.3.1 and 10.3.2.

*Table 10.3.4. Number of attendees to continuing education courses provided by the Establishment*

Programmes	Academic year					Average
	AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)	
National CPD course: Mastitis control in small ruminants	0	0	0	0	45	15
International CPD course: Mammary diseases of sheep	0	0	0	18	0	6
International CPD course: Diseases of pigs	30	0	0	0	0	10
<b>Total</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>45</b>	<b>31</b>

*Prospected number of students registered at post-graduate programmes for the next 3 academic years*

Number of PhD students will depend upon research grants that will be awarded to members of staff in the coming years. There will be a slight increase in the number of postgraduate students, as the new MSc course will start operations, with an expected number of students 5 to 6 in total. Finally, number of students in postgraduate training will remain stable.

*Description of how the postgraduate clinical trainings of the Establishment contribute to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided*

Postgraduate students in the Faculty have a supporting role in the training of undergraduate students; for example, they can provide some initial guidance in the handling of patients or in the interpretation of diagnostic examinations or in the therapeutic management of cases. However, in all cases, final responsibility lays with members of teaching staff overseeing respective cases.

Postgraduate students can also assist in laboratory-based practical training of undergraduate students, by demonstrating practical work and supervising students during the



practical. In those cases, again, overall responsibility for performing the practical coursework and for monitoring students and outcome of practical coursework lays with overseeing members of teaching staff.

Finally, as per provisions of national legislation, former postgraduate students of the Faculty (who had been awarded the degree of PhD) or even current well-trained and experienced PhD students can be appointed as part-time teaching staff (according to availability of appropriate funding) for carrying out teaching duties to undergraduate students. Appointment of former or current postgraduate students as teaching staff contributes to smoothing procedures, as they familiar with policies followed at the Faculty.

*Description of how the continuing education programmes provided by the Establishment are matched to the needs of the profession and the community*

Many of the PhD study programmes followed in the Faculty have been funded through national or EU research grants. The respective calls were based on extensive deliberations among stakeholders regarding societal needs and priorities for agricultural research, hence, work carried out as part of these grants is well within the frame set by authorities and stakeholders.

The course leading to degree of Postgraduate Diploma of Specialisation in ‘Aquaculture - Diseases of aquatic organisms’ is the only formal postgraduate course in Greece and one of the few in Europe in that particular field. Training in the course covers demand for in depth training in that area.

The new course leading to degree of Postgraduate Diploma of Specialisation in ‘Udder medicine and surgery’ will be the first such formal postgraduate course in Europe and will provide coverage in a significant area of farm animal health management or of companion animal medicine and surgery, through a multidisciplinary approach with teaching staff from the Faculty and other veterinary establishments in Greece.

The various postgraduate clinical or laboratory training courses aim to cover specific needs in advanced level postgraduate training for future veterinary practitioners. They are popular with graduates, who look to gain advanced training and expertise in one area of veterinary science. All students who followed these courses, have been well sought after by practices and employers around the country and abroad to cover specific needs of the profession or have been successful in setting up own practices.

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

*Description of the mechanism used by the Establishment to ensure that its research activities contribute to research-based education.*

Scientific research provides information on important questions, using objective methods and applying rigorous and systematic procedures to evaluate whether a hypothesis is correct. Generally, five qualities are considered necessary to label research scientifically-based: (a) an initial significant question, addressing a core issue in veterinary science, (b) use of reliable and valid methods and measurements, obtaining consistent results, (c) conclusion of research are based on the findings of the work, (d) review and sound evaluation of research performed and its results and conclusion, (e) inclusion of adequate information in all relevant reports for furthering the work.

Through carrying-out research as above, the Faculty creates an environment for learning, supports students to develop an understanding of matters and knowledge and, finally, helps them to apply knowledge and potentially to extend it as well.

*Description of how and by who research, continuing and postgraduate education programmes organised by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

The possibility for faculties and universities to award the degree of PhD, is granted during their foundation, similarly to the award to a degree at the end of an undergraduate academic program.

Establishment of formal postgraduate courses in Greek Universities is regulated by national legislation. Subsequently to an initial decision of the Assembly of the Faculty and ratification by the Senate, the dossier for establishment of a postgraduate course is submitted to the Ministry for detailed evaluation. The final decision is taken by the Ministry after consultation and a positive opinion of the Hellenic Authority for Higher Education; the Ministry has the power to overrule decisions of academic establishments and to reject foundation of a postgraduate course. The establishment of the course is published in the government gazette.

All postgraduate courses are periodically assessed, under two provisions. First, they are assessed as part of the periodic assessment of the hosting faculties and a positive accreditation of the hosting faculty is needed for continuation of operation of the postgraduate courses. Second, they are assessed on individual basis, by the Committee for Postgraduates studies of the hosting university and the Hellenic Authority for Higher Education following the same procedures as for undergraduate courses.

## **Comments on Standard 10**

### **Suggestions for improvement on Standard 10**

The Faculty supports postgraduate studies, as the necessity for further, specialised training, is now well-understood by students and young graduates.

The increased funding that members of the Faculty have been awarded in recent years is reflected in the publication output and the PhD degrees awarded during that period. In total, 251 publications are listed in Web of Science during academic years 2017-18 to 2021-22, whilst, at the same time, many of the PhD degrees awarded in recent years have been among those supported through these grants.

The Faculty will continue to promote its postgraduate studies to the veterinary profession. Senior staff members already support and guide junior colleagues to take up supervisory duties of PhD degrees. This will enhance postgraduate studies and training of new veterinary scientists.

## 11. ESEVT indicators

The ESEVT indicators, produced as per regulations, are shown in Table 11i. Details of the computations to produce these indicators are in Table 11ii.

Table 11i. ESEVT indicators, derived from data for academic years 2016-17, 2017-18 and 2021-22.

No.	Description of indicator	Establishment values	Median values	Minimal values	Balance
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.12	0.15	0.13	-0.002
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.77	0.84	0.63	0.143
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.41	0.88	0.54	-0.127
I4	n° of hours of practical (non-clinical) training	1395.00	953.50	700.59	694.410
I5	n° of hours of clinical training	834.00	941.58	704.80	129.200
I6	n° of hours of FSQ & VPH training	448.00	293.50	191.80	256.200
I7	n° of hours of extra-mural practical training in FSQ & VPH	178.00	75.00	31.80	146.200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	8.21	62.31	43.58	-35.369
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	1.60	2.49	0.89	0.709
I10	n° of equine patients seen intra-murally / n° of students graduating annually	0.02	4.16	1.53	-1.510
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	0.01	3.11	1.16	-1.153
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	10.36	5.06	0.43	9.925
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	24.59	16.26	8.85	15.742
I14	n° of equine patients seen extra-murally / n° of students graduating annually	1.01	1.80	0.62	0.393
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	1.55	1.29	0.54	1.013
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.00	0.11	0.04	-0.045
I17	n° of companion animal necropsies / n° of students graduating annually	0.53	2.11	1.40	-0.874
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0.74	1.36	0.90	-0.157
I19	n° of equine necropsies / n° of students graduating annually	0.00	0.18	0.10	-0.100
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0.12	2.65	0.88	-0.762
I21	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.17	0.27	0.06	0.113
I22	n° of PhD graduating annually / n° of students graduating annually	0.11	0.15	0.07	0.035

**Table 11ii.** Data for academic years 2016-17, 2017-18 and 2021-22 for calculation of ESEVT indicators.

<b>Indicator</b>	<b>Raw data from the last 3 full academic years</b>	<b>AY (2021-22)</b>	<b>AY-3 (2018-19)</b>	<b>AY-4 (2017-18)</b>	<b>Mean</b>
<b>1</b>	n° of FTE academic staff involved in veterinary training	54.87	41.85	41.95	46.22
<b>2</b>	n° of undergraduate students	373	372	373	372.67
<b>3</b>	n° of FTE veterinarians involved in veterinary training	47.32	35.9	34.25	39.16
<b>4</b>	n° of students graduating annually	36	55	61	50.67
<b>5</b>	n° of FTE support staff involved in veterinary training	23.2	20.62	19	20.94
<b>6</b>	n° of hours of practical (non-clinical) training	1395	1395	1395	1395.00
<b>7</b>	n° of hours of clinical training	834	834	834	834.00
<b>8</b>	n° of hours of FSQ & VPH training	448	448	448	448.00
<b>9</b>	n° of hours of extra-mural practical training in FSQ & VPH	178	178	178	178.00
<b>10</b>	n° of companion animal patients seen intra-murally	429	435	384	416.00
<b>11</b>	n° of ruminant and pig patients seen intra-murally	64	78	101	81.00
<b>12</b>	n° of equine patients seen intra-murally	3	0	0	1.00
<b>13</b>	n° of rabbit, rodent, bird and exotic patients seen intra-murally	0	1	0	0.33
<b>14</b>	n° of companion animal patients seen extra-murally	1574	0	0	524.67
<b>15</b>	n° of individual ruminants and pig patients seen extra-murally	1457	1137	1144	1246.00
<b>16</b>	n° of equine patients seen extra-murally	107	22	25	51.33
<b>17</b>	n° of visits to ruminant and pig herds	74	81	81	78.67
<b>18</b>	n° of visits of poultry and farmed rabbit units	0	0	0	0.00
<b>19</b>	n° of companion animal necropsies	29	24	27	26.67
<b>20</b>	n° of ruminant and pig necropsies	30	41	42	37.67
<b>21</b>	n° of equine necropsies	0	0	0	0.00
<b>22</b>	n° of rabbit, rodent, bird and exotic pet necropsies	4	6	8	6.00
<b>23</b>	n° of FTE specialised veterinarians involved in veterinary training	8.04	9	9.25	8.76
<b>24</b>	n° of PhD graduating annually	6	5	5	5.3

## Comments Suggestions for improvement

The results of indicators reflect, to a large degree, the general situation in the Faculty as this is presented in the present document. Comparison of raw data (mean for academic years 2014-15, 2015-16, 2016-17) in the 2017 evaluation and of raw data (mean for academic years 2017-18, 2018-19, 2021-22) in the current evaluation is made in Table 11.iii. Comparison of ESEVT indicators in the 2017 evaluation and of raw data (mean for academic years 2017-18, 2018-19, 2021-22) in the current evaluation is made in Table 11.iv.

Table 11iii. Comparison of raw data (mean for academic years 2014-15, 2015-16, 2016-17) in the 2017 evaluation and of raw data (mean for academic years 2017-18, 2018-19, 2021-22) in the current evaluation.

No.	Indicator	Mean values		
		2017 evaluation	2022 evaluation	Change
1	n° of FTE academic staff involved in veterinary training	37.53	46.22	+23%
2	n° of undergraduate students	359.00	372.67	+4%
3	n° of FTE veterinarians involved in veterinary training	31.17	39.16	+26%
4	n° of students graduating annually	30.50	50.67	+66%
5	n° of FTE support staff involved in veterinary training	16.30	20.94	+28%
6	n° of hours of practical (non-clinical) training	1208.0	1395.00	+15%
7	n° of hours of clinical training	712.0	834.00	+17%
8	n° of hours of FSQ & VPH training	263.0	448.00	+70%
9	n° of hours of extra-mural practical training in FSQ & VPH	75.0	178.00	+137%
10	n° of companion animal patients seen intra-murally	350.00	416.00	+19%
11	n° of ruminant and pig patients seen intra-murally	111.00	81.00	-27%
12	n° of equine patients seen intra-murally	3.00	1.00	-67%
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	5.00	0.33	-93%
14	n° of companion animal patients seen extra-murally	0.00	524.67	++
15	n° of individual ruminants and pig patients seen extra-murally	839.70	1246.00	+48%
16	n° of equine patients seen extra-murally	3.70	51.33	+1287%
17	n° of visits to ruminant and pig herds	50.00	78.67	+57%
18	n° of visits of poultry and farmed rabbit units	2.00	0.00	-100%
19	n° of companion animal necropsies	23.30	26.67	+14%
20	n° of ruminant and pig necropsies	63.70	37.67	-41%
21	n° of equine necropsies	0.00	0.00	-
22	n° of rabbit, rodent, bird and exotic pet necropsies	304.70	6.00	-98%
23	n° of FTE specialised veterinarians involved in veterinary training	9.00	8.76	-3%
24	n° of PhD graduating annually	4.30	5.30	+23%

Table 11iv. Comparison of ESEVT indicators in the 2017 evaluation and the current evaluation.

No.	Description of indicator	ESEVT indicators		
		2017 evaluation	2022 evaluation	Change
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.105	0.124	+18%
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.022	0.773	-24%

I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.534	0.413	-23%
I4	n° of hours of practical (non-clinical) training	1208.00	1395.000	+15%
I5	n° of hours of clinical training	712.00	834.000	+17%
I6	n° of hours of FSQ & VPH training	263.00	448.000	+70%
I7	n° of hours of extra-mural practical training in FSQ & VPH	75.00	178.000	+137%
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	11.475	8.211	+59%
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	3.639	1.599	-28%
I10	n° of equine patients seen intra-murally / n° of students graduating annually	0.098	0.020	-56%
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	0.164	0.007	-80%
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.000	10.355	++
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	27.530	24.592	-11%
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0.120	1.013	+744%
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	1.639	1.553	-5%
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.066	0.000	-100%
I17	n° of companion animal necropsies / n° of students graduating annually	0.765	0.526	-31%
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2.087	0.743	-64%
I19	n° of equine necropsies / n° of students graduating annually	0.000	0.000	-
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	9.989	0.118	-99%
I21	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.295	0.173	-41%
I22	n° of PhD graduating annually / n° of students graduating annually	0.142	0.110	-23%

## Appendices

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## **Appendix In-a.**

### **Description of the situation and the measures taken by the Faculty to perform teaching during the period of reduced functioning of the Faculty, as measures to control the Covid-19 pandemic**

#### **Academic year 2019-20**

The operation of the Faculty was closed on the 20th March 2020 subsequently to a ministerial decision. All services were discontinued. Students could leave the town of Karditsa and return to their parental family homes, if they wished.

Two weeks later, the Ministry reached an agreement with Microsoft Inc. and the Teams platform was taken up for long-distance teaching. Progressively theoretical teaching was resumed and reinstated through the platform. The weekly timetable was taken up again and applied as during face-to-face teaching.

Practical teaching took up a longer time to resume. Academic staff devised applied various schemes, mainly tutorials or seminar-type training. As the Faculty was not operating, there was little that could be done in terms of providing practical support. Hence, staff had to devise practical training through material already available on locations to which they had access, e.g., home or computers.

During the Easter holiday period, teaching stopped for one week only (instead of two, as usual), in order to catch up with lost lectures and practicals. Moreover, the academic training period was extended for another three weeks for the same reason.

The Dean of the Faculty was holding regular meeting with student representatives to inform them about developments, potential problems and the situation in general. Moreover, five meetings were also held, each one with the students of each year to discuss the situation.

Examinations were held through the Teams platform. The Ministry purchased a software that allowed electronic type examinations, which was distributed to all Universities of the country. Subsequently, this was adapted to specific needs of each faculty by the informatics section of the University. Academic staff who did not wish to use that software, had the option to carry out oral examinations, again through the Teams platform. Due to the significant load of use of the platform and to avoid potential crashes, on the advice of the informatics section of the University, the examination periods were extended to six weeks.

All administrative meetings and business were performed through an electronic platform of the Ministry, set up specifically for this purpose.

#### **Academic year 2020-21**

The academic year started in mid-October 2020, with a two-week delay, because the previous examination period had lasted longer than usual.

Initially, teaching started in a face-to-face mode, with tightened biosecurity protocols throughout the Faculty. Practical classes were increased, due to the smaller number of students in each, as part of the procedures.

However, the operation of the Faculty was closed again on the 6th November 2020 subsequently to a ministerial decision. All services were discontinued.

As regulations regarding quarantine were slightly more relaxed than during the previous academic year, academic staff were able to have occasionally access to their work areas. Hence, various teaching material was devised that could be used for practical classes, e.g., videos for laboratory practicals. Moreover, some service was maintained at the VTH and diseased animals were accepted on limited basis. Based on these, it was possible to provide some practical training with animals, during which the staff member was in Karditsa and provided video transmission to students through the teaching platform.



Despite the relaxation of quarantine after the Easter holidays in April 2021, the Faculty decided to maintain teaching through the Teams platform until the end of the academic year, in accord with a relevant decision of the Senate of the University and given also a few cases of covid-19 among members of academic staff, a fact that would have hampered correct execution of classes in a face-to-face mode.

Examinations were performed as in the previous academic year.

Administrative meetings and business also continued to be performed as in the previous academic year.

## **Appendix 1-a.**

### **Schools and faculties of the University of Thessaly (in alphabetical order)**

School of Agricultural Sciences (location: Volos)

- Faculty of Agriculture Crop Production and Rural Environment
- Faculty of Agriculture, Ichthyology and Aquatic Environment
- Faculty of Agrotechnology
- Faculty of Animal Science
- Faculty of Food Science and Nutrition

School of Economics and Business Administration (location: Volos)

- Faculty of Accounting and Finance
- Faculty of Business Administration
- Faculty of Economics

School of Engineering (location: Volos)

- Faculty of Architecture
- Faculty of Civil Engineering
- Faculty of Electrical and Computer Engineering
- Faculty of Mechanical Engineering
- Faculty of Planning and Regional Development

School of Health Sciences (location: Larissa)

- Faculty of Biochemistry and Biotechnology (location: Larissa)
- Faculty of Medicine (location: Larissa)
- Faculty of Nursing (location: Larissa)
- Faculty of Physiotherapy (location: Lamia)
- Faculty of Public and One Health (location: Larissa)
- Faculty of Veterinary Science (location: Karditsa)

School of Humanities and Social Sciences (location: Volos)

- Faculty of Culture, Creative Media and Industries
- Faculty of Early Childhood Education
- Faculty of History, Archaeology and Social Anthropology
- Faculty of Language and Intercultural Studies
- Faculty of Primary Education
- Faculty of Special Education

School of Physical Education and Sport Science (location: Trikala)

- Faculty of Dietetics and Nutrition
- Faculty of Physical Education and Sport Science

School of Sciences (location: Lamia)

- Faculty of Computer Science
- Faculty of Computer Science and Biomedical Informatics
- Faculty of Mathematics
- Faculty of Physics

School of Technology (location: Larisa)

- Faculty of Digital Systems
- Faculty of Energy Systems
- Faculty of Environment
- Faculty of Forestry, Wood Science and Design

General Faculties

- General Faculty - Larisa
- General Faculty - Lamia

**Appendix 1-b.**

**Written assessment procedures for QA in the University of Thessaly**

-Manual for internal Quality Assurance in the University of Thessaly  
The manual is appended as separate file.

### Appendix 3-a.

#### Details of the teaching curriculum

	Lecture (hours per term)	Practice (hours per term)	ECTS		Lecture (hours per term)	Practice (hours per term)	ECTS
<b>1st year</b>							
<i>Winter term (1st)</i>				<i>Spring term (2nd)</i>			
Animal husbandry, ethology, welfare and relevant legislation I	26	26	4	Animal husbandry, ethology, welfare and relevant legislation II	26	26	4
Animal nutrition and principles of plant biology	26	39	5	Apiculture	13	13	1
English veterinary terminology I	13	0	1	Biochemistry of metabolism	22	26	4
Genetics	26	26	4	English veterinary terminology II	13	0	1
General principles of biochemistry	22	26	4	Macroscopic anatomy II	39	39	6
Macroscopic anatomy I	39	39	6	Microscopic anatomy II	26	20	5
Microscopic anatomy I	26	20	5	Physiology I	39	78	8
Elective modules: (1) Principles of physics and radioprotection in veterinary science, (2) Zoology	13	0	1	Elective modules: (1) Cellular and molecular biology (2) Ecology	13	13	1
<b>Total</b>	<b>191</b>	<b>176</b>	<b>30</b>	<b>Total</b>	<b>191</b>	<b>215</b>	<b>30</b>
<b>2nd year</b>							
<i>Winter term (3rd)</i>				<i>Spring term (4th)</i>			
Animal health economics	20	26	3	Diagnostic microbiology	26	39	5
Aquaculture, biology of aquatic organisms and fisheries	26	26	5	Immunology	20	39	4
Biostatistics	20	26	3	General medicine	26	52	7
General microbiology	26	39	6	General pathology	26	26	4
Food technology and relevant legislation	26	26	4	Parasitology and parasitic diseases I	20	26	4
Physiology II	39	78	8	Pharmacology	39	50	5
Veterinary ethics and relevant legislations	13	13	1	Elective modules: (1) Apiculture products, (2) Molecular microbiology and parasitology	13	13	1
<b>Total</b>	<b>170</b>	<b>234</b>	<b>30</b>	<b>Total</b>	<b>170</b>	<b>245</b>	<b>30</b>

<b>3rd year</b>								
<i>Winter term (5th)</i>				<i>Spring term (6th)</i>				
Companion animal medicine I	26	24	4	Companion animal medicine II	26	24	5	
Farm animal medicine I	26	16	4	Farm animal medicine II	26	16	5	
Fish diseases and aquatic health management	13	52	5	Technology and hygiene of milk and dairy products and relevant legislation	22	26	3	
Infectious diseases and relevant legislation I	20	26	4	General surgery and ophthalmology	39	13	5	
Obstetrics and reproduction I	26	0	3	Infectious diseases and relevant legislation II	20	26	4	
Parasitology and parasitic diseases II	20	26	4	Obstetrics and reproduction II	39	0	3	
Special (organ) pathology	26	26	4	Veterinary epidemiology	26	26	3	
Toxicology	13	13	1	Practical training	-	240	1	
Elective modules: (1) Clinical laboratory diagnostic medicine, (2) Comparative pathology and animal models of human diseases, (3) Health and production of main aquatic organisms (bar fish), (4) Introduction to intensive care, (5) Zoonoses through a one-health approach	13	0	1	Elective modules: (1) Advanced topics in interpretation of results of clinical diagnostic pathology in companion animals, (2) Diseases of wildlife, (3) General histopathology of animals, (4) Principles of function and usage of anaesthetic equipment	13	13	1	
<b>Total</b>	<b>183</b>	<b>183</b>	<b>30</b>	<b>Total</b>	<b>211</b>	<b>384</b>	<b>30</b>	
<b>4th year</b>								
<i>Winter term (7h)</i>				<i>Spring term (8th)</i>				
Anaesthesiology and intensive care	39	13	4	Clinical pharmacotherapy and pharmacy	13	0	1	
Andrology and artificial insemination	20	10	2	Companion animal medicine IV	20	23	3	
Companion animal medicine III	26	23	4	Diagnostic imaging	13	39	3	
Diagnostic pathology – Veterinary forensics I	20	23	3	Diagnostic pathology -Veterinary forensics II	20	23	3	
Farm animal medicine III	26	16	4	Farm animal medicine IV	20	16	3	
Food hygiene and relevant legislation I	39	39	4	Food hygiene and relevant legislation II, certification and report writing	39	39	5	
Obstetrics and reproduction III	20	29	3	Obstetrics and reproduction IV	26	39	4	
Orthopaedic surgery	39	0	3	Poultry diseases II	26	16	3	
Poultry diseases I	26	16	3	Soft tissue surgery	39	39	5	
<b>Total</b>	<b>255</b>	<b>169</b>	<b>30</b>	<b>Total</b>	<b>216</b>	<b>234</b>	<b>30</b>	

<b>5th year</b>							
<i>Winter term (9h)</i>				<i>Spring term (10th)</i>			
Practical training in anaesthesiology, in surgery and in diagnostic imaging I	0	55	4	Career planning, veterinary surgery management and relevant legislation	13	13	1
Practical training in companion animal medicine I	0	55	4	Health management of animal populations	13	13	1
Practical training in diagnostic pathology and veterinary forensics I	0	39	3	Practical training in anaesthesiology, in surgery and in diagnostic imaging II	0	55	4
Practical training in farm animal medicine I	0	36	3	Practical training in companion animal medicine II	0	55	5
Practical training in food hygiene I	0	65	6	Practical training in diagnostic pathology and veterinary forensics II	0	39	3
Practical training in obstetrics and reproduction of domestic mammals I	0	65	6	Practical training in farm animal medicine II	0	36	3
Practical training in poultry diseases I	0	26	2	Practical training in food hygiene II	0	65	5
				Practical training in obstetrics and reproduction of domestic mammals II	0	65	5
				Practical training in poultry diseases II	0	26	2
Elective modules: (1) Advanced topics in bovine reproduction, (2) Advanced topics in companion animal dermatology, (3) Advanced topics in feline medicine, (4) Application of innovative ideas and technologies in swine farming and poultry farming	13	13	2	Elective modules: (1) Advanced topics in companion animal reproduction, (2) Advanced topics in small ruminant reproduction, (3) Companion animal physiotherapy, (4) Companion animal tumours, (5) Quality and evaluation of foods and relevant legislation	13	13	1
<b>Total</b>	<b>13</b>	<b>354</b>	<b>30</b>	<b>Total</b>	<b>39</b>	<b>380</b>	<b>30</b>

## Appendix 3-b.

### Detailed descriptions regarding training and clinical activities in Department of Medicine Group size for the different types of clinical training

-Farm animals. Attendance of practical / clinical training sessions is compulsory. With regards to clinical training, during the 3rd, 4th, and 5th year of study, students are divided into groups as follows. During 6th term, students are divided into three groups. Overall, each student receives clinical training for one day per week, six hours per day (six hours total per week) in 6th term. In the 4th and 5th years, students are being trained in farm animal medicine two days a week, divided into two groups. In each of these two years, training is provided for two days, 6 hours per day (12 hours). Clinical training is provided for 13 weeks in each term. Clinical training in farm animal medicine includes visits to farms and in-clinic training. Students are trained either in the teaching farm of the University or in commercial farms, using Faculty vehicles and under the supervision of academic staff of the Faculty.

-Companion animals. Each rotation group is divided into up to five equal subgroups and each of them is assigned to a different teaching staff. Each subgroup is trained separately by a teaching staff.

Description of hands-on training of students in clinical procedures in different animal species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anaesthesia, routine surgery, euthanasia, necropsy, report writing, client communication, biosecurity procedures (both intra-murally and extra-murally)

-Farm animals. (a) Clinical examination: a thorough physical examination is performed, independently, by two students who have been assigned to each patient, under supervision of teaching staff; if necessary, they can ask for advice; the staff member repeats clinical examination and discusses findings with the students. (b) Blood or other (e.g., faecal or nasal) sampling: this is the responsibility of the two students who have been assigned to a given patient or of more students in farm visits; staff members guide and, if needed, help students to collect samples. (c) Diagnosis and treatment: diagnosis, prognosis and treatment are initially discussed between the two students who have been assigned the patient, and the supervising staff member, before discussion with animal owner. (d) Hospitalisation: care for hospitalised patients is discussed and reviewed, at least once daily, between staff members in charge of the case and students on duty in hospitalisation ward; repeated clinical examination, treatment and nursing care is performed independently by students under staff supervision. (e) Report writing: students assigned to a patient, are responsible to thoroughly update patient records (under supervision of staff); for patients referred to the department, a report (including history, physical examination findings, laboratory test results, differential diagnosis, final diagnosis and suggested treatment plan) is mailed to referring veterinarians and the owner, with students responsible for drafting the report and staff member making necessary corrections and discussing with students; at farm level, staff inform the farmer regarding diagnosis, prognosis and treatment of clinical cases, after relevant discussion with students.

-Companion animals. (a) Clinical examination: a thorough physical examination is performed, independently, by two students who have been assigned to each patient, under supervision of teaching staff; if necessary, they can ask for advice; the staff member repeats clinical examination and discusses findings with the students. (b) Diagnostic tests: the sub-group of students who have been assigned for training in the clinical diagnostic laboratory participate actively in sample handling, processing, analysis, storage and in recording of test results. (c) Blood sampling: this is the responsibility of the two students who have been assigned to a given patient to restrain the patient and obtain samples (if necessary for diagnostic purposes); staff members guide and, if needed, help students to collect samples. (d) Treatment: treatment of outpatients is initially discussed between the two students who have been assigned the patient, and the supervising staff member, before discussion with animal owner. (e) Hospitalisation:

care for hospitalised patients is discussed and reviewed, at least once daily, between staff members in charge of the case and students on duty in hospitalisation ward; repeated clinical examination, treatment and nursing care is performed independently by students under staff supervision. (f) Critical care: during initial stabilization, students assigned to a critical care patient support staff and afterwards are responsible for repeated clinical examinations, treatment and care under constant supervision of staff. (g) Report writing: students assigned to a patient, are responsible to thoroughly update patient records (under supervision of staff); for patients referred to the department, a report (including history, physical examination findings, laboratory test results, differential diagnosis, final diagnosis and suggested treatment plan) is mailed to referring veterinarians and the owner, with students responsible for drafting the report and staff member making necessary corrections and discussing with students. (h) Client communication: students assigned to a patient are responsible for history taking (under supervision of staff) and to further explain to owner diagnosis, prognosis, treatment plan and correct treatment administration if necessary (under supervision of staff member).

[Description of the procedures used to allow the students to spend extended periods in discussion, thinking and reading to deepen their understanding of the case and its management](#)  
Cases admitted are discussed during clinical rounds with participation of students assigned to each patient and other students in rotation group. All aspects of each case are thoroughly discussed. Teaching staff may ask relevant questions and allow a specific time (usually, until following working day) for students to think, discuss and study for answering.



### Appendix 3-c.

#### Weekly schedule for student training in Department of Obstetrics and Reproduction

Day of week	Students	Activities
Monday	5th year of the clinical rotation group	Clinical training in sheep / goats <sup>1</sup>
Tuesday	4th year of the clinical rotation group	Clinical training in sheep / goats <sup>1</sup>
Wednesday	5th year of the clinical rotation group	Clinical training in sheep / goats <sup>2</sup>
Thursday	4th and 5th years of the clinical rotation group	Clinical training in companion animals <sup>3</sup>
Friday	4th and 5th years of the clinical rotation group	Clinical training in cattle <sup>4</sup>

1. Clinical training in sheep / goats: use of departmental animals in activities related to obstetrics-reproduction, e.g., examination of reproductive system, application of intravaginal sponges, ultrasonographic examination of genital system, intramammary administration of drugs, demonstration of obstetrical equipment and manipulations. Training in laboratory procedures: e.g., processing of milk samples for diagnosis of mastitis, preparation and evaluation of cytological preparations (e.g., milk samples, uterine content samples). Training in prescription writing and correct use of drugs. Presentation of homework by students.


2. Clinical training in sheep / goats: (a) attendance to clinical cases brought-in for reproductive (e.g., abortion, pregnancy toxemia, dystocia, mastitis, orchitis) or newborn (e.g., lamb hypothermia) disorders - (b) visits to sheep / goat farms for planned reproductive management work (e.g., examination of animals during pregnancy, performance of relevant point-of-care tests, vaccinations and administrations of planned treatments) or for attendance to clinical cases.


3. Clinical training in companion animals: reproductive system surgical work (e.g., ovariohysterectomy, uterine neoplasia, pyometra, vaginal prolapse, vaginal tumor, uterine prolapse, cesarean section etc.). Training includes: (a) use of Faculty animals in activities related to obstetrics-reproduction, e.g., examination of reproductive system, radiological and ultrasonographic examination of genital system, semen collection – (b) attendance to healthy animals brought-in for planning reproductive management (e.g., planning for avoidance of mating, pregnancy diagnosis, semen collection and artificial insemination) or to clinical cases brought-in for reproductive disorders (e.g., subfertility). Training in laboratory procedures: e.g., preparation and evaluation of cytological preparations (e.g., vaginal epithelial cells, testicular cells collected by FNA) or semen samples.

4. Training in slaughterhouse material: e.g., insertion of uterine catheter through the cervix, foetotomy, incision gravid uteri, foetal removal, suturing of uteri. Training in laboratory procedures: e.g., preparation, examination and handling of semen. Clinical training in dairy cattle farms: (a) visits for planned reproductive management work in all groups of animals (calves, growing heifers, pregnant heifers, various groups of lactating and dry cows) (e.g., examination of the genital track per rectum for pregnancy diagnosis, evaluation of puerperal uterine involution, evaluation of ovarian functionality, diagnosis of uterine infections, intrauterine catheter insertion in selected animals [signed-off], colposcopy, retrieval and evaluation of vaginal contents [Metricheck]) and udder health management (including evaluation of milking parlour and milking system) or (b) attendance to clinical cases in dairy farms (e.g., subclinical ketosis, post-partum disorders, surgical cases of reproductive system) or (c) evaluation of the reproductive performance of the herds using the electronic monitoring systems of the farm.

## Appendix 3-d.

### Model of the contract agreement for the EPT



  
ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
Ανάπτυξη Ανθρώπινου Δυναμικού,  
Εκπαίδευση και Διά Βίου Μάθηση  
ΕΣΠΑ  
2014-2020  
ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
ΕΠΑΝΕΚ 2014-2020  
ΑΝΤΑΓΩΝΙΣΤΙΚΟΤΗΤΑ-ΕΠΙΧΕΙΡΗΜΑΤΙΚΟΤΗΤΑ-ΑΝΑΦΟΡΑ

**ΕΙΔΙΚΟΣ ΛΟΓΑΡΙΑΣΜΟΣ ΚΟΝΔΥΛΙΩΝ ΕΡΕΥΝΑΣ Π.Θ. Ψ**

**ΕΙΔΙΚΗ ΣΥΜΒΑΣΗ ΠΡΑΚΤΙΚΗΣ ΑΣΚΗΣΗΣ ΦΟΙΤΗΤΩΝ Ψ**

Στο Βόλο σήμερα την ..... μετξύ των παρακάτω συμβαλλόντων: Ψ

α. Του Ειδικού Λογαριασμού Κονδυλίων Έρευνας του Πανεπιστημίου Θεσσαλίας, καλούμενου στο εξής «Εργοδότης», νομίμως εκπροσωπούμενου από την Πρόεδρο της Επιτροπής Έρευνών και Διαχείρισης του ΕΛΚΕ αν. καθ. Ιωάννα Λαλιώτη, δυνάμει του με αρ. Φ.ΕΚ 4088/18-09-2018 «Καθορισμός του τομέα ενδυνάμυνσης και των σημείων αρμοδιοτήτων των τεσσάρων (4) Αντιπρυτανικών και της σφραγής αναλήρωσης Πρύτανη» και τις διατάξεις του Ν 4435/2017 (Φ.Ε.Κ Α' 114/04.08.2017) όπως έχει τροποποιηθεί και ισχύει καθώς: Ψ

β. Του/ης ..... όνομα πατρός ..... Νόμος Εκδόσεως της εταιρείας Ψ  
..... που εδρεύει σε ..... Διεύθυνση Ψ  
..... με ΑΦΜ ..... υπαγόμενης στη Δ.Ο.Υ. Ψ  
..... Διεύθυνση (υποκαταστήματος) Ψ  
..... υποκατάστημα Ψ

γ. Του κ. ...., Επισημηνοκά Υπεύθυνος του έργου με τίτλο «Χρηματοδότηση για την Πρακτική Άσκηση των Τμημάτων του Πανεπιστημίου Θεσσαλίας-Τμήμα» και κωδικό το οποίο χρηματοδοτείται από ΣΥΓΧΡΗΜΑΤΟΔΟΤΟΥΜΕΝΟ ΑΠΟ ΤΗΝ ΕΥΡΩΠΑΪΚΗ ΕΝΩΣΗ (ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ ΕΚΤ) Ψ

δ. Ο/Η φοιτητής/τρια ..... όνομα πατρός ..... του Τμήματος ..... με Αριθμό Δελτίου Αστυνομικής Ταυτότητας: Αριθμό Μητρώου ΙΚΑ: ΑΜΚΑ: ΑΦΜ: υπαγόμενου στη Δ.Ο.Υ: Ψ

Έγχα από απόφαση της Επιτροπής Έρευνών (Συνεδρίαση ..... ΑΔΑ ..... ) Ψ

στο πλαίσιο της Πράξης «Πρακτική Άσκηση Τριτοβάθμιας Εκπαίδευσης Πανεπιστημίου Θεσσαλίας» με Κωδικό 5210 (εκ το εξής θα αναφέρεται ως «Έργο») του Επιχειρησιακού Προγράμματος «ΑΝΤΑΓΩΝΙΣΤΙΚΟΤΗΤΑ, ΕΠΙΧΕΙΡΗΜΑΤΙΚΟΤΗΤΑ ΚΑΙ ΚΑΙΝΟΤΟΜΙΑ», που συγχρηματοδοτείται από την Ευρωπαϊκή Ένωση (ΕΚΤ) και Εθνικούς πόρους με MIS 5030751, (απόφαση ένταξης της ανωτέρω πράξης 5675/30-10-2018 κ' τροποποιήσεως 2835/30-05-2019, 5755/24-12-2020) και του υποπαραγ. 1 πράξης 5675/30-10-2018, 5755/24-12-2020) και του υποπαραγ. 1 (Κωδ. 5210.01, Ψ Συνεδρίαση 19/2018 - 30/10/2018, ΑΔΑ-ΩΥ3Ε46967Β-Ω0Θ, 14.3/Συνεδρίαση 1/2021-12/01/2021, ΑΔΑ Ψ 928Σ46967Σ-ΓΡΓ) Ψ

συνάπτεται η Ειδική Σύμβαση Πρακτικής Άσκησης με τους παρακάτω όρους Ψ

1. Η Επεχείρηση / Φορέας αναλαμβάνει την πρακτική άσκηση του 4ου συμβαλλόμενου για το χρονικό διάστημα (αριθμός μηνών: 2) από 1/8/2022 έως 30/7/2022 και σύμφωνα με το θεσμοθετημένο ωράριο πλήρους απασχόλησης του φορέα υποδοχής υπό την επίβλεψη ενός Επβλέποντος Στελέχους της Επεχείρησης / Φορέα που εκείνη θα ορίσει. Ψ

2. Αντικείμενο της πρακτικής άσκησης είναι η μαθητεία του 4ου συμβαλλόμενου στην παραπάνω Επεχείρηση / Φορέα ώστε να αποκτήσει γνώση των αναγκών της Επεχείρησης / Φορέα και να συμπληρώσει την εκπαίδευσή του από το Τμήμα. Ψ

3. Ο 4ος συμβαλλόμενος υποχρεούται να ακολουθεί το ωράριο εργασίας της Επεχείρησης / Φορέα, τους κανονισμούς εργασίας καθώς και τις οδηγίες του Επβλέποντος Στελέχους της Επεχείρησης / Φορέα. Ψ

4. Με το πέρας της πρακτικής άσκησης ο 4ος συμβαλλόμενος υποχρεούται να προσκομίσει στον 3ο συμβαλλόμενο. Ψ

4.1 «Αποτίμηση της Πρακτικής Άσκησης από τον/την Φοιτητή/τρια» με περιγραφή και αξιολόγηση του έργου που εκτέλεσε στο πλαίσιο της παρούσας σύμβασης (ηλεκτρονική υποβολή). Ψ

4.2 «Φύλλο Αξιολόγησης της Πρακτικής Άσκησης από το Φορέα», συμπληρωμένο από το Επβλέπον Στέλεχος της Επεχείρησης/Φορέα του 4ου συμβαλλόμενου, φέρει υπογραφή και σφραγίδα από το Φορέα. Ψ

4.3 «Βεβαίωση Πραγματοποίησης της Πρακτικής Άσκησης» από την Επεχείρηση / Φορέα στην οποία θα αναφέρονται τα στοιχεία της Επεχείρησης/Φορέα και οι ημερομηνίες πραγματοποίησης της πρακτικής άσκησης. Τη βεβαίωση Ψ

πραγματοποίησης της πρακτικής άσκησης δύναται να υπογράψει ο νόμιμος εκπρόσωπος της Επιχείρησης / Φορέα είτε κάποιο άλλο αρμόδιο πρόσωπο της Επιχείρησης / Φορέα. ¶

- ¶ 1. Το ποσό που θα καταβληθεί στο 4ο συμβαλλόμενο από τον Ειδικό Λογαριασμό Κονδυλίων Έρευνας του Π.Θ. ανέρχεται σε 255,66 Ευρώ για το χρονικό διάστημα που αναφέρεται ανωτέρω στο άρθρο 1, λαμβάνοντας υπόψη τη (1) διαθεσιμότητα των πόρων του Έργου και (2) το συνολικό αριθμό των φοιτητών/τριών που θα πραγματοποιήσουν πρακτική άσκηση, και θα καταβληθεί μετά το πέρας της πρακτικής άσκησης. ¶
- ¶ 2. Στο ποσό που θα καταβληθεί στο 4ο συμβαλλόμενο από τους πόρους του Έργου δεν συμπεριλαμβάνονται οι νόμιμες κρατήσεις για την ασφαλιστική κάλυψη του έναντι εργατικού ατυχήματος που θα αποδοθούν στο Ι.Κ.Α. από τον Ειδικό Λογαριασμό Κονδυλίων Έρευνας του Πανεπιστημίου Θεσσαλίας. Οι ασφαλιστικές εισφορές που θα καταβάλλονται στο ΙΚΑ για την ασφάλιση των φοιτητών/τριών κατά κινδύνου ατυχήματος ορίζονται σύμφωνα με το Νόμο (αριθμ. εγγ. ΙΚΑ 47/20-6-2000) σε 1% επί του τεμαριού ημερομισθίου της 12ης ασφαλιστικής κλάσης, όπως ισχύει κάθε φορά. ¶
- ¶ 3. Η Πρακτική Άσκηση πραγματοποιείται με βάση την εκάστοτε ισχύουσα νομοθεσία σε συνέχεια των σχετικών με το θέμα εγκυκλίων που εκδίδονται κάθε φορά και αφορούν στα έκτακτα μέτρα προστασίας της δημόσιας υγείας από τον κίνδυνο περαιτέρω διασποράς του **κορωνοϊού** Covid-19 στο σύνολο της Επικράτειας. ¶
- ¶ 4. Ο Φορέας Υποδοχής αποδέχεται να απασχολήσει τον/την φοιτητή/τρια τηρώντας όλα τα μέτρα υγιεινής και προστασίας κατά της πανδημίας covid-19 (εγκύκλιος με αριθμό πρωτ. 17312/Δ9 506 του Υπ. Εργασίας και Κοινωνικών Υποθέσεων / Διεύθυνση Υγείας και Ασφάλειας, Σώμα Επιθεώρησης και Εργασίας - όπως τροποποιηθεί αντικατασταθεί και ισχύει κάθε φορά). ¶
- ¶ 5. Η πρακτική άσκηση και συνεπώς η ειδική αυτή σύμβαση, λήγουν αυτοδίκαια με το πέρας της πρακτικής άσκησης του 4ου συμβαλλόμενου. ¶
- ¶ 6. Η σύμβαση αυτή μετά την ανάγνωση και βεβαίωση υπογράφεται σε τέσσερα (4) όμοια πρωτότυπα και παίρνει από ένα ο κάθε συμβαλλόμενος. ¶

#### ΤΑ ΣΥΜΒΑΛΛΟΜΕΝΑ ΜΕΡΗ

Για τον Ειδικό Λογαριασμό Κονδυλίων Έρευνας του Π.Θ. ¶ Η Πρόεδρος της Επιτροπής Ερευνών και Διαχείρισης του ΕΛΚΕα ¶	Ο νόμιμος εκπρόσωπος της επιχείρησης/φορέα ¶	Ο Επιστημονικά Υπεύθυνος ¶	Ο Αναπληρωτής ¶
¶	¶	¶	¶
¶	¶	¶	¶
Αν. Καθ. Λαλιώτου Ιωάννα ¶	¶	¶	¶
¶	Ο/Η Ασκούμενος/η φοιτητής/τρια ¶		
¶	¶	¶	¶
¶	¶	¶	¶

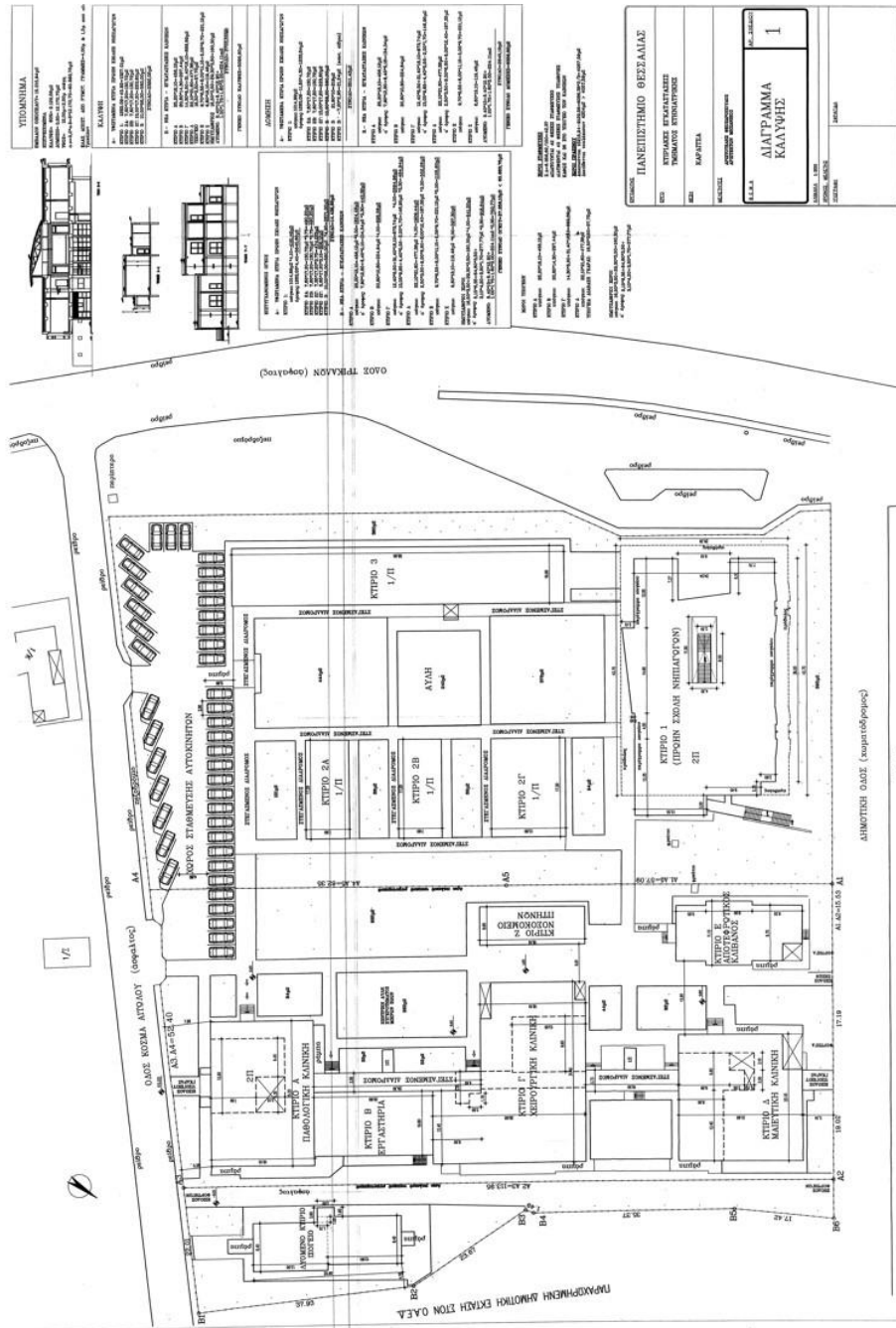
**Appendix 4-a.**

**Map of the administrative units of the region of Thessaly**



## Appendix 4-b.

### Map of the site of the Faculty of Veterinary Science of the University of Thessaly in Karditsa



#### Legend.

- ΚΤΙΠΙΟ I: Main building
- ΚΤΙΠΙΟ 2Α: Biochemistry building
- ΚΤΙΠΙΟ 2Β: Anatomy I building
- ΚΤΙΠΙΟ 2Γ: Anatomy II building
- ΚΤΙΠΙΟ Ζ: Poultry diseases building
- Area between ΚΤΙΠΙΟ Ζ and car parking: New building (note: drawing dates back when the Faculty was being built, whilst that building has only been completed 3 year ago, hence not shown on drawing)
- ΚΤΙΠΙΟ Α: Clinical building-DM
- ΚΤΙΠΙΟ Β: Clinical building-DS-diagnostic imaging area
- ΚΤΙΠΙΟ Γ: Clinical building-DS
- ΚΤΙΠΙΟ Δ: Clinical building-DOR
- ΚΤΙΠΙΟ Ε: Pathology building
- ΚΤΙΠΙΟ ΙΙΙ: Auditoria complex
- ΑΥΟΜΕΝΟ ΚΤΙΠΙΟ: Prefabricated building

**Appendix 4-c.**

**Photographs of the site of the Faculty of Veterinary Science of the University of Thessaly in Karditsa**



Main entrance of Main building.



Clockwise from left side of photograph: Auditoria complex, Main building, Anatomy II building, Anatomy I building, Biochemistry building (view from the main parking area).



Clockwise from left side of photograph: New building, Hospital building-DS, Hospital building-DM (view from the main parking area).



Clockwise from left side of photograph: Pathology building, Hospital building-DOR.

## Appendix 4-d.

### Equipment used for teaching purposes and clinical services

Department	Equipment
DAFD	Equipment for fish husbandry (e.g., buckets, nets)
	Feed mixer
	Optical microscopes
	Portable multi-parametre sensor for water evaluation
	Refractometre for salinity measurement
	Stereoscope
	Water cooling unit with compressor units
DAHE	Optical microscopes
DAHN	Analytical electronic weight standard balances
	Automatic distillation system of Kjeldahl digestion for nitrogen measurement in feeds
	Crude fiber determination unit
	Cryoscopic osmometre
	Drying oven
	Extraction unit (6 positions) for measurement of raw fiber content in feeds
	Fume Hood
	Grinder and blender
	Keldahl digestion and titration unit (GERHARDT)
	Laboratory chest freezer (-40 °C)
	Laboratory-type feed mill
	Magnetic stirrers
	Manual and digital burettes
	Muffle furnace
	Refrigerator
	Ovens
	pH metre
	Portable all-round arm Nederman fume hood
	Soxhlet extractor system (4 positions) for extraction of lipid content in feeds
Soxhlet lipid determination unit	
Precision precision balances	
DB	Cell homogeniser
	Fast Performance Liquid Chromatography
	Fluorometre
	Isothermal titration calorimetre
	Plate reader
	Spectrophotometres
	Stereoscopes
DEBAHE	Computers fully equipped with epidemiological/statistical software Software: EpiInfo, Winepiscope, Stata, Statistix
DHFAO	Chromatograph
	Full ELISA assay equipment
	Gerber device
	Incubators
	Laboratory and portable pH-meters
	Laminal flow cabinets
	Packaging machine for food preparation
	Multi gene PCR
	Spectrophotometre
Stomacher blenders	
	Water activity metre
	Water baths



DM	<p>Biochemistry analyser  Blood gas-electrolyte analyser  Coagulometre  Companion animal examination suites  Electrocardiograph  Fully equipped companion animal intensive care and hospitalisation unit, including hospitalisation cages, oxygen cages, intensive care monitor, fluid infusion pumps etc.  Haematological analysers  Optical microscopes  Spectrophotometre</p>
DMP	<p>Antimicrobial susceptibility disc dispenser  ArcGIS software  Australian traps  Bird nets  Box traps  Bunsen burners  Centrifuges  Dart gun  Digital camera for microscope and stereoscope  Digital stereoscope  Drone and thermal camera  Equipment for media preparation (autoclave, precision scales, water bath, centrifuge etc.)  Full electrophoresis equipment  Full ELISA assay equipment (reader, printer etc.)  Gaspak chambers  Global positioning systems  Incubators (aerobic, CO<sub>2</sub>)  Labnet multi gene II PCR  Laminar flow cabinets  Larsen traps  Light source for egg candling  McFarland nephelometer  Net gun  Optical microscopes  Precision scales  Projector and laptop  Stereoscope  Stomacher blenders  Streak plate equipment (Inoculation loops, needles, T-shaped spreaders etc.)  ULT Freezer  Variable volume single and multi-channel pipettes  Video camera  VITEK II Biomerieux  Vortex minishaker  Waterbath  Wild birds weighting scales</p>

DOR	Companion animal examination tables Full hormone ELISA assay equipment (reader, printer etc.) Full laparoscopy system <i>In vitro</i> and <i>in vivo</i> embryo production system Inverse microscope Microscope for semen evaluation (with heated table) Obstetrical equipment and instruments and surgical equipment and instruments Optical microscopes and Stereoscopes Two ultrasonographic equipment with eight transducers Histokinette Microtome system with necessary accompanying equipment
DPa	Two post-mortem tables with necessary accompanying equipment (knives, scissors etc.) Equipment for histopathological stains of tissue sections
DPh	Centrifuges, microcentrifuge Optical microscopes Spectrophotometre Stereoscopes Water baths
DPD	Centrifuge Optical microscopes Sets of scissors (small, large) and forceps
DPT	Fluoroscope Full ELISA assay equipment (reader, printer etc.) Incubators (aerobic, CO <sub>2</sub> ) Laminar flow cabinets Optical microscopes PCR Reverse phase microscope Spectrophotometres
DS	Autoclaves and other equipment for sterilisation of material and equipment Companion animal examination suites Fully equipped companion animal hospitalisation ward Fully equipped ophthalmology suite Fully equipped X-ray suite Two fully equipped surgery suites (operating tables, anaesthetic equipment, monitoring equipment, resuscitation equipment etc.) Veterinary dentistry equipment (including equine dentistry equipment, e.g. dental rasps, equine dental speculum)

Note. Abbreviations of departments in Table 1i.

N.B. Above is not a full list of equipment in the various departments of the Faculty, but only a list of equipment used in teaching and clinical work.

#### **Appendix 4-e.**

**Manuals for biosecurity, health and safety used in the Faculty: one is a general manual for all relevant matters in the Faculty, whilst the other is specifically geared for such matters in the post-mortem building**

- General manual for all biosecurity, health and safety matters in the Faculty
- Manual specific for biosecurity, health and safety matters in post-mortem room

The two manuals are appended as separate files. The original version in Greek is provided for both manuals, whilst a translation into English only for the first of these, as the second one has not become available in translation.

## Appendix 9-a.

### Details of academic and teaching staff in the veterinary programme

Personnel name	Department	Rank <sup>1</sup>	Vet. degree	Postgraduate degree(s)	EBVS specialist title	
<b>Permanent staff</b>						
1	Athanasίου LV	DM	Professor	Yes	MSc, PhD	
2	Athanassopoulou E	DAFD	Professor	Yes	MSc, PhD	Aquatic animal health
3	Amiridis GS	DOR	Professor	Yes	PhD	Animal reproduction
4	Barbagianni MS	DS	Ast. prof.	Yes	PhD	
5	Basioura A	DOR	Ast. prof.	Yes	PhD	
6	Billinis C	DMP	Professor	Yes	PhD	Wildlife population medicine
7	Christodoulopoulos G	DM	Professor	Yes	MSc, PhD	Bovine health management
8	Dovolou E	DOR	Asc. prof.	Yes	PhD	
9	Doukas D	DPa	Ast. prof.	Yes	MSc, PhD	
10	Flouraki E	DS	Ast. prof.	Yes	PhD	
11	Fthenakis GC	DOR	Professor	Yes	MSc, PhD	Small ruminant health management / Animal reproduction
12	Galatos AD	DS	Professor	Yes	PhD	Veterinary anaesthesia and analgesia
13	Giannakopoulos A	DMP	Ac. teacher	No	MSc, PhD	
14	Govaris A	DHFAO	Professor	Yes	MSc, PhD	
15	Gougoulis DA	DM	Ast. prof.	Yes	MSc, PhD	
16	Gouletsou PG	DOR	Asc. prof.	Yes	PhD	
17	Kantas D	DAH N	Professor	No	PhD	
18	Katsoulis K	DAH N	Ast. prof.	Yes	PhD	
19	Kontopidis G	DB	Professor	No	MPhil, PhD	
20	Koutoulis K	DPD	Asc. prof.	Yes	MSc, PhD	
21	Kostoulas P	DEBAHE	Ast. prof.	Yes	PhD	
22	Lefkaditis M	DMP	Ast. prof.	Yes	PhD	
23	Leontides L	DEBAHE	Professor	Yes	MSc, PhD	
24	Mamouris Z	DAH N	Professor	No	DEA, PhD	
25	Manolakou E	DAH N	Ast. prof.	No	DEA, PhD	
26	Mavrogianni VS	DOR	Asc. prof.	Yes	PhD	Small ruminant health management
27	Pantazis P	DAH N	Ast. prof.	No	MSc, PhD	
28	Papandrianos N	DB	Ast. prof.	No	PhD	
29	Papatsiros V	DM	Asc. prof.	Yes	PhD	
30	Pappas I	DPT	Professor	No	PhD	
31	Pexara A	DHFAO	Asc. prof.	Yes	PhD	
32	Pourlis A	DAHE	Professor	Yes	PhD	
33	Saridomichelakis E	DM	Professor	Yes	PhD	Veterinary dermatology
34	Sideri A	DS	Ast. prof.	Yes	PhD	
35	Skampardonis V	DEBAHE	Asc. prof.	Yes	PhD	
36	Sofia M	DMP	Ac. teacher	Yes	PhD	
37	Solomakos N	DHFAO	Asc. prof.	Yes	PhD	
38	Spyrou A	Faculty	Ac. teacher	No	MPhil	
39	Theodosiadou E	DPh	Asc. prof.	Yes	PhD	
40	Tontis D	DPa	Professor	Yes	PhD	
41	Tsioli V	DS	Asc. prof.	Yes	PhD	
42	Tsoutsouloupoulou M	Faculty	Ac. teacher	No	MSc	

Personnel name	Department	Rank	Vet. degree	Postgraduate degree(s)	EBVS specialist title
43 Tyrnenopoulou P	DS	Ast. prof.	Yes	PhD	
44 Tzivara A	DM	Ac. teacher	Yes	PhD	
45 Valasi I	DPh	Asc. prof.	Yes	PhD	Small ruminant health management
46 Valiakos G	DMP	Ast. prof.	Yes	PhD	
47 Vasileiou NGC	DOR	Ast. prof.	Yes	PhD	
48 Xenoulis P	DM	Asc. prof.	Yes	PhD	
<b>Temporary teaching staff</b>					
49 Anatolitou A.	DvVCS	Practitioner	Yes	MSc	
50 Antoniou G	Faculty	Adj. lect. TC	No	MSc	
51 Angelidou E	DM / DOR	Adj. lect. TC	Yes	PhD	
52 Apostolidis K	DvVCS / DM	PhD stud. TC	Yes	PhD	
53 Arsenopoulos K.	DM / DOR	Adj. lect. TC	Yes	MSc, PhD	
54 Barbagianni M	DOR	Adj. lect. TC	Yes	PhD	
55 Chandras K	DvVCS	Practitioner	Yes		
56 Chaintoutis S	DMP	Adj. lect. TC	Yes	PhD	Veterinary microbiology
57 Chatzis M	DM	Adj. lect. TC	Yes	PhD	
58 Chatzopoulos D	DMP	Adj. lect. TC	Yes	PhD	
59 Dellis V	DPa	PhD stud. TC	Yes		
60 Diamantis F	DvVCS	Practitioner	Yes		
61 Doukas D	DPa	Adj. lect. TC	Yes	MSc, PhD	
62 Dovolou E	DOR	Adj. lect. TC	Yes	PhD	
63 Flarakos M	DvVCS	Practitioner	Yes		
64 Flouraki E	DS	Adj. lect. TC	Yes	PhD	
65 Founta-Tsalazidou M	DMP	PhD stud. TC	No	MSc	
66 Fragkou IA	DOR	Adj. lect. TC	Yes	PhD	Small ruminant health management
67 Gelasakis A	DAHN	Adj. lect. TC	Yes	MSc, PhD	Small ruminant health management
68 Georgiou So	DB	Adj. lect. TC	No	MSc, PhD	
69 Georgiou St	DS	Adj. lect. TC	Yes	PhD	
70 Giannoulis T	DAHN	Adj. lect. TC	No	MSc, PhD	
71 Gougoulis DA	DM	Adj. lect. TC	Yes	MSc, PhD	
72 Gourzioti E	DAFD	Adj. lect. TC	Yes	MSc, PhD	
73 Gray P	DvVCS	Practitioner	Yes	MSc	
74 Houzouris TM	DOR	Adj. lect. TC	Yes	PhD	
75 Ioannidi KS	DOR	Adj. lect. TC	Yes	PhD	
76 Kantere M	DM	Adj. lect. TC	Yes	MSc, PhD	
77 Karagiannis I	DOR	Adj. lect. TC	Yes	PhD	
78 Karamichali P	DvVCS	Practitioner	Yes	MSc	
79 Karamaligas I	DAHN	PhD stud. TC	No	MSc	
80 Karatzia M	DAHN	Adj. lect. TC	No	PhD	
81 Karra D	DvVCS / DM	PhD stud. TC	Yes		
82 Katsafadou A	DAR	Adj. lect. TC	Yes	MSc, PhD	
83 Katsarou E	DvVCS / DOR	PhD stud. TC	Yes		
84 Katsimpoulas M	DvVCS	Practitioner	Yes	PhD	
85 Katsoulis K	DAHN	Adj. lect. TC	Yes	PhD	
86 Kokkinaki KC	DVVCs / DA	Adj. lect. TC	Yes	PhD	
87 Kolygas M	DOR	Adj. lect. TC	Yes	MSc, PhD	
88 Kotrotsios N	DAHN	Adj. lect. TC	Yes	PhD	
89 Kousoulis-Weiser L	DvVCS	Practitioner	Yes		
90 Koutsianos D	DPD	Adj. lect. TC	Yes	MSc, PhD	
91 Lampou I	DAFD	Adj. lect. TC	Yes	MSc, PhD	

Personnel name	Department	Rank	Vet. degree	Postgraduate degree(s)	EBVS specialist title
92 Letsos D	DvVCS	Practitioner	Yes		
93 Liakou Z	DPa	Adj. lect. TC	No	MSc, PhD	
94 Lianou DT	DOR	Adj. lect. TC	Yes	MSc	
95 Mantziaras G	DOR	Adj. lect. TC	Yes	PhD	
96 Mavrommatis A	DAHN	Adj. lect. TC	No	MSc, PhD	
97 Margeti C	DS	PhD stud. TC	Yes		
98 Michael C	DOR	PhD stud. TC	Yes		
99 Moraiti A	DM	PhD stud. TC	Yes		
100 Okkas K	DM / DOR / DS	Adj. lect. TC	Yes		
101 Paliouras H	DvVCS	Practitioner	Yes		
102 Panagiotou N	DvVCS	Practitioner	Yes		
103 Panopoulos I	DvVCS	Practitioner	Yes	PhD	Veterinary diagnostic imaging
104 Papadimitriou G	DPa	PhD stud. TC	No	MSc	
105 Papageorgiou K	DMP	Adj. lect. TC	Yes	PhD	
106 Papakonstantinou G	DvVCS / DM	PhD stud. TC	Yes		
107 Pappa E	DvVCS	PhD stud. TC	Yes		
108 Poulidakos K	DA	Adj. lect. TC	Yes	MSc	
109 Prentza Z	DPD	Adj. lect. TC	Yes	MSc	
110 Rovoli M	DB	Adj. lect. TC	No	PhD	
111 Sarrou S	DMP	Adj. lect. TC	No	MSc, PhD	
112 Skampardonis V	DEBAHE	Adj. lect. TC	Yes	PhD	
113 Sokos C	DMP	Adj. lect. TC	No	MSc, PhD	
114 Sofou E	DM	PhD stud. TC	Yes		
115 Softa V	DB	Adj. lect. TC	No	MSc	
116 Soultani C	DS	Adj. lect. TC	Yes	PhD	
117 Spanou V	DM	Adj. lect. TC	Yes	MSc	
118 Topachtsidis T	DB	Adj. lect. TC	No	MSc	
119 Touloudi A	DMP	Adj. lect. TC	Yes	PhD	
120 Tyrmenopoulou P	DS	Adj. lect. TC	Yes	PhD	
121 Tzavaras I	DMP	Adj. lect. TC	Yes	PhD	
122 Vasileiou NGC	DOR	Adj. lect. TC	Yes	PhD	
123 Vasilopoulos I	DAHN	Adj. lect. TC	No	PhD	
124 Vlachou M	DHFAO	Adj. lect. TC	Yes	MSc	
125 Voulgarakis N	DvVCS / DM	PhD stud. TC	Yes		
126 Zacharopoulou T	DS	PhD stud. TC	Yes		
127 Zoi S	DvVCS	Adj. lect. TC	Yes	PhD	

Note. Abbreviations of departments in Table 1i.

1 Ac. teacher: academic teacher; Adj. lect. TC: adjunct lecturer with teaching contract, Asc. prof.: associate professor, Ast. prof. assistant professor, PhD stud. TC: PhD student with teaching contract

**Appendix 9-b.**

**Details of work (FTEs) for academic and teaching staff in the veterinary programme**

		Academic year				
		AY	AY-1	AY-2	AY-3	AY-4
		(2021-22)	(2020-21)	(2019-20)	(2018-19)	(2017-18)
<b>Permanent staff</b>						
1	Athanasiou LV	1	1	1	1	1
2	Athanassopoulou E	1	1	1	1	1
3	Amiridis GS	1	1	1	1	1
4	Barbagianni MS	1	0.60	0	0	0
5	Basioura A	0.10	0.10	0	0	0
6	Billinis C	1	1	1	1	1
7	Christodouloupoulos G	0.90	1	1	1	1
8	Dovolou E	0	0.30	0	0	0
9	Doukas D	1	0.40	0	0	0
10	Flouraki E	1	1	1	0.35	0
11	Fthenakis GC	1	1	1	1	1
12	Galatos AD	1	1	1	1	1
13	Giannakopoulos A	1	1	1	1	1
14	Govaris A	1	1	1	1	1
15	Gougoulis DA	1	0.40	0	0	0
16	Gouletsou PG	1	1	1	1	1
17	Kantas D	0	0	0.35	0	0
18	Katsoulis K	1	1	0.70	0	0
19	Kontopidis G	1	1	1	1	1
20	Koutoulis K	1	1	1	1	1
21	Kostoulas P	0	0.40	1	1	1
22	Lefkaditis M	1	1	1	1	1
23	Leontides L	1	1	1	1	1
24	Mamouris Z	0	0	0.10	0	0
25	Manolakou E	1	1	0.50	0	0
26	Mavrogianni VS	1	1	1	1	1
27	Pantazis P	1	1	1	1	1
28	Papandrianos N	0	0.30	0.30	0	0
29	Papatsiros V	1	1	1	1	1
30	Pappas I	1	1	1	1	1
31	Pexara A	1	1	1	1	1
32	Pourlis A	1	1	1	1	1
33	Saridomichelakis E	1	1	1	1	1
34	Sideri A	1	1	1	1	1
35	Skampardonis V	0.30	0	0	0	0
36	Sofia M	1	1	1	1	1
37	Solomakos N	1	1	1	1	1
38	Spyrou A	0.30	0	0	0	0
39	Theodosiadou E	1	1	1	1	1
40	Tontis D	1	1	1	1	1
41	Tsioli V	1	1	1	1	1
42	Tsoutsoulopoulou M	0	0	0	0.25	0.25
43	Tyrnenopoulou P	1	0.60	0	0	0
44	Tzivara A	1	1	1	1	1
45	Valasi I	1	1	1	1	1
46	Valiakos G	1	1	1	1	0.50
47	Vasileiou NGC	0.10	0.30	0	0	0
48	Xenoulis P	1	1	1	1	1

		Academic year				
		AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)
Temporary staff						
49	Anatolitou A.	0.11	0	0	0	0
50	Antoniou G	0	0.50	1	0	0
51	Angelidou E	0.40	0.20	0	0	0
52	Apostolidis K	0	0	0.20	0.20	0
		0.50	0	0	0	0
53	Arsenopoulos K.	0.20	0	0	0	0
54	Barbagianni M	0	0.40	0.50	0.20	0.20
55	Chandras K.	0.06	0	0	0	0
56	Chaintoutis S	0	0.10	0	0	0
57	Chatzis M	1	1	1	1	1
58	Chatzopoulos D	0	0	0	0	0.20
59	Dellis V	0.50	0	0	0	0
60	Diamantis F	0.12	0	0	0	0
61	Doukas D	0	0.60	1	1	0.50
62	Dovolou E	0	0	0.40	0.20	0.20
63	Flarakos M	0.06	0	0	0	0
64	Flouraki E	0	0	0	0.65	0.40
65	Founta-Tsalazidou M	0.50	0	0	0	0
66	Fragkou IA	0	0	0.25	0	0
67	Gelasakis A	0	0	0	0	0.25
68	Georgiou So	0.25	0.25	0	0	0
69	Georgiou St	1	1	1	0.65	0.60
70	Giannoulis T	0	0	0.25	0.25	0
71	Gougoulis DA	0	0.40	0.50	0.75	0.40
72	Gourzioti E	0	0	1	0	0
73	Gray P	0.12	0	0	0	0
74	Houzouris TM	0	0.20	0	0	0
75	Ioannidi KS	0	0	0.20	0	0
76	Kantere M	0	0.20	0	0	0
77	Karagiannis I	0.10	0	0	0	0
78	Karamichali P	0.06	0	0	0	0
79	Karamaligas I	0.40	0.25	0	0	0
80	Karatzia M	0	0	0	0	0.25
81	Karra D	0	0.50	0	0	0
		0.50	0	0	0	0
82	Katsafadou A	0	0	0	0.20	0
83	Katsarou E	0	0.50	0	0	0
		0.45	0	0	0	0
84	Katsimpoulas M	0.35	0	0	0	0
85	Katsoulis K	0	0	0	0.20	0.20
86	Kokkinaki KC	0.20	0	0.30	0	0
		0.50	0	0	0	0
87	Kolygas M	1	1	1	1	0
88	Kotrotsios N	0	0	0	0.10	0.10
89	L. Kousoulis-Weiser	0.11	0	0	0	0
90	Koutsianos D	1	0	0.30	0.30	0.30
91	Lampou I	0	0	0	0	0.90
92	Letsos D	0.12	0	0	0	0
93	Liakou Z	0.30	0.30	0.20	0.30	0.20
94	Lianou DT	0.20	0	0.50	0	0
95	Mantziaras G	0	0.50	0	0	0



		Academic year				
		AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)
<b>Temporary staff</b>						
96	Mavrommatis A	0.15	0	0	0	0
97	Margeti C	0.25	0.25	0	0	0
98	Michael C	0.50	0	0	0	0
99	Moraiti A	0.50	0	0	0	0
100	Okkas K	0	0	0.40	0.40	0.40
101	Paliouras H	0.12	0	0	0	0
102	Panagiotou N	0.12	0	0	0	0
103	Panopoulos I	0.14	0	0	0	0
104	Papadimitriou G	0.50	0	0	0	0
105	Papageorgiou K	0	0.10	0	0	0
106	Papakonstantinou G	0	0.50	0	0	0
		0.50	0	0	0	0
107	Pappa E	0.50	0	0	0	0
108	Poulikakos K	0	0.20	0	0	0
109	Prentza Z	0	0	0.30	0.30	0.30
110	Rovoli M	0	0	1	0	1
111	Sarrou S	0	0	1	1	0.50
112	Skampardonis V	0.20	0.30	0	0	0
113	Sokos C	0	0	0.50	0	0
114	Sofou E	0.25	0	0.30	0	0
115	Softa V	0.15	0	0	0	0
116	Soultani C	0	0	0	0.40	0.40
117	Spanou V	0	0.50	0	0	0
118	Topachtsidis T	0	0	0	0.15	0.50
119	Touloudi A	1	1	0.30	0	0
120	Tsalazidou-Founta M	0.40	0	0	0	0
121	Tyrnenopoulou P	0	0.20	0	0	0
122	Tzavaras I	0	0.25	0	0	0
123	Vasileiou NGC	0	0	0.20	0	0.40
124	Vasilopoulos I	0	0	0	0	1
125	Vlachou M	0.20	0.20	0.30	0	0
		0	0.25	0.30	0	0
126	Voulgarakis N	0.50	0	0	0	0
127	Zacharopoulou T	0.25	0.25	0	0	0
128	Zoi S	0.18	0	0	0	0

## Appendix 9-c.

### Details of work (FTEs) for support staff for the veterinary programme

		Academic year				
		AY (2021-22)	AY-1 (2020-21)	AY-2 (2019-20)	AY-3 (2018-19)	AY-4 (2017-18)
<b>Permanent staff</b>						
Faculty administration staff						
1	Bountolou M	1	1	1	1	1
2	Diamanti V	1	1	1	1	1
3	Gorila O	0	0	1	1	1
4	Vasilaki E	1	1	1	0.42	0
5	Voulgari E	1	1	1	1	1
6	Siomou A	0	0	0.50	0.50	1
Departmental administration staff						
7	Christodoulou C	1	1	1	1	1
8	Doikou S	1	1	1	1	1
9	Christodoulou K	1	1	1	1	1
Maintenance staff						
10	Anastasiou G	1	1	1	1	1
Driver						
11	Liotsos G	0.50	0.50	0.50	0.50	0.50
Informatics staff						
12	Kalantzis C	1	1	1	1	1
Library staff						
13	Bazouki A	1	1	1	1	1
14	Papakavoura A	1	1	1	1	1
<b>Temporary staff</b>						
Animal technicians						
15	Chondropoulos I	0.30	0	0	0	0
16	Palantzas A	1	1	1	1	1
17	Papadimitriou T	1	1	1	1	1
18	Rizava R	1	1	1	1	1
Maintenance technician						
19	Patsalis K	0.10	0.10	1	1	1
Cleaning personnel						
20- 24	5 people paid through a job agency	2.80	2.70	1.90	1.80	1.80
Security personnel						
25- 29	5 people paid through a job agency	3.70	3.70	3.70	3.70	2.00
Biosecurity personnel						
30	Chondropoulos I	0.70	0.20	0	0	0
31	Boltsi E	1	0.20	0	0	0
32	Gorila T	0.70	0.20	0	0	0

## Appendix 9-d.

### Form used for assessment of teaching staff

[translated into English]

UNIVERSITY OF THESSALY – FACULTY OF VETERINARY SCIENCE  
RESULTS OF TEACHING ASSESSMENT

Module: .....  
Teaching staff: .....  
Academic year: .....  
Term: .....

#### Questions

##### A. The module

1. Were teaching objectives of the module clear?
2. Has content of the module complied with teaching objectives?
3. Has teaching been well organised?
4. Has learning material used been helpful in understanding content of the module?
5. Has learning material (textbook, teaching notes) been distributed on time?
6. Has the primary textbook been helpful?
7. Has it been easy to find appropriate literature in the library?
8. Has content of the module been associated with contents of other modules?
9. Has the module been difficult to comprehend?
10. Has time allocated for teaching of the module been sufficient to cover content?
11. Do ECTS units allocated to the module reflect real effort required for the module?
12. Has marking been clear?

##### A1. Homework

13. Has the topic of any homework been made available on time?
14. Has the period allowed to submit any homework been reasonable?
15. Has relevant material been available in the library?
16. Has any guidance been provided by teaching staff?
17. Have comments by teaching staff been clear and constructive?
18. Has a possibility to submit a revised homework been made available?
19. Has the homework been helpful in understanding the specific topic?

##### B. Teaching staff

20. Has teaching staff organised well presentation of content of the module?
21. Has teaching staff succeeded in arising interest for content of the module?
22. Has teaching staff presented content of the module in clearly and understandably and has used examples?
23. Has teaching staff encouraged students to ask questions and develop critical approach to content of the module?
24. Has teaching staff been correct in duties related to the module (e.g., timely presence in lectures and practicals, timely correction of homework, availability to students)?
25. Has teaching staff been approachable by students?

##### C. Support staff

26. Has support staff been helpful in comprehending content of the module?

##### D. Practical training

27. Has practical training been within grasp of general level of knowledge for year and term?
28. Have teaching notes distributed for practical training been helpful?
29. Have principles of practical training been explained adequately?
30. Has equipment necessary for practical training been available?

##### E. Student

31. Has been attending lectures of module regularly
32. Has been attending practicals of module regularly
33. Has been complying with carrying out assigned homework
34. Has been studying regularly

35. Has been giving weekly hours for the module

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**Appendix 10-a.**

**List of publications from members of the Faculty for the academic years 2017-18 to 2021-22.**

Note. Printout out from a search in Web of Science is presented herebelow; in total, 286 publications are listed.

The list is appended as a separate file.