

**European Association  
of Establishments for Veterinary Education**

**Association Européenne  
des Etablissements d'Enseignement  
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**REPORT on the STAGE 2 EVALUATION VISITATION to the FACULTY of VETERINARY  
MEDICINE and BIOSCIENCES, OSLO, NORWAY**

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## **Introduction**

The establishment introduced its quality system of education in 2004. This system includes all the areas important for student learning and it is evident that the system is well established. The establishment has systemised the quality assurance in six quality areas. All the areas are followed up annually by "Study Quality Reports.

The establishment's six quality areas are:

1. Policy and Relevance for Society, (compared with EAEVEs Chapter 1, 5 and 10).
2. Basic Studies, (compared with EAEVEs Chapter 2 and 5).
3. Further and Continuing Education, (compared with EAEVEs Chapter 7).
4. Research, PhD and Diplomate education, (compared with EAEVEs Chapter 2 and 8).
5. Internationalisation, (compared with EAEVEs Chapter 9).
6. Framework Quality, (compared with EAEVEs Chapter 2, 3, 4 and 6).

The establishment's quality areas overlap with EAEVE's assessment procedures (AP) and a table mapping the two systems onto each other has been provided in the SER 2, including the time they were implemented and the key tools for quality assurance for each AP.

A complete overview of the quality system was provided ("Strategy for Study Quality Work at the Establishment 2013-2014" (third revision) and "Quality System Structure" (third revision) with objectives, activities for quality assurance, responsibilities and related documents). These documents are readily available on the establishment's website as well.

The quality system has been in continuous development and was positively evaluated by the Norwegian Agency for Quality Assurance in Education (NOKUT) in 2007. The merger with UMB as of 1.1.2014 poses a challenge to the establishment, as the quality system also must be adapted to a larger organisation with three levels of management. However, the team is convinced that the establishment will master this challenge without much difficulty.

Flow charts were not provided for each AP, but processes were described so well in words that further visualisation was not deemed necessary by the team. Furthermore, there was sufficient evidence of operational PDCA cycles in the SER and on site. Examples of documentation were provided both in the Appendix of the SER 2 as well as in a data room on site. The majority of documentation was in English, or else a short summary was provided. Documentation of the assessment procedures was available at the visitation on day one, and the person responsible was always available.

As required by EAEVE's SOP, all necessary information was provided in the SER 2 and not by reference to SER 1, even when the relevant information had already been given there.

**Chapter 1. Policy Statement**

**1.1 Findings**

The establishment is committed by legislation to deliver research-based education. There are two components to the relationship: Some parts of the programme are research-oriented, and teach skills that prepare the student for a potential career in research. The remainder of the programme is research-led, meaning teaching that is inspired by current research and taught by individuals engaged in that research, at postdoctoral through to professorial level. The establishment has developed its quality system to ensure broad participation, a strong involvement of students and clear leadership. The quality system and all documents that set the standard and describe procedures together with reports adopted by the Board are publicly available on the Internet.

In the establishment's quality system, overall aims of quality are first broken down into six main areas of quality (see "Introduction"). Then these areas are broken down into the various key elements. Furthermore, the quality system sets out a series of activities that will both ensure quality and secure practices, and evaluates whether the goals are reached (Figure 1). Responsibility (operational manager) for each activity is allocated. For each key element, the documents that set the standards and describe procedures are identified.



**Fig. 1. Structure of the quality system**

The Study Quality Work is an important means of assessing and improving quality. In an annual report of study quality to the Board, measures are proposed and suggestions made for further work for the coming year. The report provides the status of evaluations, student results and analyses that have been made in the preceding year. In the following year, the administration, the organisational units and committees in the relevant study areas initiate actions. This process is closely linked to the budgetary and strategic processes of the establishment. The quality cycle is used both at the local level in each block and at the aggregated level in each department, with their annual, local study quality report work and measures for the coming year. The quality cycle is also a model for the aggregated level of the institution through the main study quality report work and measures for the coming year that are adopted by the Board.

The overall responsibility for the establishment lies with the Board, which approves the Study Quality Report each year. For each of the six areas in the quality system, the person with overall responsibility is either the Rector or Director General. The operational manager for each activity is given in the structure description. Responsibility for analysing the status and suggesting and implementing improvements is at the level that is responsible for the quality. All the establishment's systems are rooted in the ordinary operations of the organisation. Students are represented in all committees that have a role in education and the study quality work. Students also participate in audits of the system description in the respective committees. Students are represented in all ad hoc committees where issues affecting the quality of education are discussed. Students' Political Organisation (VSU) plays a major role in quality assurance as well. Each block has a reference group of students. All students must participate in at least one reference group during their course of study. The student evaluation of the block is an important part of the quality system. In addition, student evaluation of each block is an important part of the quality system that is used very widely at the establishment.

The establishment's quality system was developed in 2004 in close communication with the academic staff and students. Every block and department submitted comments on the system that were attached to the documents sent to the Board. The Board of the establishment adopted the general framework for quality assurance and strategy for quality in 2004. Since then there have been two revisions. Through the annual work with Study Quality Report Area 1: "Policy and relevance for Society" suggestions for system improvements are considered.

The revision of the policy is also influenced by the findings of the Norwegian Agency for Quality Assurance in Education (NOKUT), a member of the European Network for Quality Assurance in Higher Education.

### **1.2 Comments**

The whole concept of quality assurance is deeply embedded in the establishment in a holistic approach allowing continuous improvement. Here is evidently a well-developed culture of quality.

Importantly, the University is regularly monitoring and revising its strategies and is using its quality assessments to further develop and optimise its processes. The establishment has integrated students fully into its quality assurance system and has empowered them; decisions are based on democratic processes and responsibilities are known by all and are well understood.

### **1.3 Suggestions**

It is recommended to maintain and further develop the quality system, also after the merger, whilst keeping the communication pathways short and simple as they are now (E.g. it may be worth considering the implementation of one common board of Departments in teaching matters). This will be a challenge for the establishment, but none it will not be able to master.

#### Evaluation in relation to Assessment Procedure 1

Satisfactory

## **Chapter 2. Assessment of Students, Postgraduate education and Student Welfare**

### **2.1 Undergraduate Education**

#### **2.1.1 Findings**

The Norwegian Universities and Colleges Admission Service, (Samordna Opptak (SO)) coordinates the admission to regular undergraduate studies at all universities, university colleges, state colleges, and some private colleges in Norway. The SO is an admission system regulated by the Norwegian government.

All applicants must use the online application form, which is available from 1st February on [www.samordnaopptak.no](http://www.samordnaopptak.no). The deadline is 1st March for applicants with foreign education or special requirements, and 15th April for the rest of the applicants. It is possible to list up to 10 different study programmes, in order of priority. Application documents are asked for both online as well as in hard copy.

Applicants with foreign secondary education will be assessed individually and the institutions decide who will be offered a place. The assessment is largely based on the grade point average/grades from upper secondary school/high school, the grade or points in the examination in Norwegian.

The offers are published on 20th July and the applicant has to answer whether he/she accepts the offer by the given deadline. Admission to the veterinary study in Norway is highly competitive. There are 70 veterinary places and about 1000 applicants each year.

Applicants must meet the minimum requirements for Higher Education Entrance in Norway (“generell studiekompetanse”) and fulfil the language requirements in Norwegian and English. For admission to the veterinary programme, applicants need extended courses in mathematics and chemistry from upper secondary school. According to the National Recording Regulations, The establishment takes up 50 % of its students on the basis of the first school leaving diploma (criterion 1), and 50 % who have re-taken examinations, taken further education or done other things that give extra points<sup>1</sup> (criterion 2).

The establishment takes up students from the waiting list during the first month, as vacancies occur. When vacant places arise at a later stage, the establishment holds a replacement admission once a year for students studying veterinary medicine abroad. This uptake is regulated through the establishment’s regulations and guidelines. Information and criteria for admissions are available on the establishment’s web site.

The assessment procedures for the admission of students are developed by the government, though the establishment may, by means of the Board, appeal to the government for adjustment, as has been done in the case of admission of male students. The Admission Committee’s main tasks are replacement admission and admission of students who claim the right to be enrolled due to special conditions like physical handicaps or real competence gained through practical experience.

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<sup>1</sup> Points are awarded for a) age (max. 8 points), b) applicants that have studied up to 60 ECTS in higher education, c) gender (2 extra points for males are given both to criterion 1 and 2).

The admission system is highly selective and competitive, resulting in an elite student cohort that is highly motivated.

**Table1: Assessment admission of students**

Number of students applying	Year	Year
	2012	2011
Number of students admitted based on criterion 1	36	36
Number of students admitted based on criterion 2	36	35
% foreign students	14%	7%
Assessment of selection criteria:	Good	x
	Acceptable	
	need improvement	

Enrolled students are assessed regularly using consistently applied, published criteria, regulations and procedures. Examination and assessment are strictly regulated through the legislation nationally and locally at the establishment. Plans for examinations, different assessment methods and the grading system are publicly available on the internet every May for the upcoming academic year through the published “Study Plan” at the establishment.

According to the law, there must be an external examiner for all examinations in Norway. This is seen as a way to validate exam results. Selection of external examiners is based on nomination by the Rector based on their curriculum vitae. Students have the opportunity to give feedback on external examiners using Quest Back.

The achieved grade from the examinations is available on student web for each student three weeks after the examination. The complaints procedure is regulated according to the law. The establishment has regulations and procedures to follow when a student fails. All the grades are, through strict regulation, plotted in the student administrative system (FS) and aggregated student results are reported and published on the website of the Database of Higher Education (DBH). In the annual Study Quality Report the grade distribution and failure rates are given for each subject/block. The establishment’s quality policy is to have transparency in respect of all examinations and student results.

The establishment's examination and grading systems are strictly regulated through “Regulations for Admission, Studies and Examinations” and there are numerous other documents for students and examiners giving further instructions. All these documents are publicly available on the establishment’s website.

Student assessment procedures are designed to measure the achievement of the intended learning outcomes including day one competencies. Block leaders play a major role. In the planning phase, it is their task – together with the other teachers in the block - to review the learning outcomes for the block and determine the appropriate tools in teaching and assessment needed to reach the intended learning outcomes.

Also, the teachers and the block leader form a project group aimed at improving teaching and examination by means of cyclic quality work. The students' evaluation of the block is an important source of feedback in this matter. The block leader is responsible for the examination quality.

The curriculum sets requirements for a student's credit production to continue the next academic year after the retake period in August. On application, the Rector may in some cases grant exemption. Students who fail the same examination three times lose their right to study at the establishment. The student can apply for a fourth attempt. The Rector decides whether to allow the fourth retake after a conversation with the student and the Head of Studies. These decisions may be appealed to the Board of Appeals. The maximum time a student may use studying on the veterinary programme is eight years.

### **2.1.2 Comments**

The admission procedure works well for the establishment, allowing it to select its students carefully. This reflects in both student motivation and student perception by staff.

### **2.1.3 Suggestions**

The team suggests optimising the quality assurance of the clinics visited by the students for extramural practice. This could be done in the form of checklists (a "should have done/seen this" list for both students and the clinic), by creating means for students to evaluate the clinics they have worked at or by basing this extramural practice on cooperation agreements.

### Evaluation in relation to Assessment Procedure 2

Satisfactory

## **2.2 Postgraduate Student Education; Academic Track**

### **2.2.1 Findings**

The doctoral education at the establishment comprises the philosophiae doctor (PhD) and the doctor philosophiae (Dr.Philos.). In Norway, the PhD candidates are regular employees during the PhD period and are given a salary and have the same rights as other academic employees. Therefore, all PhD positions are openly announced and there is no discrimination between national or international students other than for some projects that require knowledge of the Norwegian language. Applicants are required to have completed a higher degree equivalent to the cand.med.vet degree, a relevant 5-year Master's degree or other relevant professional degree from a Norwegian institution or equivalent foreign institution. For some positions, especially in clinical studies, a veterinary degree (equivalent to a cand.med.vet) is required. The applicant must be able to document a strong academic background from previous studies. To select between the applicants, a committee is appointed by the relevant Head of Department. On the basis of the committee's evaluation of the applicants' competences, the Head of Department makes a recommendation to the

establishment's Appointments Committee. This committee then makes the final decision on appointments based on a total evaluation of the candidates.

Within two months after the employment, the PhD candidate, together with the supervisors, must submit an application for enrolment as a PhD candidate to the PhD committee. The application consists of the plan for the research project, the 30 ECTS educational component, a time schedule and a budget for funding.

The establishment is assigned 32 PhD positions that are financed over the ordinary budget provided by the Ministry of Education & Research (KD). In addition, there are PhD positions partly or fully financed by external project funding. Seven PhD candidates at the establishment receive support from the Quota Scheme. This scheme is offered by the Norwegian Government to students from developing countries in the South and countries in the Western Balkans, Eastern Europe and in Central Asia.

Altogether there are about 120 persons enrolled as PhD candidates at the establishment. On enrolment, the PhD candidate is assigned at least two supervisors, one of which is nominated as the main supervisor. The assessment consists of the main elements: 1) annual reports, 2) midterm evaluation and midterm course, and 3) submitting the thesis and its public defence.

The PhD candidate and the main supervisor individually have to submit a yearly report of progress, changes in the project plans, economic matters and about the relationship between the PhD candidate and the supervisors. The yearly report has a standard format.

The compulsory midterm evaluation is tied to the PhD candidate's research project. The evaluation consists of a written presentation of the project with emphasis on the results, progress and modification of the original plan, an oral presentation given in an open forum with opportunity for questions and discussion, a closed forum led by the project reviewer where the PhD candidate receives feedback on the written and oral presentation and the project reviewer's written report.

The PhD candidate applies to the Rector to have the thesis evaluated, and a recommendation from the supervisor must accompany the application. The Rector will approve or reject the thesis to be evaluated.

The Rector appoints an evaluation committee consisting of three experts recommended from the relevant Department. The committee submits a report that contains a conclusion as to whether the thesis is worthy of a public defence leading to a PhD degree. The procedures related to the committee's report are stated in the "Regulation for the Degree of PhD".

The doctoral examination consists of a trial lecture on a given topic and the public defence. The trial lecture has to be approved by the evaluation committee before the candidate is given the opportunity to defend the thesis. The committee approves or rejects the public defence and gives a recommendation to the Rector. On basis of Rector's final approval, the candidate is awarded the degree of PhD.

**Table 2: figures for post-graduate academic education**

	<b>2011</b>	<b>2012</b>
<b>Number of students enrolled</b>	PhD: 20 Dr.Philos.: 0	PhD: 8 Dr.Philos.:2
<b>Number of students passed</b>	PhD: 19 Dr.Philos.: 2	PhD: 21 Dr.Philos.: 1
<b>Mean number of paper per student</b>	4,21	4,29
<b>Mean number impact factor obtained per student</b>	1,79	1,64

### **2.2.2 Comments**

The establishment has a well-developed and strong PhD Programme in place.

### **2.2.3 Suggestions**

None

### Evaluation in relation to Assessment Procedure 3

Satisfactory

## 2.3 Postgraduate Student Education; Professional Track

### 2.3.1 Findings

**Table 3: figures postgraduate professional specialisation**

College	Diplomate title offered	Number of diplomates on staff		Number of Interns		Number of residents		Success rate	Success rate
		2012	2013	2012	2013	2012	2013	2012	2013
European College of Animal Reproduction	Dipl. ECAR	7	7	1	1	1	1	-	
European College of Animal Welfare and Behavioral Medicine	Dipl. ECAWBM	1	1	0	0	0	0	-	
European College of Bovine Health Management	Dipl. ECBHM	1	1	0	0	1	1	1/1 failed	
European and American College of Equine Internal Medicine	Dipl. ECEIM Dipl. ACEIM	4	4	1*	2*	0	0	-	
European College of Porcine Health Management	Dipl. ECPHM	1	1	0	0	3	3	-	
European College of Small Ruminant Health Management	Dipl. ECSRHM	2	2	0	0	0	0	-	
European College of Veterinary Anesthesia and Analgesia	Dipl. ECVAA	1	2	0	0	1	0	1/1 success	
European College of Veterinary Clinical Pathology	Dipl. ECVCP	2	2	0	0	1	1	-	
European College of Veterinary Dermatology	Dipl. ECVD Dipl. ACVD	0	1	0	0	0	1	-	1/1 Success
European College of Veterinary Diagnostic Imaging	Dipl. ECVDI Dipl. ACVDI	1	2	0	0	2	2	1/3 ** Successes	1/1 and 1/1** Success
European College of Veterinary Internal	Dipl. ECVIMCA	0	1	2*	6*	0	1	-	1/1 Success

Medicine - Companion Animals									
European College of Veterinary Neurology	Dipl. ECVN	1	1	0	0	0	0	-	
European College of Veterinary Ophthalmology	Dipl. ECVO	2	2	0	0	0	1	-	
European College of Veterinary Pathologists	Dipl. ECVF	5	5	0	0	2	2	-	
European College of Veterinary Public Health	Dipl. ECVPH	5	5	0	0	1	1	-	
European College of Veterinary Surgery	Dipl. ECVS Dipl. ACVS	3	3	0	0	0	0	-	
European College of Zoological Medicine	Dipl. ECZM	1	1	0	0	0	0	-	

2013 include data until 20. November 2013.

\*Interns in horse medicine and small animal medicine.

\*\* Mid-term examination. Final examination has to be taken

The establishment offers specialisation through EBVS. The establishment announces the availability of residencies publicly. This is accomplished through the regular employment procedures. Specialist candidates have the regular rights and duties of other employees of the establishment. Residents must have a supervisor at the establishment. If the establishment does not have a Diplomate on site, it may enter into a partnership with another institution. The establishment has no organised collaboration with other institutions for specialist training at the present time. Though there is a Committee for PhD Education and Residency Programmes, which is responsible for working out and following up on the Study Quality Report, resident progress and assessment is left up to the supervisor. There exists a Residency Board as well, made up of three residents and one Diplomate. This board has no formal status in EBVS, but it is important in that it represents the residents and their needs within the establishment.

### 2.3.2 Comments

None

### 2.3.3 Suggestions

The team suggests further developing clinical specialisation via the Residency/Diplomate Programme. In addition, creating a formal internal follow-up and support system for residents is recommended.

With regard to Student Welfare (AP 4), the team suggests the implementation of a reporting system for "near-injuries". This would allow the establishment to set preventive measures well ahead of time.

### **Chapter 3. Assessment of Teaching Staff**

#### **3.1 Findings**

Employment regulations and requirements for teaching, postgraduate supervision and scientific merit for educational staff are based on national laws. Documented competence in relevant educational theory and practice based on training or teaching and supervision is a criterion for employment. A lack of didactic skills has to be compensated within the first two years of employment by attending a course (10 ECTS credits). The development of teaching staff is a responsibility that lies at the departmental level. The appraisal meeting is an important tool in identifying needs for competence, and this is implemented systematically at the establishment. Appraisal meetings are conducted with the nearest leader, normally the section leader, and are performed once a year. Various aspects of the staffs' work, such as evaluation of teaching, scientific production, external funding, career development and plans for the coming year are discussed.

Though the establishment does not have its own section for didactics, teachers at the establishment are able to attend UMB's 10 credits course in University Didactics. All employees in regular teaching positions must take this course, and it is the department's responsibility to ensure that they do.

The establishment has a well-established staff evaluation system by students. In 2005, the system became electronic and in 2011 the electronic system was further developed. Since 2005, the students have had the opportunity to comment on teachers anonymously for each block every year through this system. These comments are given to the Head of the responsible department who then follows up on them. Through the evaluation system, the establishment also obtains information about the students' results and the students' satisfaction with the different blocks. When the Study Committee becomes aware of problems they may start a review process of the block. Furthermore, all employees have an appraisal meeting with their immediate superior on an annual basis. During these staff appraisals, individual results regarding both teaching and research are evaluated, and new goals are set. Results of student evaluations and teaching success as well as scientific production, research leadership and external funding are criteria that are discussed.

There is also a system of reward for teaching excellence in operation: the establishment's award for communication and teaching - the Pegasus Prize. This is given to individuals who have distinguished themselves in the field. It has been awarded six times since 2004. The Committee proposes candidates on the basis of applications from students and staff. The Board assigns the prize and it is awarded during the students' graduation ceremony.

#### **3.2 Comments**

None

#### **3.3 Suggestions**

None

## Evaluation in relation to Assessment Procedure 5

Satisfactory

### **Chapter 4. Assessment of Learning Opportunities**

#### **4.1 Findings**

The Learning Environment Committee (LMU) has a central role in the quality assurance of the learning environment. The establishment is constantly modernising its student facilities such as auditoriums, computer rooms, student computers, printers and projectors, wireless networking, group rooms, clinic rooms etc. to better meet the needs of the students. LMU undertook a health and welfare survey along with VSU and psychologists from SiO in 2005 and three learning environment surveys in 2007, 2009 and 2011. In 2013, The establishment shall participate in a nationwide survey conducted by NOKUT. Numerous measures and actions have been introduced as a consequence of the surveys' results in order to further increase student wellbeing and quality as well as variety of learning opportunities.

The learning opportunities as well as the person or unit operationally responsible for each learning opportunity are clearly described. "Learning environment" is regulated in the University Act, which also assigns overall responsibilities

#### **4.2 Comments**

The establishment is clearly doing all it can to accommodate its students as best as it can. Learning opportunities are not only provided (and ample) but regularly monitored and improved as well.

In 2013, the establishment switched from "*Hippocampus*" as a student information web channel to "*Class Fronter*" as an E-learning platform. This change provides new opportunities, especially given the IT – support from NMBU.

#### **4.3 Suggestions**

None

## Evaluation in relation to Assessment Procedure 6

Satisfactory

### **Chapter 5. Assessment of Training Programmes and the Award of the Title of Veterinary Surgeon**

#### **5.1 Findings**

The responsibility for the Training Programme design is that of the SU (Study Committee). Students are active in QA of the training programme: they participate in the SU through two representatives, VSU (student political association) is consulted and the Board, that makes final decisions for major revisions of the curriculum has two student representatives.

A regular monitoring of student satisfaction is in place and non-conformities are treated according to a standard documented procedure.

The details of learning outcomes and “*Day one skills*” of each block are clearly stated in the “Study plan” and the students are well aware of this document.

A survey was conducted amongst the class of 2002 four years after the graduation about curriculum satisfaction and working conditions; the results of this survey were followed up closely.

The Council for Cooperation with the Stakeholders (RSA) was established in 2012 and its advice was used in planning the curriculum. Even before that date, a strong informal interaction amongst the veterinary professional world and the establishment has been reported during the interviews with stakeholders, for example, what concerns the introduction of aquaculture into the curriculum.

The ECTS system is regularly applied.

## **5.2 Comments**

The establishment has a clear procedure for curriculum and teaching programme approval and annual reviews. This process is strongly focused on student’s opinions and needs. The introduction of blocks in 2002 has given additional opportunities for students to interact with the programme development process.

Despite different levels of responsibility involved in the process, the team is convinced that there is a strong common intent aimed at achieving the desired goals.

During the interviews the team has found that students appreciate communication of learning objectives in each block and are eager to obtain all the necessary practical training in the clinical blocks.

The team congratulates the establishment on its approach to dropouts: they are individually contacted in an attempt to understand their reasons for discontinuing their studies prior to graduation.

## **5.3 Suggestions**

The Learning Objectives and the intended Day-One Skills as well as safety issues should be presented at the beginning of each course / block and should be repeated more frequently.

A checklist of intended Day-One Skills should be provided to students to allow a self-check system.

### Evaluation in relation to Assessment Procedure 7

Satisfactory

## **Chapter 6. Assessment of Quality Assurance for Clinics, Laboratories and Farm**

### **6.1 Findings**

The four Departments involved in veterinary teaching have a wide range of clinical and laboratory facilities. The farm facility is located about 40 km outside Oslo and supports the teaching but students must have also four weeks of on-farm practice in farms selected on the bases of clear established criteria.

Clinical cases are electronically recorded and all data (tests, analysis, X-ray etc.) are available for self-learning activity of students. Among the laboratories many accreditations exist (e.g. at the Laboratory Animal Unit, Laboratories at the Centre for Food Safety and Central Clinical Pathology Laboratory).

Safety measures are managed in an organised, standardised and appropriate way.

### **6.2 Comments**

None

### **6.3 Suggestions**

The team suggests that the establishment increases certifications by external quality assuring bodies (e.g.: ISO) and performs regular customer surveys (patient owners, referring veterinarians, companies, industry, ...) in particular in those units that are offering their services to external clients.

#### Evaluation in relation to Assessment Procedure 8

Satisfactory

## **Chapter 7. Assessment of Continuing Education**

### **7.1 Findings**

The establishment provides, through the Centre for Further and Continuing Education (SEVU), a range of activities based on internal and external needs. The quality of those activities is monitored and secured by the Study Committee and the SEVU annual report is integrated into the annual Study Quality Report. All courses are evaluated electronically using Quest Back and feedback is used in management, development and planning of courses.

European Diplomates are selected to lead these courses wherever possible.

### **7.2 Comments**

None

### **7.3 Suggestions**

None

#### Evaluation in relation to Assessment Procedure 9

Satisfactory

## **Chapter 8. Assessment of Research**

### **8.1 Findings**

Amongst others, the Strategic Plan contains relevant goals and defines results that should be achieved. Research performance of the staff is regularly assessed in the appraisal interview and bibliometric methods are applied for the distribution of internal resources.

The list of publications was presented with IF index.

Education is clearly research-based: All students get research experience by means of thesis preparation (at least 15 ECTS) and specific preparatory courses in research methodology and scientific writing (2 ECTS). The number of PhD students and graduates is high in respect to the establishment's dimensions. The research groups compete for strategic funds and position on the basis of research priority drawn up in the strategic plan.

### **8.2 Comments**

The standard of research is high and the team is confident that students are studying in a very good research environment. The doctoral candidates exert a positive role through its two representatives in the Committee for Research and Ethics (UFE).

### **8.3 Suggestions**

None

#### Evaluation in relation to Assessment Procedure 10

Satisfactory

## **Chapter 9. Assessment of Internationalisation of Education and Research**

### **9.1 Findings**

The quality of exchanges is monitored by an online feedback and the establishment has introduced an International Committee that takes care of all the internationalisation of education. The establishment encourages undergraduate students to go abroad in the 8<sup>th</sup> semester for clinical practice and accepts incoming students with good knowledge of English. For their benefit, one semester is taught only in English. About 35% of students have gained experience abroad by the time they graduate.

The establishment is also involved in research and teaching programmes with developing countries with specific programmes for education of PhD candidates.

No Staff exchanges are reported in 2012/2013.

### **9.2 Comments**

None

### **9.3 Suggestions**

The quality assurance of internationalisation is well organised. Nevertheless, the team suggests that the establishment considers further encouraging staff mobility as well as increasing the exchange opportunities (for example in the framework of research projects).

#### Evaluation in relation to Assessment Procedure 11

Satisfactory

## **Chapter 10. Assessment of Cooperation with Stakeholders and Society**

### **10.1 Findings**

The establishment uses its website as an important means of communication with society and stakeholders. All relevant information is available on the website.

In 2012, a Council for Cooperation with stakeholders was established and a survey on the occupational status of graduates four years after graduation was performed.

Though no formal alumni association exists, ties to former students are strong.

### **10.2 Comments**

The meeting of the team with stakeholders confirms a fruitful cooperation between the establishment and the rest of the "veterinary world" even if based mainly on informal cooperation.

### **10.3 Suggestions**

The establishment should continue to maintain contact with all relevant stakeholders as much as possible. Furthermore, the team suggests that the establishment collects feedback from extramural clinics/practitioners on its students as well as from employers of graduates.

### Evaluation in relation to Assessment Procedure 12

Satisfactory

## Executive Summary

The visitation to the Faculty of Veterinary Medicine and Biosciences of Oslo was well prepared, well organised and carried out in a cordial and professional atmosphere. The stage 2 SER produced by the establishment was written in accordance with the SOP. During the visitation, the team was given full access to the information, facilities and individuals they asked for.

The Stage 2 team has identified several areas of excellence to be especially mentioned:

- evidence of a well-developed culture of quality that is strongly embedded in all of the establishment's operations;
- democratic decision-making processes;
- 'open door policy' of the staff, priority given to students' needs and empowering of the students;
- responsibilities known by all and well understood;
- goals set on the level of the establishment as a whole are operationalised
- staff appraisals performed in agreement with the national rules and used as steering instruments;
- dropout students individually contacted to understand their reasons for discontinuing their studies prior to graduation.

The Stage 2 team has also identified several suggestions for improvement:

- keep short and simple communication pathways, clearly defined responsibilities and QA system even in the new structure;
- optimise QA of clinics visited by students for extramural practice;
- evaluate clinical work of students more regularly;
- further acknowledge and develop clinical specialisation;
- implement a reporting system for 'near-injuries' to set preventive measures;
- present Learning Objectives and intended Day-One Skills as well as safety issues at the beginning of each course/block;
- provide a check-list of intended Day-One Skills to students;
- increase certifications by external quality assuring bodies and perform regular customer surveys in units that are offering their services to external clients;
- collect feedback from extramural clinics on undergraduate students and from employers on graduates.

It is the opinion of the Stage 2 team that the requirements as they are laid down in Annex I of the SOP are met.

In conclusion, the Stage 2 team didn't identify any major shortcomings and therefore unanimously recommends full accreditation of the Faculty of Veterinary Medicine and Biosciences of Oslo.

### ECOVE DECISION:

No major shortcomings have been found.

The status of the establishment is: accreditation.



## **Annex 1: Additional documents received by the experts**

### **Binder 1 - Study documents**

Study plan and subject descriptions

Act relating to universities and university colleges

Regulations for admission, studies and examinations

New regulation for exams NMBU

Manual for block leader

Manual for students

Manual for master`s degree students / English translation of most of the topics in Manual for students

Term schedules

Academic and formal quality assurance for written exams

Administrative procedures and forms for SFA

Instructions for examination candidates on written exams

Amount of time allocated for written exams

Sheets for Examination Applications

Valuation criteria

What to do if you fail

Information about fail monitoring

Guidelines for sensors manual

Guidance for sensors

Letter / mail sent to students regarding the lack of progress requirements

### **Binder 2 - Study documents**

The service declaration

The veterinary curriculum

New curriculum seminar 2<sup>nd</sup> and 3<sup>rd</sup> of October 2013

New curriculum: group work

Guidelines for clinical approval for 8<sup>th</sup> and 9<sup>th</sup> term

Information to students who have failed or not taken the clinical exams

Differentiation year

Husbandry practice

Replacement admission

The Pegasus Prize, Diploma and reason for the title

Agreement on teaching between NVH and the Food Safety Authority

Agreement on teaching between NVH and Marine Harvest

Agreement on teaching between NMBU and B&A Consulting

Agreement on teaching – ProdMed

Employment form - ProdMed

### **Binder 3 - Study quality reports and public statistics**

Study quality report academic year 2012-2013

Study quality report academic year 2011-2012

The quality assurance system for studies, English translation for foreign students 2007

NOKUT report about NVH's quality system 2007

NOKUT information about study quality survey and report 2014

Study quality report schedule

The NVH student's evaluation and reporting routines

Study quality report SportFaMed 2011/2012 (English), 2012/2013

Study quality report BasAm 2012/2013

Study quality report ProdMed 2012/2013

Study quality report MatInf 2012/2013

The block/course's self – evaluation – Principles of immunity and disease

The block/course's self – evaluation – Microbiology and parasitology

The block/course's self – evaluation – Cell biology

The block/course's self – evaluation – Pharmacology and Toxicology

The block/course's self – evaluation – Animal biology

The block/course's self – evaluation – Animal nutrition

The block/course's self – evaluation – Anatomy and Physiology

Grade statistics and failures

Example: public statistics DBH

### **Binder 4 - Exam examples and student thesis**

Cell biology examination

Cell biology examination answers

Student thesis

Project thesis

Student thesis – published

Examination date for the clinical exams

### **Binder 5 - Management and quality system**

Strategic plan 2012-2013

Strategy for study quality

Research strategy for NVH 2010-2012

Strategy for internationalisation

Strategy for communication

Reports and plans 2012-2013

Management and dialogue meeting

Annual report 2012

### **Binder 6 - Mandates**

Mandate for curriculum development

Council for cooperation with stakeholders' strategy + minutes

Mandate for old and new study committee (SU) + minutes

Mandate for learning environment committee (LMU) + minutes + annual report 2011/2012

Mandate for international committee (IU)

Mandate for PhD and diplomats + minutes

Mandate for research and ethics committee (UFE) + minutes

Agreement between management and veterinary student political organisation  
+ the regulations and minutes

Mandate for alteration of Husbandry Practice

### **Binder 7 - Internationalisation**

Strategy for internationalisation

Information about student exchange

Explore the world

Security by travelling abroad

Student card

Agreement cooperation between Sokoine, NVH and UMB

Steering committee meeting at Sokoine

NUFU (The Norwegian Programme for Development, Research and Education) final report

Bilateral agreements

### **Binder 8 - Buildings and safety/HMS**

Regulations for the reading room

Regulations for the microbiological teaching room

The student`s HMS report

The official HMS report

HMS notification form

Reported student injuries 2012

HMS training and routine – ProdMed

HMS training and routine – Pathology

HMS training and routine – SportFaMed

### **Binder 9 - PhD, diplomat and research**

Research based education

Regulations for specialist candidates

Information about the PhD degree on the NMBU webpage

Regulations for the degree of PhD

PhD handbook (out of use, se webpage)

Applications for admission to the PhD program

Progress report – PhD candidate

Progress report – Supervisor

Co-author declaration

Sign-up sheet for defense of doctorate thesis at NVH

Guidelines for the evaluation

Ethical guidelines for supervisors

List of publications

Guidelines for filling in the travel and subsistence claim form

Travel and subsistence form

Bank information form

Guidelines for evaluation a PhD-degree

Invoice evaluation committee

Requisition form

### **Binder 10 - Evaluation**

Learning environment survey report (2011)

Candidate survey report (2012)

New educated veterinarians – work situation

Questback evaluation questions – cell biology

Questback evaluation questions – 8<sup>th</sup> semester

Report for health and well-being

Evaluation of recruiting and reception service- master students

Questback evaluation – animal biology

Questback evaluation – cell biology

Questback evaluation – Animal nutrition

Questback evaluation – anatomy and physiology

Questback evaluation – Veterinarian microbiology and parasitology

Questback evaluation – Veterinarian Pharmacology and Toxicology

Questback evaluation – Introduction to diagnostic work

Questback evaluation – 9<sup>th</sup> semester

Questback evaluation – drop out students