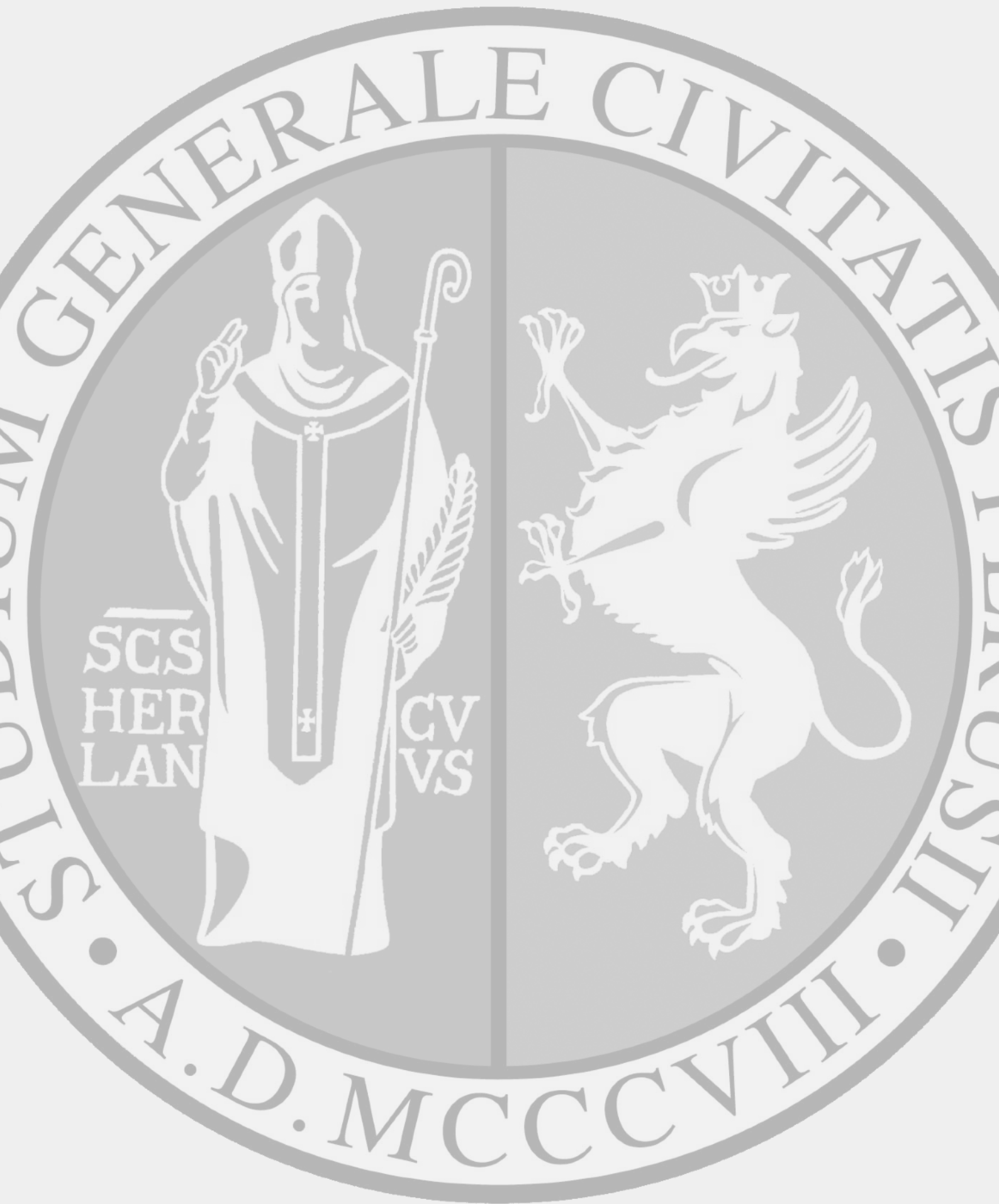




Re-Visitation Self Evaluation Report

EAEVE Perugia, 2019



SIGILLUM UNIVERSITATIS APLICAE OENITHALIS

SCS
HER
LAN

CV
VS

A. D. MCCC VIII.



Department of Veterinary Medicine (DVM) University of Perugia (Italy)

Re-visitation Self Evaluating Report (RSER) 2019

Writing SER Team

Luca Mechelli (Head)

Maria Teresa Mandara (Coordinator)

Chiara Brachelente (Basic Sciences)

Sara Nannarone (Clinical Sciences in companion animals)

Lakamy Sylla (Clinical Sciences in food-producing animals)

Beniamino Cenci Goga (Food Safety and Quality)

Fabrizio Passamonti (Quality Assurance)

Nicla Furiani (Practitioner)

Federica Giulivi (III/Y Student)

Margherita Polidori (V/Y Student)

Linda Rutigliano (V/Y Student)

In collaboration with

Andrea Verini Supplizi (Degree Course President)

Fabrizio Passamonti (Quality Assurance Manager)

Cecilia Dall'Aglio (Teaching Quality Manager)

Francesco Porciello (VTH Manager)

Massimo Trabalza Marinucci (Teaching Farm Zootechnical Manager)

Table of Contents

Introduction	5
1.1 Major Deficiency 1	6
2.1 Minor Deficiency 1	9
2.2 Minor Deficiency 2	11
2.3 Minor Deficiency 3	12
2.4 Minor Deficiency 4	14
ESEVT Indicators	17
Annexes	18
List of Abbreviations	29

Introduction

EAEVE Visitation occurred from the 18th to the 22nd of March, 2019.

During the Visitation, the Visiting Team identified several areas worthy of praise (i.e. Commendations), e.g.:

- ongoing enthusiasm of staff in supporting students in learning;
- commitment of university, veterinary department and individual staff to continuing improvement;
- very good relationship between staff and students;
- small student group size enabling efficient practical and clinical training;
- opportunities for undergraduate students to participate in research-based theses.

On the other hand, the Visitation Team identified one item, which is not compliant with the ESEVT Standards (i.e. **Major Deficiency**):

- non-compliance with **Substandard 5.1** because of insufficient number of ruminant and pig necropsies.

The Visitation team has also identified several areas of concern (i.e. **Minor Deficiencies**):

- partial compliance with **Substandard 4.7** because of sub-optimal good pharmacy practices, sub-optimal swine husbandry, and sub-optimal biosecurity procedures in the teaching farm;
- partial compliance with **Substandard 4.13** because of sub-optimal biosecurity procedures in companion animal isolation facilities;

- partial compliance with **Substandard 8.5** because of sub-optimal documentation and analysis of assessment outcomes;
- partial compliance with Substandard 11.7 because of sub-optimal QA procedures at the veterinary department level.

Based on the above considerations, the Visitation Team has recommended the status of Conditional Accreditation for the Veterinary Department of the University of Perugia, which was confirmed by the ECOVE the 29th of May, 2019.

Based on careful and deep evaluation and discussion following the EAEVE Visitation, the Establishment has considered the **Major Deficiency** regarding Substandard 5.1 will soon be corrected with updated Indicators in a few months thanks to new actions that had been introduced in the VTH before the visitation, improvement of good relationships with the adjacent IZS, and the wide number of agreements the Establishment has with practitioners and private farmers. The Establishment, supported by professional and alert collaboration work of Services and staff involved in the named Substandard, is strictly monitoring the number of necropsies especially referred to for ruminants and pigs.

At the same time, for the **Minor Deficiencies**, the Establishment is actively working to improve student assessment analyses and processes, and the QA process too. As for deficiencies revealed in Substandard 4.7 and 4.13, the small animal isolation unit and AZD facilities for pigs are being renovated according to the Timeframe and Indicators of objective achievement reported as Teaching actions into the SER. Pharmacy practices of VTH have been updated and improved.

Within the Re-visitation called for next 11th of November 2019, the Establishment commits to becoming fully compliant with ESEVT Standards and Indicators pointed out as insufficient.



1.1 Major Deficiency 1

The Establishment is not compliant with Substandard 5.1 because of an insufficient number of ruminant and pig necropsies.

1.1.1 FACTUAL INFORMATION

The presence of a 24/7 emergency service in OVUD, close collaborations with public facilities like IZS, USL, and the Region of Umbria, and agreements with local practitioners, slaughterhouses and the teaching farm (AZD) provide a wide range of opportunities to acquire animal resources and teaching material of animal origin for day one competencies.

In general, cadavers come from different sources:

- dead animals hospitalised in OVUD for which owners required a necropsy (mainly dogs, cats, and horses, with fewer exotics)
- dead animals from practitioners, veterinary clinics or farms referred for diagnostic and teaching purposes (dogs, cats)
- dead animals referred by the owners for diagnostic purposes (dogs, cats)
- dead avians and rabbits from farms referred for diagnostic and teaching demands
- wild mammals sent to the OVUD from the agreed USL Region of Umbria- dead animals addressed to IZS which allows students to participate in necropsies under the supervision of academic staff (mainly ruminants and pigs)
- occasional fieldwork necropsies performed at farms.

However, the Visiting Team found a rather low number of companion animals, rabbits, rodents, birds and exotics, and an important deficit in ruminants and pigs for necropsy and the provision of cadavers, both healthy and sick animals, insufficient. Therefore, it judged the numbers of cadavers registered in the database do not reflect the needs of the Establishment to properly train students in anatomy or in pathological anatomy, particularly in ruminants and pigs.

Based on these considerations, in the last few months the Establishment has implemented a number of actions to correct ESEVT Indicators in the matter of dissection material.

As for **ruminant and pig necropsies**, the following measures were adopted:

1. The agreement between the Establishment and IZS has been updated and improved and the use of dissection room specified and detailed. IZS is indeed an essential part of National Health Service, providing a broad panel of free diagnostic approaches for disease detection and receiving most of the food-produc-

ing animal cadavers. The student attendance for the IZS dissection room is now institutionalized and defined by procedures in accordance with the Quality Assurance process of IZS. A WhatsApp chat has been created to communicate in real time to staff working at the DVM Pathology Service that cadavers are submitted to necropsy. Necropsies performed by students and supervising staff at the IZS are recorded in the SIOVUD system (under "necropsy performed at the IZS") so that gross pictures and macroscopic descriptions of the cases can be used for teaching purposes.

2. The Establishment has strengthened collaborations with farmers in order to receive dead animals. A more systematic DVM service of dead animal collection has been defined with agreed farms, feasible with the transport vehicles the Establishment provides at the present.

As for **companion animal, rabbit, bird, and exotic animal necropsies**, the following measures were adopted:

1. The adoption of an updated informed consent (the EU 2016/679 on informed consent became law only on 25 May 2018) to empower owners of the learning utility of dead animals for teaching purposes.
2. The introduction of stricter procedures in the VTH to provide a substantial increasing of cadaver flow to the dissection room thus avoiding the loss of valuable cases. A WhatsApp chat has been created to communicate in real time to staff working at the DVM Pathology Service about dead animals available for necropsy.
3. The flow of dead birds and exotic animals hospitalized at VTH by the Region of Umbria is now constantly sent to the dissection room of the Establishment rather than IZS thanks to an updated agreement.
4. The Pathology Service has also activated a three-year PhD research project on *Flavivirus* infection of wild birds which will contribute to increase necropsies on this matter.

The above actions are consistently contributing to a positive trend in necropsies of companion animals, wild animals, exotic pets and food-producing animals (see ESEVT Indicators and following graphs). Through these actions the Establishment would expect to stabilize the number of necropsies in the next years, especially for ruminants and pigs.

Following the EAEVE Visitation and based on suggestions given by the Visiting Team, a database recording cadavers and viscera collected for training in Normal Anatomy has been established. At

the moment, chickens, carnivores and rabbits reported into the new database are of a sufficient number for student training.

Consistent with the actions undertaken for pathology training (a more systematic DVM service of dead animal collection), the Establishment is going to guarantee a sufficient number of cadavers for small ruminants and pigs in the next AY (from next September).



ESEVT Indicators

Name of the Establishment:		Department of Veterinary Medicine of the University of Perugia (Italy)			
Name & mail of the Head:		Luca Mechelli - luca.mechelli@unipg.it			
Date of the form filling:		August 31st, 2019			
Raw data from the last 3 full academic years		Year -1	Year -2	Year -3	Mean
1	n° of FTE academic staff involved in veterinary training	79,5	71	71	73,83
2	n° of undergraduate students	369	445	514	442,67
3	n° of FTE veterinarians involved in veterinary training	71	62,5	62,5	65,33
4	n° of students graduating annually	55	71	80	68,666667
5	n° of FTE support staff involved in veterinary training	52,5	52	51	51,833333
6	n° of hours of practical (non-clinical) training	1067	1008,5	1139	1071,5
7	n° of hours of clinical training	812	787,5	852	817,16667
8	n° of hours of FSQ & VPH training	250,5	264,5	277,5	264,16667
9	n° of hours of extra-mural practical training in FSQ & VPH	82	82	82	82
10	n° of companion animal patients seen intra-murally	6310	3622	3165	4365,6667
11	n° of ruminant and pig patients seen intra-murally	42	61	45	49,333333
12	n° of equine patients seen intra-murally	661	461	496	539,33333
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	553	202	86	280,3
14	n° of companion animal patients seen extra-murally	0	0	0	0,0
15	n° of individual ruminants and pig patients seen extra-murally	1380	870	800	1016,7
16	n° of equine patients seen extra-murally	0	0	0	0,0
17	n° of visits to ruminant and pig herds	718	534	538	596,7
18	n° of visits of poultry and farmed rabbit units	30	34	34	32,7
19	n° of companion animal necropsies	198	128	94	140,0
20	n° of ruminant and pig necropsies	134	47	33	71,3
21	n° of equine necropsies	39	42	66	49,0
22	n° of rabbit, rodent, bird and exotic pet necropsies	298	42	37	125,7
23	n° of FTE specialised veterinarians involved in veterinary training	14	14	13	13,7
24	n° of PhD graduating annually	8	8	12	9,3

(Date of form completion: **August 31st, 2019**)



1.1.2. COMMENTS

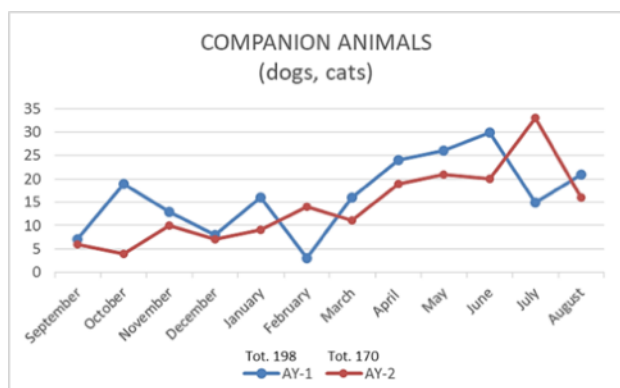
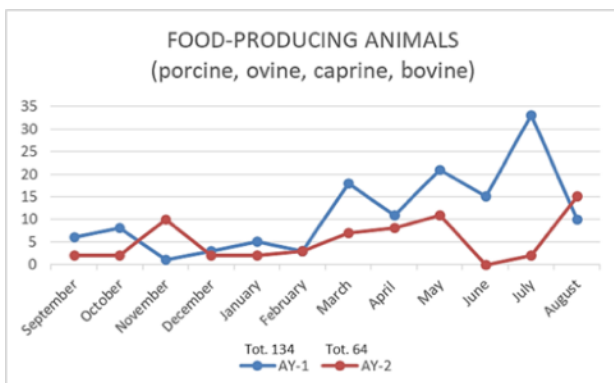
In the last three Academic Years, a number of issues contributed to this negative trend:

1. *The high number of graduating students (especially in the first AY of the last three AYs = 2015-2016 AY). In fact, the block of acquisition of a number of mandatory ECTS from 2Y to 3Y which had been removed in the previous years has substantially accelerated the flow of students to graduation. This number is normalizing (from 107 to 71) thank to the decreasing number of enrolled students which is stabilizing at 55 units/AY.*
2. *As the influx of animals submitted to pathology and dissection is not constant, getting the required number has not been always guaranteed. Regarding small animals, the long-term absence of specific rules and procedures (including informed consent: the EU 2016/679 on informed consent became of law only on 25 May 2018) in processing dead animals in OVUD has contributed to the loss of valuable cases. Concerning food-producing animals, the low number of carcasses addressed to DVM is closely related to the fact that they are generally brought directly to IZS as an essential part of the National Health Service, which provides a broad panel of free diagnostic approaches for disease detection. A close collaboration signed between IZS and the Establishment should have guaranteed a sufficient number of food-producing animal necropsies for students but it failed to produce the expected results.*
3. *Insufficient facilities for dead food-producing animal transport to the Establishment. At the moment, the Establishment provides vehicles which guarantee cadaver transport only to small size food-producing animals (piglets, lambs and calves). The Establishment lacks vehicles to transport cadavers of large size animals.*

In the last 6 months, a great effort has been made to correct negative Indicator I8 in order to verify the real potentiality the Establishment has to guarantee a sufficient number of cadavers to each student for pathology training, when the issues reported above are solved. A great effort has been made in collecting food-producing animals (once/twice a week) with the available vehicles. This hard work has also been done (a median of 16 animals/month) to compensate the negative trend of the first months of the current AY but also to overturn the negative index of the last three AYs due to the high number of graduated students the Establishment had in 2015-2016 AY (107) and 2016-2017 (80).

Therefore, we are firmly convinced that based on stabilization of enrolled students at about 60 and on the normalization of annually graduated students/year plus the actions the Establishment has adopted to improve the student carrier progression (see Standard 8), the coefficient between students graduated in 6 months ($68.66/12 \times 6 = 34,33$) and the number of necropsies performed in the last 6 months (108) is 3.14 (see Graphs below), which we believe is satisfying compared to the expected median value (2.32).

A number of improvements remain to be taken in the near future, including the acquisition of a transport vehicle for large size food-producing animals and arrangement of a pathology service devoted to fieldwork necropsies. The conclusion of renovation works at the teaching farm (planned to occur by 2023) including specific facilities devoted to necropsy activities would certainly contribute to increase the number of necropsies of large size food-producing animals (bovines, pigs).



Distribution chart addressed to food-producing animals (left graph) and companion animals (right graph) submitted to necropsy (order) from September to August 2019 (abscissa) (blue line = current AY; orange line = previous AY)



2.1 Minor Deficiency 1

The Establishment is partially compliant with **Substandard 4.7**, because of sub-optimal good pharmacy practices, sub-optimal swine husbandry, and sub-optimal biosecurity procedures in the teaching farm.

2.1.1 FACTUAL INFORMATION

Some facilities have recently undergone renovation and some renovation projects are planned or in progress. The merging of previous departments which occurred some years ago has certainly improved the availability of infrastructure and equipment. However, due to economic issues and earthquakes, some renovation work has been delayed and found not completed by the Visiting Team.

On the AZD side, premises for healthy animals kept for teaching purposes is sufficient for the number of students. The access to AZD and teaching activities performed there conform to a number of procedures regarding biosecurity and handling of food-producing animals. Both students and staff are trained on biosecurity procedures. First year students attend mandatory training in biosecurity procedures. When starting their pre-clinical and clinical activities, students are reminded of biosecurity rules relevant to particular premises. Procedures are also available online. The staff is trained in security and biosecurity rules through specific courses. In addition, the University provides formal risk analysis and publication of the produced reports. Major updating and implementation of biosecurity rules is under the University Security Office in collaboration with the DVM Security Delegate.

During the EAEVE Visitation, the Visiting Team judged housing conditions for swine at AZD needed to be improved. Moreover, the biosecurity standard operating procedures at AZD have been considered to benefit from completed renovations.

As for pharmacy practices at VTH, a project is also being carried out to construct a central pharmacy. Therefore, the Visiting Team found drugs currently handled by every individual clinical service with different operating procedures and the patient management software programme, SIOVUD, which allows the recording of drugs administered to individual patients, currently underused for the purpose of drug administration.

Based on these considerations, the following measures were adopted:

a) **Teaching farm (AZD) biosecurity** - As indicated to the Visiting Team, a renovation project has been approved and financed through the University of Perugia. The completion of work is planned by 2023. Based on the specific note concerning "*sub-optimal swine*

husbandry and biosecurity procedures", an absolute priority has been given to the pig barn which is currently being rebuilt. These works are planned to be completed by December 2019.

Specifically, biosecurity signage at the teaching farm is under improvement: people, vehicles and equipment pose a high biosecurity risk and will be managed accordingly. Farm biosecurity signs on entrance gates and in each barn have been placed to alert visitors on biosecurity priority at the farm. Other biosecurity rules, such as restricted access points, have been introduced.

At the moment, there is no independent entrance to the pig barn. New facilities will correct that issue with a totally separate path to the shed. In addition, the pig shed will be physically separated from the other facilities where cattle, sheep and horses are kept. Finally, to improve biosecurity standards, boot washing and disinfecting stations at the entrance to each stall (swine, cattle, horse, sheep) are planned as well.

- b) **Animal welfare at the teaching farm** - "*Housing for swine could be updated, according to animal welfare recommendations*" - If animal welfare recommendations are considered as standard recommendations for intensive pig farming, where commercial hybrids are reared, this is not the aim pursued at the AZD where *Cinta Senese* pigs are raised. In fact, the *Cinta Senese* is an Italian autochthonous swine breed, a rustic and resistant genotype normally reared outdoors, often with no confinement facilities or extra dietary supplements. Nevertheless, as mentioned before, while maintaining the same conditions, new housing for swine resulting in a number of improvements (i.e. bedding, heating, ventilation, environmental enrichment, etc.) is planned to be completed by December 2019.
- c) **Pharmacy practices.** - "*Sub-optimal good pharmacy practices*" -
1. A unique drug purchase procedure has been produced for different clinical sections/services of VTH.
 2. A safe with separate and independent doors has been activated for storage and administration of narcotic and psychotropic drugs; each door can be opened only with personal IDs and passwords that are possessed only by graduates on duty for emergency services and anaesthesiology.
 3. The SIOVUD case recording system has been updated allowing daily facilitated recording of therapies and clinical monitoring data of hospitalized animals. This function can be reached from the link to "Open clinical records", filling in the space dedicated to the description of the treatment



plan and entering the date of the current day by clicking on the "eye" symbol. The DAILY update of medical records is under responsibility of graduates on duty for the therapy of the hospitalized patients. The trainee students, the "red week" students and the ADE students have to be involved in this activity, and must be appropriately trained to collaborate in these registrations by the lecturers in charge. To make the use of this registration system in SIOVUD fast and practical, tablets connected to the clinical registration system were purchased and made available to graduates in charge of the therapies.

- Two new areas called 1) "drugs area" and 2) "materials area" have been added on the SIOVUD home screen. They are going to be activated very soon to allow the centralized loading and unloading of all drugs and consumables. This function will allow loading by bar codes of all the drugs and materials that enter the OVUD, as well as unloading in the lockers of current use of the single departments / services.

2.1.2 COMMENTS

The Establishment is aware that some of the facilities present at the teaching farm do not perfectly comply with standard biosecurity procedures and need to be renovated. The procedures for hazard prevention (biological, physical, chemical, contusion and injuries, others) during practical training at the teaching farm have been implemented and publication of information aimed to improve the culture of biosecurity in the Establishment has been progressively increased. Nevertheless, AZD Management Board is working to guarantee the reduction to a minimum of the hazards previously identified.

We believe that animal welfare is not a major critical item at AZD where all species are raised according to standard welfare procedures. However, animal welfare will surely be improved with the above mentioned planned new facilities for pigs and horses (having the highest priority) and with complete renovation of the cattle stable and sheep barn as reported in the approved and financed architectural designs and maps shown during the EAEVE visit on March 2019.

We believe that the actions taken to correct the management of incoming and outgoing drugs will assure an effective centralized control of the use process. The introduction of barcode reader for the loading / unloading of drugs will rationalize the use and the economic savings by limiting material waste. The simplification of the daily registration system of the individual therapies administered to hospitalized animals will make the procedure easy to do and quicker to consult and also applicable by the students.

2.1.3 SUGGESTIONS FOR IMPROVEMENT

In addition to the improvement works for swine husbandry, the major renovation works planned to improve AZD biosecurity and animal welfare for the cattle and sheep barns can be summarised as follows:

Cattle stable – complete renovation of the roof, rebuilding of the power line and water pipes, waterers, mangers, self-catching head gates, non-slip floor, and fences.

Sheep barn - complete renovation of the roof, rebuilding of the power line and water pipes, self-catching head gates, waterers, mangers, and fences. In addition, milking and milk storage facilities have been already planned in rebuilding works.



2.2 Minor Deficiency 2

The Establishment is partially compliant with **Substandard 4.13** because of sub-optimal biosecurity procedures in the companion animal isolation facilities.

2.2.1 FACTUAL INFORMATION

VTH has had a number of facilities recently undergo renovation and other renovation projects are planned or in progress. At the VTH the number of places for hospitalised patients are sufficient for teaching purposes. The isolation units provide sufficient places for horses, small ruminants, pigs, cows, and companion animals. The renovation of the hospitalisation unit for cattle is planned as is the renovation of the small animal isolation and chemotherapy units.

As for AZD, both students and staff are trained on biosecurity procedures. Specifically, students are taught about biosecurity procedures from the first year and they are reminded during pre-clinical and clinical activities. They can also access procedures online (UniStudium, DVM web site). The University of Perugia also provides for formal risk analysis for the VTH and publishes the produced reports. Major updating and implementation of biosecurity rules is under the University Security Office in collaboration with the DVM Security Delegate.

During the last EAEVE visitation, the current separate isolation facilities for dogs and cats were considered lacking a clear separation for the flow of people coming in and going out. However, the new isolation facilities, at the moment under construction, will provide conditions for a better application of general biosecurity rules.

Based on these considerations, the following measure was adopted:

1. The isolation unit for infectious diseases of cats has been moved in front of isolation for dogs. In this way, material for dressing and covering the footwear is available outside the two insulation rooms. The containers for the infected material are kept, instead, in an antechamber immediately behind the access door. The movement of the isolation facility for cats has also allowed the activation of the building site for the new isolation unit for small animals.

2.2.2 COMMENTS

As indicated to the Visiting Team, a renovating project of the small animal isolation unit has been approved and financed through the University of Perugia. The completion of work is planned by 2022. Therefore, we consider the noting of sub-optimal biosecurity procedures in the companion animal isolation facilities as a transitional condition.

Moreover, the moving of the isolation facility for cats has also allowed the activation of the building site for the new isolation unit for small animals.

2.2.3 SUGGESTIONS FOR IMPROVEMENT

A number of procedures have been planned to improve the isolation unit dedicated to small animals. They all have been considered in the renovating plan:

1. **Entrance route.** Operator will access the section from the hospital main corridor via a controlled access door. He will then enter the clean locker room where he will don the appropriate PPE (overalls, overshoes, cap, etc.) and, then, he will enter into the "clean" hallway, pass into the corridor, and then into the filter area of the insulation section. From this area he can access the sector dedicated to cats or the one dedicated to dogs. At the conclusion of the activity, leaving the "visitation" premises, the operator will remove the PPE, which he will throw into a special "dirty" container, and proceed towards the "dirty" dressing room. Once disinfected, through the disengagement and the "clean" locker room, he will exit the department. If the operator is contaminated inside the cat or dog area, in the filter area there will be an emergency shower with which the operator can wash, and then move into the "dirty" locker room where he can also use the shower, change, disinfect and then exit according to the above indicated route.
2. **Animal path.** Animals in a cage hospitalized in OVUD will access the ward through the main entrance, the corridor, the filter and then either to the cat area or to the dog area, depending on the species. From the main entrance to the corridor, the wheels of the cage will pass over a specially designed mat that will disinfect them. On the other hand, in the case of a potential infection found in an animal that has not been admitted to OVUD yet, access will be from the "external animal entrance" so as not to contaminate the hospital premises. Once entered from the external entrance, it will be brought into the cat area or into the dog area, depending on the species.
3. **Cage route.** A special room housing a cage washing machine will also be set up. This machine will be used both for washing cages of the OVUD and for washing cages of the infectious diseases section. The cages coming from the OVUD, through the main entrance, will enter this room through a dedicated door; here they will be washed and disinfected and, returning, they will repeat the entry route. As for as the cages of the infectious diseases section, these, before leaving the cat or dog area, will have the wheels pass on an affixed mat that will disinfect them, then they will access the filter area, then the corridor and finally the washing room. Here they will be washed and disinfected and, returning, they will re-enter the entry route.

2.3 Minor Deficiency 3

The Establishment is partially compliant with **Standard 8.5**, because of sub-optimal documentation and analysis of assessment outcomes.

2.3.1 FACTUAL INFORMATION

The Establishment has a student's assessment strategy defined by regulations and procedures and aims the degree course to high level learning outcomes based on Bologna second cycle Dublin descriptors. The main method of student assessment consists of an oral exam in which theoretical knowledge, and critical and associative abilities are tested. During the oral exam, the same standard the exam structure is similarly provided (progressive grade of difficulty).

Pre-clinical practical skills are assessed through practical activities performed during the course, written reports, and supervised work. Supervising teachers record student achievement by signing the student Logbook reporting premises (LD; AZD; OVUD) and areas (PA; SV; SR; AC; TR) where activities are carried out under the supervision of academic staff. Skills are also assessed during the final oral or practical exam.

An examining board (minimum two members) verifies the achievement of course objectives related to knowledge, communication and practical skills. Clinical practical skills are assessed daily by teaching staff during red weeks, "rotazioni cliniche", Ambulatory Clinics and Professional Practical Training and registered in the Logbook and/or assessed during the final oral or practical exam. For other clinical practical skills, students are required to write reports for activities carried out under the supervision of the academic staff or EPT providers.

The method of assessments related to each unit of teaching is clearly described for students. The latter are called to verify if methods are clearly described by teachers. Moreover, post-assessment feedback is available immediately for both oral and practical exams allowing teachers to explain learning deficiencies and to suggest necessary improvements. Reviews and performance feedback are also provided for written examinations.

All proposals from students and teachers relating to assessments, their implementation and revision are addressed to the PDC which reports them to the DCC for final approval.

During the EAEVE Visitation, the Assessment strategy was found to not show clear evidence of ensuring coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme. The achievement of course objectives related to knowledge, communication and practical skills during oral exams was unclear in terms of clear criteria linked to effective standard setting and auditing of equivalence of standards across multiple oral encounters. Grading criteria in student assessment have been considered almost globally

and not related to the specific knowledge and skills being examined in each unit of study.

In addition, an effective system for reviewing and analysing assessment outcomes both in terms of pass rates and the ability of individual assessments to differentiate between high performing and less able students seemed absent or almost inconsistent. To review assessment outcomes mainly based on student feedback on the clarity of the descriptions of the assessments they are about to undertake has been considered not consistent with a systematic analysis of relevant data.

Based on the Visiting Team's considerations, the Establishment has adopted the following actions:

- A Working Group was appointed. It was composed of the Head of Establishment, EAEVE Liaison Officer, Degree Course President, Manager for Teaching Quality, and Coordinator of Peer Didactic Committee. The working group last met on the 10th of June and examined the suggestions of the Visiting Team concerning Standard 8 - **Standard 8.5**.
- The proposals of the Working Group were analyzed and approved by the PDC on the 17th. of June. On the 3rd of July they were submitted to the Degree Course Council for final approval. The approved actions are reported in the present R-SER.

The Degree Course Council gave positive feedback and approved the proposals of the Visiting Team to substantially improve assessment methods based on the Visiting Team's comments:

1. *It is strongly suggested that the Establishment develops an assessment strategy that ensures "coherence of the overall assessment regime to allow the demonstration of progressive development across the program towards entry level competence". This should clearly indicate the sequential development of knowledge and skills, with assessment verifying how each unit of study and year of the program supports student progress.*

Actions in progress:

- a) To review and define the association between competencies and skills (log book) for any core curriculum subject
 - b) To review Syllabus including more detailed indication of methods to verify each competency and skill
 - c) To provide a flow chart of knowledge, competency and skills to be acquired each year by students.
2. *Although the requirements to pass are explicit at 18/30, this mark is not linked to clear grading criteria which would allow students to recognize in advance the nature of the performance that is expected. It is suggested that criteria be established for each assessment that clarifies for students what is meant by "sufficient" in each context so that they can*



confidently prepare and also develop the self-assessment skills necessary for life-long independent learning.

Actions in progress:

- a) To progressively introduce written exams to check the acquirement of knowledge as a whole. Written exams will be introduced in place of or in addition to the oral exam, at the discretion of teachers.
- b) To state the weight for any different test (written, oral, practical) used in student assessment. This information will be reported in the Syllabus.
- c) To introduce for any different test grading criteria of marks related to knowledge, competencies and skills for each unit of study. Grading criteria will be reported in the Syllabus.
- d) To introduce and make available to students the exam questions on the UniStudium page in order to allow students to perform self-assessment independently.

3. *The Establishment should develop an effective system for reviewing assessment outcomes both in terms of pass rates and the ability of individual assessments to differentiate be-*

2.3.2 COMMENTS

In Italian veterinary medicine schools, student assessment has been traditionally based on oral exams, in some cases associated to skill assessment. In our academic history, it has been considered a basic and inescapable tool to verify student ability in autonomous arrangement of the required increases, in relating different issues, in reasoning. However, in the last years, a number of attempts have been independently made to support an oral and practical exam with previous written tests in order to attest overall knowledge before the oral test, ending in its definitely adopted for a number of subjects. For oral tests still required by teachers, we are convinced that an effort to make it more targetable in difficulty level and repeatability should be made.

Moreover, in the absence of a strong support by University Offices in analysing student's career progression, a number of actions performed at the Establishment sound as fundamental to check student's learning and career flow.

1) The review process of student assessment methods reported in the Syllabus would guarantee a sequential development of competencies and skills with more evidence of how much each subject supports the progression of learning process. In the skill flow diagram, competencies necessary to attend constructively the courses of the following year will be much clearer to students.

2) The review process of Syllabus aimed to include exam questions and "grading criteria" in student assessment will support the ability of individual self-assessment necessary for an inde-

tween high performing and less able students. This will allow more informed judgements to be made concerning the validity and reliability of different assessment methods, allowing assessments to be progressively improved and refined.

Action in progress:

- a) To annually request the ongoing student's careers to the IT (Information Technology) services
- b) To annually request the position of student outside the prescribed time to the IT services
- c) To analyse student careers and progressions. For this, a permanent Quality Committee composed of the Manager for Teaching Quality, Manager for Quality Assurance, and President of the Degree Course has been appointed to annually review and analyze student assessment grading and information reported in the Syllabus and data obtained from the IT offices to check the clarity of provided information addressed to the assessment and to be constantly aware of a student's pass rates and career progression.

pendent learning ability and make the student able to more objectively differentiate high and low performance.

3) IT offices supporting our annual data request will be necessary to provide tools to evaluate the level of learning of students and their career progression.

2.3.3 SUGGESTIONS FOR IMPROVEMENT

The Establishment is going to introduce a self-evaluation log-book to be carried out at the beginning of the 4th year of the course in which a student can assess the acquired pre-clinical competencies and skills provided in the aforementioned flow chart. In this way teachers will be aware of the perceived familiarity students declare about each checked competence.

2.4 Minor Deficiency 4

The Establishment is partially compliant with **Substandard 11.7** because of sub-optimal QA procedures at the veterinary department level.

2.4.1 FACTUAL INFORMATION

The Establishment introduced a QA system in 2013. This is based on the interaction of the University, the Department and the stakeholders including students, academic and support staff, and practitioners. Based on AVA/ANVUR requirements, the QA strategy of the Establishment is defined by the University Quality Presidium. In the DVM, the QA strategy involves the Head, the QA Manager, the TQ Manager, the Delegate for Research, the Delegate for DVM security, and the PDC.

The QA strategy requires the DVM to put into effect a series of actions resulting in a series of due reports. First of all, a specific PDC sub-committee that includes the DC President produces an annual self-evaluation report (SUA) in which the results of the PDCA cycle are analysed. In the SUA, all the indicators provided by the AVA-ANVUR National QA system are assessed as satisfactory or non-satisfactory. This allows longitudinal comparisons to be made. AVA-ANVUR annually investigates achievements and continuity of quality standards in university teaching. The annual verification must satisfy AVA standards. ANVUR collects the data, analyses and returns them to the DVM thus giving the DVM the potential to compare its results with expected values for different quality measures. This control is part of the QA system adopted by the MIUR and incorporates financial, teaching and research issues.

Since 2018, SUA has also included a form allowing a comparison of DVM data with those produced by other Italian departments. Based on this comparison, the DVM can clearly verify whether actions performed during the past year are useful and what is encouraged to further improve. In addition, the Evaluation Unit periodically undertakes an audit as an external evaluation of the DVM.

The Quality Presidium, at the university level, and the PDC and DVMC, at the Departmental level, along with individuals responsible for co-ordinating quality assessment processes, play key roles in quality assurance. At Departmental level, the two main individuals responsible for collection and preliminary analysis of data relevant to degree course quality are: TQ Manager and the Quality Manager for the DVM. Student feedback forms and stakeholders' feedbacks play a key role in the teaching quality assurance process.

The Veterinary Teaching Hospital represents a key facility for work-based learning and development of the day one skills in a veterinary programme. In addition to student feedback, a client feedback system has recently been introduced reporting pleasing preliminary results. Individual apprecia-

tion of animal welfare related to the use of animals in teaching is reported by owners.

The development of the Establishment quality assurance and enhancement processes is currently in progress. The Visiting Team appreciated the evolution including the relatively recent addition of collection mechanisms to supply data relevant for analysis. However, the Departmental Quality Strategy and Policies were found to be essentially those of the University and the Department has been considered lacking its own strategy.

Moreover, although various PDCA cycle organograms exist showing links between committees responsible for quality at University and Department levels, as well as the executive bodies of the University and Department, and individuals with quality management responsibilities for different areas, a sufficient clarity was not found regarding flows between these different individuals and committees, the responsibilities undertaken by each, and the ways in which cycles focused on quality assurance and enhancement were completed.

Based on the Visiting Team's considerations, the Establishment has adopted the following actions:

- A Working Group was appointed. Composed of the Head, two members of the Quality Presidium working at the Establishment, Manager for Teaching Quality, Manager for Quality Assurance of DVM, and VTH Manager. Since April 2019, the working group has examined the suggestions of the Visiting Team concerning Standard 11, Substandard 11.7.

Based on Visiting Team's comments reported below, DVM Council gave positive feedback and approved the proposals of the Expert's Team to substantially improve departmental QA strategy:

1. *The Establishment should clearly indicate in its documentation how its overall degree course outcomes are linked to the European Qualifications Framework Level 7 generic descriptors in knowledge, skills and responsibility and autonomy.*

Adopted Action:

- a) Based on the European Guidelines (directive 2013/55EU), specifically referring to knowledge, skills, responsibility and autonomy of the veterinary medicine graduated students, overall degree course outcomes at the Establishment have been confirmed to be closely linked to the European Qualifications Framework Level 7 generic descriptors. All of these links are due and reported in A4b and A4c fields of the Annual Single Report (SUA)(see Annex A).
2. *It is strongly suggested that the Establishment more clearly documents the term of reference of its key committees involved in quality assurance, together with the roles of its different*



quality managers. This will allow loci of responsibility and accountability to be more easily recognized, avoiding duplication and clarifying the routes for information flow and decision-making on actions.

Adopted Action:

- a) Based on the official documents produced by the Establishment (DVM General Guidelines) and by the University of Perugia (University General Guidelines) the working group has outlined and more clearly reported roles and responsibilities of all managers and committees operating in the "Quality Assurance System". To better illustrate all of that, the working group has produced a table where all the data relating to the recognition of decision-making and information flows at the Establishment (see Annex B).
3. *A consideration of what each of the stakeholders in the VTH would regard as a high-quality hospital would allow identification of measures that could yield useful data for analysis of the range of factors that this reveals. In addition, it is suggested the hospital sets itself targets for the measures it chooses, such as a percentage of satisfied clients and average time for payment of accounts, as well as periods over which these will be achieved if improvement is needed. The VTH could use such measures as objective evidence of the quality of its services during external reviews and also to market the quality of its services or its stakeholders.*

Adopted Actions:

- a) To improve the assessment (mark in tenths) of teaching activities carried out at VTH (basic and advanced red weeks, first aid) made by students. The goal is to improve the mark of question D13 of the teaching evaluation questionnaire (Overall, do you judge this training positively?) over the next 2 years, 0.5 point per year. The PDC will test the defined indicator and the involved teachers, if necessary, and will report needs to VTH Management Committee for teaching improvement.
- b) To maintain customer satisfaction rate at the present value (80%). The objective will be checked annually by analyzing "customer satisfaction" questionnaires. Questionnaires are collected every week by a support staff member who sends them to the VTH manager for final discussion in VTH management committee.
- c) To modify the "customer satisfaction" questionnaire by adding a column relating to the VTH services. This will allow the VTH Manager to better differentiate and address the denounced issues.
- d) To define maximum times for laboratory reports specifically produced by diagnostic laboratories performing activities at VTH

(Pathology Service, Parasitology Service, Infectious disease Service, and centralized OVUD lab) for professional and teaching purposes.

4. *In the longer term, it is suggested that the Establishment looks at how it "personalises" the University Quality Assurance Strategy to its unique context, with priorities for enhancement and clear target dates for their achievement. This would allow the Establishment to appreciate the full relevance and meaning of quality enhancement for all its areas of activity, and it could become an exemplar of best practice for the University and beyond.*

Adopted Actions:

- a) Due to the high level of peculiarity in activities and teaching performed at DVM, many efforts have been made by the Establishment to adapt and personalize the University Quality Assurance Strategy for a long time. The presence of a Veterinary Teaching Hospital and of a Teaching Farm represent some of the main peculiarities of DVM. Quality Assurance at VTH is supervised specifically by the VTH Management Committee. More recently, after approval and implementation of the latest AZD Guidelines, a Management Board has also been established at the teaching farm playing the role of Quality Assurance entity and contributing to the overall Quality Assurance of the Establishment. Both are due to periodically report to the DVMC issues of improvement actions aimed to achieve planned objectives. Based on Visiting Team suggestions and conforming to the department autonomy rate stated in the last University program document published on the June 25th, 2019, the working group further has proposed to appoint a Departmental Quality Assurance Committee (QAC) composed of all managers working on quality assurance in all areas of the Establishment activities (Teaching, VTH services, AZD, Research, Security, ESEVT Standards). QAC activity will consist in coordinating QA actions taken in different fields and in verifying the achievement of planned indicators and objectives.

2.4.2 COMMENTS

The QA system was introduced only in 2013. Although a short while has been spent on this topic, to date high level outcomes have been obtained confirming that a great effort in introducing an innovative quality culture has been made thanks to the collaboration and support of all the staff working at the Establishment, of students, and of external sources included in our strategy. The introduction of the National AVA/ANVUR QA system has certainly contributed to consolidate and to encourage the Establishment QA strategy.



Maybe at the beginning the number of the introduced procedures and/or responsibilities and roles has been considered directly related to the QA level. This short-sighted consideration has may have contributed to make the QA system almost complex, perhaps unnecessarily more complex than required. Therefore, we are convinced that further efforts are needed to consolidate our QA system, to simplify it, to more clearly define roles, responsibilities and action flows. In the past, a major effort has been made to produce documents and reports that, at present, are more easily produced. To be confident with QA system and strategies will allow all of us to work more

comfortably and to critically identify redundant steps.

2.4.3 SUGGESTIONS FOR IMPROVEMENT

Due to the introduction of new organisms in the Quality Assurance System of the Establishment, a longer-term checking will be necessary to verify the efficacy of so differentiated and peculiar PDCA cycles and of regime entry of new decision mak-ings. Also, consolidation of QA system in VTH and AZD will contribute in next few years to define a more personalized QA strategy reinforcing future Establishment governances.

ESEVT Indicators



ESEVT Indicators

Name of the Establishment:		Department of Veterinary Medicine of the University of Perugia (Italy)			
Date of the form filling:		August 31st, 2019			
Calculated Indicators from raw data		Establishment values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,167	0,16	0,13	0,041
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,951	0,87	0,59	0,362
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,755	0,94	0,57	0,188
I4	n° of hours of practical (non-clinical) training	1071,500	905,67	595,00	476,500
I5	n° of hours of clinical training	817,167	932,92	670,00	147,167
I6	n° of hours of FSQ & VPH training	264,167	287,00	174,40	89,767
I7	n° of hours of extra-mural practical training in FSQ & VPH	82,000	68,00	28,80	53,200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	63,578	70,48	42,01	21,568
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0,718	2,69	0,46	0,255
I10	n° of equine patients seen intra-murally / n° of students graduating annually	7,854	5,05	1,30	6,556
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	4,083	3,35	1,55	2,537
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0,000	6,80	0,22	-0,223
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	14,806	15,95	6,29	8,511
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0,000	2,11	0,60	-0,595
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	8,689	1,33	0,55	8,142
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,476	0,12	0,04	0,431
I17	n° of companion animal necropsies / n° of students graduating annually	2,039	2,07	1,40	0,639
I18	n° of ruminant and pig necropsies / n° of students graduating annually	1,039	2,32	0,97	0,068
I19	n° of equine necropsies / n° of students graduating annually	0,714	0,30	0,09	0,621
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,830	2,05	0,69	1,137
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating	0,199	0,20	0,06	0,136
I22*	n° of PhD graduating annually / n° of students graduating annually	0,136	0,15	0,09	0,048

(Date of form completion: **August 31st, 2019**)

3.2 COMMENTS

Considering that the Re-Visitation will occur during the same academic year as the Visitation seven months ago, Indicators are substantially the same as we reported in SER. However, we wanted to highlight Indicators 17, 18 and 20 referring to cadavers submitted to necropsy. The Establishment values have been updated to take into consideration the improved activities and the actions taken in the last seven months as well as the number of student graduating during the current academic year (55) (See Major Deficiency 1). It is worth highlighting that based on the stabilization of enrolled student's number at about 60 and on the normalization of annually graduated students/year we expect that the coefficient between grad-

uated students and ruminant and pig necropsies, arrived at 3.14 in the last 6 months, will approach to the actual median value of ESEVT (2.32).

No additional changes have been recorded.

3.3 SUGGESTIONS FOR IMPROVEMENT

To assure maintaining and improvement of ESEVT Indicators in the next years, it is necessary that the renovated governance will support and handle a close relationship and collaboration between teaching and support staffs involved in the updated achievement process of ESEVT Standards. This should be based on a renovated Departmental Strategic Plan having clear Objectives and Indicators as potential steps of this process.

Annexes

ANNEX A – ANNUAL SINGLE REPORT (SUA) 2018	
PANEL A4b1	KNOWLEDGE AND UNDERSTANDING, AND ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING: SYNTHESIS
Knowledge and Understanding ability	<p>Graduates of the master's degree in Veterinary Medicine must possess the methodological and cultural bases necessary for lifelong learning as well as the methodological foundations of scientific research, in respect to their critical and conscious application in the subsequent professional activity. In particular, the training course will include the acquisition of knowledge related to the following areas grouped according to the specific objectives of the course:</p> <ul style="list-style-type: none"> - adequate knowledge and technical skills in the basic subjects preparatory to the comprehension and theoretical-experimental study of biological phenomena with increasing complexity from the molecular level to the cellular-tissue level up to the functioning and comparison of organisms and species; - adequate knowledge and technical skills of the structure and functions of farm animals and of animals in physiological conditions: feeding and feeding techniques, behavior, business management of farm animals; - adequate knowledge of pathophysiology, etiopathogenesis, diagnosis and therapy of the main diseases of farm animals, pets and wild animals. These aspects will be aimed at the observation of single individuals or groups of animals; - adequate knowledge of preventive medicine and diseases transmittable to humans; - adequate knowledge and ability to control hygiene and technology in the production chain of food of animal origin intended for human consumption; - adequate clinical-practical experience carried out under the supervision of the teachers involved and tutors in the departments of the Department / University (OVUD, Livestock farms), aimed at preparing a Veterinary Doctor able to manage the basic professional activities (first-day veterinarian); - adequate knowledge of the legislative, regulatory and administrative provisions involving the veterinarian with particular regard to aspects of veterinary forensic medicine, veterinary police and protection of animal welfare. <p>The overcoming of theoretical and / or practical tests attests the achievement of the expected objectives regarding knowledge and understanding.</p>
Ability to apply knowledge and understanding	<p>Graduates of the Master's Degree in Veterinary Medicine are able to apply their knowledge, understanding and skills to be able to enter the world of work immediately after graduation and to develop and / or use original or innovative ideas, even in a study or research context, in all academic, professional and technological fields. Through the systematic application, updated and critically aware of knowledge, the Veterinary Surgeon is also able to solve problems relating to new issues arising from the rapid scientific and technological progress, the changing demands of the world of work, the development of new health emergencies and, not least from the pressing need to adapt to European Union directives for community and / or international work integration. This requirement requires from the graduate in Veterinary Medicine the ability to insert and adapt its activity in new contexts, also interdisciplinary, connected to its own field of study. The progressive achievement of these abilities is attested by the passing of practical checks and the acquisition of the 30 ECTS of compulsory internship for the access to the professional qualification exam</p>



ANNEX A – ANNUAL SINGLE REPORT (SUA) 2018

PANEL A4b2

KNOWLEDGE AND UNDERSTANDING AND ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING: DETAIL

Basic Science

Knowledge and understanding

The graduate:

- possesses the theoretical and practical knowledge acquired through the study of basic subjects such as: Anatomy (including Histology and Embryology), Physiology, Biochemistry, Genetics, Pharmacology and Toxicology, Microbiology, Immunology, Epidemiology and Professional Ethics.

Ability to apply knowledge and understanding

This knowledge will form the basis for understanding: the morphology and functioning of living beings; of the pathogenesis and of the pathological deviations of animal organisms referable both to single organs / apparatuses as well as to the organism in its entirety; of animal physiopathology; of the bases of phenotypic characters also as a function of the genetic improvement of animals; of the characteristics of infectious and parasitic agents and of the body's immune response.

The student:

- can assess the morphological and functional normality and well-being of an animal;
- knows how to apply the tools for the surveillance of inappropriate use of drugs and the presence of toxic substances in animal matrices.
- knows the mechanism of action, kinetics and effects of drugs and toxicants in animals; intoxication diagnosis and therapy; the legislative aspects related to the marketing and use of drugs.

The knowledge and skills are achieved and verified in the following training activities:

ANATOMY

GENERAL BIOCHEMISTRY

VETERINARY BIOCHEMISTRY AND MOLECULAR BIOLOGY

ANIMAL BIOLOGY

COMPULSORY LAW 81/2008 PREVENTION AND SECURITY

VETERINARY EPIDEMIOLOGY

PHARMACOLOGY AND VETERINARY TOXICOLOGY

PHYSICS, STATISTICS AND INFORMATICS APPLIED TO VETERINARY MEDICINE

GENERAL AND SPECIAL VETERINARY PHYSIOLOGY

HISTOLOGY, GENERAL AND SPECIAL VETERINARY EMBRIOLOGY

VETERINARY LEGAL MEDICINE, VETERINARY LEGISLATION, ANIMAL AND DEONTOLOGY

MICROBIOLOGY AND VETERINARY IMMUNOLOGY

ANNEX A – ANNUAL SINGLE REPORT (SUA) 2018

Clinical Science

Knowledge and understanding

The graduate has the theoretical and practical knowledge acquired through the study of clinical subjects such as: Obstetrics and Gynecology, Pathology (including Pathological Anatomy), Parasitology, Medical Clinic and Surgical Clinic, Legal Medicine, Health Police, Pharmacotherapy.

- knows the clinical methods for diagnosing and managing diseases of medical, surgical and obstetric-gynecological interest in animals;
- knows the epidemiology, the etiology, the pathogenesis, the anatomic-pathological picture, the prophylaxis, the control and the diagnosis of animal diseases including zoonoses;
- has the basic knowledge on the organization and functioning of the legislative and administrative apparatus and the specialized knowledge on veterinary law and on regulatory procedures at international, community, national and regional levels, as well as on the code of ethics, order organization and security.

Ability to apply knowledge and understanding

The graduate:

- uses and applies specific knowledge to detect and diagnose the state of health, disease and animal welfare
- knows how to manage the diagnostic and therapeutic approach on animals of zotechnical interest and affection through the analysis of the clinical symptomatology and the planning of direct or indirect diagnostic instrumental or surgical protocol;
- knows how to manage the diagnostic approach of anatomy-histopathological pictures;
- knows how to apply appropriate anesthesia protocols;
- knows how to use technologies and reproductive biotechnologies such as artificial insemination, assisted reproduction, and embryo transfer;
- is able to apply the methodologies for the control of infectious and parasitic diseases of domestic, exotic and wild animals as well as the procedures to be adopted in case of epidemic emergencies.

The knowledge and skills are achieved and verified in the following training activities:

VETERINARY PATHOLOGICAL ANATOMY
VETERINARY SURGICAL CLINIC I
VETERINARY SURGICAL CLINIC II
GYNECOLOGICAL AND VETERINARY ANDROLOGICAL CLINIC I
GYNECOLOGICAL AND VETERINARY ANDROLOGICAL CLINIC II
MOBILE CLINIC
INFECTIOUS DISEASES, PROPHYLAXIS AND HEALTH POLICE
PARASITOLOGY AND PARASITIC DISEASES OF DOMESTIC ANIMALS
AVIARY PATHOLOGY AND VETERINARY PUBLIC HEALTH
VETERINARY SURGICAL PATHOLOGY AND SEMEIOTICS
VETERINARY GENERAL PATHOLOGY
SPECIAL PATHOLOGY AND VETERINARY MEDICAL CLINIC I
SPECIAL PATHOLOGY AND VETERINARY MEDICAL CLINIC II
PRE - TRAINING PARASITOLOGY
PRE-TRAINING PATHOLOGICAL ANATOMY
FUNCTIONAL SEMEIOLOGY IN VETERINARY MEDICINE
BASIC RED WEEK
RED WEEK ADVANCED COURSE
VETERINARY SURGICAL CLINICAL TRAINING
MEDICAL CLINICAL TRAINING AND VETERINARY PROPHYLAXIS
INTERNSHIP AVIATION DISEASES
INTERNSHIP: OBSTETRIC CLINIC AND VETERINARY GYNECOLOGY

ANNEX A – ANNUAL SINGLE REPORT (SUA) 2018

Animal Production

Knowledge and understanding

The graduate has the theoretical and practical knowledge acquired through the study of subjects related to animal production such as: Ethology and animal welfare, nutrition and animal nutrition, special zootechnics and biotechnologies applied to zootechnical productions, general zootechnics and genetic improvement.

- knows the fundamentals of the morpho-functional evaluation of animals, the main breeds of zootechnical interest and affection and the aspects of genetics applied to the improvement of animal species;
- knows the raw materials and technologies necessary for the production and dietetic-nutritional evaluation of food for animals;
- knows the breeding techniques of animals of zootechnical interest (including aquatic organisms) in relation to production and welfare.

Ability to apply knowledge and understanding

The graduate:

- knows how to intervene in the efficiency of the breeding system, thus influencing the productivity and quality of animal production;
- knows how to formulate diets suitable for optimizing production and maintaining animal welfare;
- knows how to intervene on frauds involving raw materials, technological treatments and additives used in the preparation of animal feeds;
- is able to assess the state of animal welfare and the adequacy of breeding structures and technologies.

The knowledge and skills are achieved and verified in the following training activities:

AGRONOMY AND ECONOMY
 ETHOLOGY AND ANIMAL WELFARE
 NUTRITION AND ANIMAL FEEDING
 GREEN WEEK (ADVANCED COURSE)
 GREEN WEEK (BASIC COURSE)
 ZOOTECHNICAL INTERNSHIP I - II
 GENERAL ZOOTECHNY AND GENETIC IMPROVEMENT
 SPECIAL ZOOTECHNICS AND BIOTECHNOLOGIES APPLIED TO ZOOTECHNICAL PRODUCTIONS

Food hygiene and public health**Knowledge and understanding**

The graduate has the theoretical and practical knowledge acquired through the study of food hygiene and public health subjects such as: Hygiene, food technology, microbiology and Inspection, control and certification of food of animal origin

- knows the pathogenetic and epidemiological aspects of the main foodborne disease agents
- knows the rules for carrying out the ante- and post-mortem inspection of animals destined for human consumption and the requirements for assessing the quality and wholesomeness of products of animal origin;
- knows the production and transformation processes of food of animal origin to identify and prevent health risks for human health;
- knows the pathological deviations at macroscopic and microscopic level aimed at the diagnostics and the inspection assessment of animals destined for human consumption.

Ability to apply knowledge and understanding

The graduate:

- is able to plan, implement and control veterinary public health programs;
- is able to carry out the inspection ante- and post-mortem of animals destined for human consumption;

ANNEX A – ANNUAL SINGLE REPORT (SUA) 2018

Animal Production (continued)

- is able to apply the procedures required by HACCP plans to companies that produce, harvest and process food of animal origin;
- is able to check the health documents and certifications that accompany the animals to the slaughterhouse;
- is able to identify and describe the analytical procedures to highlight the residues of illicit treatments in meat-producing animals, carry out, according to suitable procedures, the official sampling of organs and tissues at the time of slaughter, set up a histological preparation starting from the organs and tissues taken to slaughter, and perform elementary analytical activities to determine some quality parameters of fresh meat;
- is able to manage and control the food production chains of animal origin and their safety, also with regard to fish species

The knowledge and skills are achieved and verified in the following training activities:
 HYGIENE, TECHNOLOGY AND MICROBIOLOGY OF FOOD
 INSPECTION, CONTROL AND CERTIFICATION OF FOOD OF ANIMAL ORIGIN
 INTERNSHIP INSPECTION, CONTROL AND CERTIFICATION OF FOOD OF ANIMAL ORIGIN

PANEL A4C AUTONOMY OF JUDGMENT, COMMUNICATIONS SKILLS, LEARNING SKILLS

Anatomy of Judgement

Graduates of the master's degree in Veterinary Medicine have the ability to judge, in relation to the fields of competence, areas which derive from the personal elaboration of the knowledge acquired during the training program of the Degree Course. Such knowledge is continuously integrated, even after graduation, with information deriving from the scientific community, from the professional relationship with the Order of Veterinary Doctors in all its forms, and from relationships with colleagues. From the contact with this continuous flow of information derives the capacity / necessity to interpret news, sometimes even fragmented or incomplete. Precisely this ability to interpret the data collected allows the autonomous expression of judgments inherent to their professional skills. The increasingly close relationship between the veterinary surgeon and the social fabric implies the need to always verify that their actions and judgments are adequate to the social and ethical responsibilities of the veterinary surgeon. Judgment skills and interpretative skills are stimulated during the degree course through lectures and exams but above all through practical activities that place students in front of real problems that they must study, face and, if possible, solve, alone or in groups, under the supervision of the teachers involved.

Learning Skills

Graduates of the Master's Degree in Veterinary Medicine acquire, during the Degree Course, the awareness of having to permanently continue their scientific-professional preparation in line with the Lifelong Learning in Medicine (ECM) programs requested by the Ministry of Health to members of the Health Professions. The Degree Course allows the veterinarian, during the entire training program, the continuous growth and cultural increase through the acquisition of a personal method of study that will always be part of its cultural heritage. This method of study allows the professional, in an independent form or with participation in conferences and post-graduate training courses, to continually increase his / her cultural baggage. During the degree course the verification of the results achieved is linked to the exams and to the seminars, individual or group, under the guidance of the teachers involved or of tutors.



ANNEX A – ANNUAL SINGLE REPORT (SUA) 2018

Communication Skills

Graduates of the master's degree in Veterinary Medicine have direct communication skills and the use of the means made available by technology. Direct communication allows the veterinarian to provide information concerning his / her competencies, from the description of the clinical situation of an animal to its owner up to the communication of the results of scientific research to an audience of experts and specialists. The professional activity therefore requires forms of direct communication addressed to subjects who are completely different in terms of cultural preparation, work, and level of knowledge, making communication skills an essential foundation of the Veterinary Doctor's preparation. The indirect communication skills are carried out by the veterinary surgeon through the use of technologies such as word-processing programs, research of data and information from databases or use of the internet. The mastery of communication requires the ability to express in written and oral form in both the Italian and English languages. The communicative ability, direct and through technologies, allows the veterinarian to also work in an associated form with staff, even in an interdisciplinary situation. Communication skills are acquired during the Degree Course through the elaboration of seminars and reports carried out under the supervision of the teachers involved and of tutors, as well as verified during the examinations of the various disciplines. The knowledge of the English language is developed through a specific course and extended through courses at the University Language Center as well as through international exchange programs that allow internships abroad of 3/6 months duration.



ANNEX B - QA SYSTEM AT THE DEPARTMENT OF VETERINARY MEDICINE			
	WHO	WHEN	ROLE
DVM Head	Prof Luca Mechelli	His activity is continuous throughout the year	DVM Head performs the following tasks: <ul style="list-style-type: none"> - represents DVM, promotes its activities and he is responsible for its operation - convenes and chairs the DVM Council and Board - monitors compliance with the laws and the fulfillment of obligations - handles relations with the Central Administration of the University - announces and oversees the holding of technical staff elections - provides student representatives with a suitable office at DVM - is supported by the Administrative Secretary of DVM
Department Council (DVMC)	DVMC is composed of <ul style="list-style-type: none"> a) Director of Department, b) permanent and temporary professors and researchers from the Department, c) the representatives of the technical and administrative staff (with a permanent employment relationship, in a number equal to 15% of the members referred to in letter b) d) the representatives of the students enrolled in degree courses, specialization courses and research doctorates related to the Department (in a number equal to 15% of the members referred to in letter b) e) the administrative secretary of the Department who takes part in the meetings with advisory and recording functions 	The DVMC meetings are normally bi-monthly, but they can also be increased to face particular situations. The schedule of DVMC meetings is planned every year	The DVMC performs the following tasks: <ul style="list-style-type: none"> - proposes the regulations of the department and of the doctorate courses to the academic senate - approves the training plan offered with reference to the study courses - decides on the distribution of teaching responsibilities and on the coverage of all the active courses - builds on the good performance and quality of educational activities - decides on the proposals for the assignment of permanent positions and on the call and appointment for researchers and associate and full professors - decides on requests for membership of the Department - proposes the activation of contracts for teaching activities - approves the three-year reports of researchers and professors - approves the stipulation of agreements with national and international subjects - appoints the advisory committees - approves the annual forecast budget

ANNEX B - QA SYSTEM AT THE DEPARTMENT OF VETERINARY MEDICINE			
	WHO	WHEN	ROLE
DVM Board	DVM Board is composed of director, vice director, 2 full professors, 2 associate professors, 3 researchers, 1 representative of the technical-administrative staff	DVM Board meets at the Director's request whenever there is a need	DVM Board is the executive body of the Department and assists the Director in carrying out his duties
Degree course council (DCC)	DCC is composed of all the professors in charge of teaching, the researchers who carry out official teaching activities, and a representation of the students	The DCC meetings are normally bi-monthly, but can also be increased to face particular situations	The DCC performs the following tasks: <ul style="list-style-type: none"> - organization and annual planning of the teaching activities - presentation of the degree course development plan to the Department Council - all the actions necessary to make the training activities consistent with the objectives set out in the teaching regulations - examination and approval of study plans and student practices - formulation of proposals and opinions to the Departmental Council concerning the university teaching regulations and the academic regulations of the degree course
President of the Degree Course	Prof Andrea Verini Supplizi	His activity is continuous throughout the year	The President of the Degree Course performs the following tasks: <ul style="list-style-type: none"> - chairs the Degree Course Council - participates in the review group - produces the Annual Report (SUA) that is a cyclical checking of the QA system of the department. The SUA is then checked by the Teaching AQ manager.

ANNEX B - QA SYSTEM AT THE DEPARTMENT OF VETERINARY MEDICINE			
	WHO	WHEN	ROLE
Peer didactic committee (PDC)	PDC is composed of 14 members of which 7 members are elected by the Department Council among the professors and researchers and 7 are student representatives, who are members of the same council.	The PDC meetings are normally bi-monthly, but can also be increased to face particular situations	The PDC performs the following tasks: <ul style="list-style-type: none"> - monitors the training offer, the quality of teaching and service activities to students, formulates improvement proposals to be discussed by the DCC and the DVMC - carries out dissemination activities on quality policies for students - elaborates proposals for indicators for teaching evaluation - issues an annual report which is acquired by the DCC, the Department and the PQA - formulates non-binding opinions on the activation, modification and deactivation of the DC of the DVMC
PDC Coordinator	Prof Mauro Coletti	His activity is continuous throughout the year and it is intensified near to the meetings of the PDC	The Coordinator of PDC performs the following tasks: <ul style="list-style-type: none"> - chairs the PDC - refers to the DCC the topics covered during the PDC meetings
Review group	The review group is composed of the President of the Degree Course in Veterinary Medicine, the teaching AQ manager and a student representative	The review group meetings generally are 4/5 per year or any number necessary for the drafting of the required documents	The review group performs the following tasks: <ul style="list-style-type: none"> - produces the annual monitoring form of the Department - produces the cyclical review report, when there is a particular need (for example, a change of regulations)
Manager for Teaching Quality	Prof. Cecilia Dall'Aglio	The teaching AQ manager checks compliance with departmental procedures relating to teaching activities at the end of each semester. Participates in other control activities in accordance with the times established by the Department.	Assists the President of the DCC for everything that concerns the technical-organizational aspects related to the management of the quality assurance of teaching DCC. In particular: <ul style="list-style-type: none"> - carries out the intermediate control of the SUA-DCC - as a member of the review group, collaborates in the compilation of the annual monitoring form - as a member of the review group, collaborates in compiling the cyclical review report - supports and collaborates with the President of the DCC in monitoring the compilation of teaching cards



ANNEX B - QA SYSTEM AT THE DEPARTMENT OF VETERINARY MEDICINE			
	WHO	WHEN	ROLE
Manager for DVM Quality Assurance	Prof Fabrizio Passamonti	The Department manager for DVM QA plans his activities in accordance with the times established by the University and the Department.	He is the operational manager of all the quality assurances of the Department and contact person of "Quality Presidium" at the Department level. In this role he also coordinates with the teaching AQ manager
DVM ESEVT Standard Committee (ESC)	Composed of a Coordinator, the Head, DC President, a member of TS for each Standard, 3 students	The timetable is arranged by the Coordinator based on needs and specific deadlines	To write SER in view of EAVE Visitation To check the achievement of ESEVT Standards To make proposals and requests for teaching QA and DVM QA to specific organizations (PDC, DCC, DVMC)
VTH Management Committee	The VTH management committee is composed of the VTH Manager in charge, the Administrative Secretary, the Manager in charge for each Unit, and 1 representative of the SS	Every two months	The VTH management committee cooperates with VTH Manager in the management of VTH activities and services and defines aims and objectives for VTH
AZD Management Board	The AZD management board is composed of the Director of the Department, as President, the President of the Degree Course in Veterinary Medicine, the President of the Degree Course in Animal Production and Zootechnical Sciences, a Livestock Manager, a Health Manager, a representative of the Department of Agricultural, Food and Environmental Sciences, a representative of the Department of Veterinary Medicine, a Representative of the AZD technical staff, a representative of the Animal Production students and a representative of the Veterinary Medicine students	The AZD management board meetings generally are 5 per year	The AZD management board performs the following tasks: ensures practical teaching activities for students attending degree courses in Veterinary Medicine, Animal Production and Zootechnical Science.



ANNEX B - QA SYSTEM AT THE DEPARTMENT OF VETERINARY MEDICINE			
	WHO	WHEN	ROLE
Delegates	Prof. L. Avellini - Library affairs Prof. D. Ranucci - Internationalization Dr.G. Brecchia - Erasmus Prof. G. Della Rocca – Student Tutoring Prof. M. Zerani – Student disabilities Prof. C. Pieramati -Informatics affairs Prof.Beniamino T. Cenci Goga - Communication Dr. L. Leonardi – TUCE/ Job Placement Dr. F. Biretoni - Security Prof. L. Pascucci - Research	Their activity is continuous throughout the year	Delegates plan their activities in accordance with objectives established by the University and the Department.



List of Abbreviations

AC = Ambulatory Clinics (Clinica Mobile)

ADE = Elective Teaching Activities

ANVUR = National Agency for the Evaluation of the University System and Research

AVA = Self Evaluation, Periodic Evaluation, and Validation

AY = Academic Year

AZD = Teaching Farm

DC = Degree Course

DCC = Degree Course Council

DOS = Day One Skills

DVM = Department of Veterinary Medicine

DVMC = DVM Council

EAEVE = European Association of Establishments for Veterinary Education

ECM = Lifelong Learning in Medicine

ECOVE = European Committee of Veterinary Education

ECTS = European Credit Transfer and Accumulation System

ESEVT = European System of Evaluation of Veterinary Training

ESC = ESEVT Standard Committee

EU = European Union

ID = Identification Number

IT = Information Technology

IZS = Istituto Zooprofilattico Sperimentale di Umbria e Marche

LD = Teaching Lab

LTRC = Local Territorial Relationship Committee

MIUR = Italian Ministry of Education, University and Research

OVUD = University Veterinary Teaching Hospital

PA = Practical Activity

PDC = Peer Didactic Committee

PDCA = Plan-Do-Check-Act

PPE = Personal Protective Equipment

QA = Quality Assurance

QAC = Quality Assurance Committee

SER = Self Evaluation Report

SIOVUD = Informatic System of VTH

SR = Red Weeks

SUA = Annual Self-evaluation Report

SV = Green Weeks

TQ = Teaching Quality

TR = Professional Practical Training

USL = Local Health Unit

VTH = Veterinary Teaching Hospital



**Department of
Veterinary Medicine
(DVM)
University of Perugia
(Italy)**

*Re-Visitation
Self Evaluation Report 2019*