

**European Association
of Establishments for Veterinary Education**



VISITATION REPORT

To the Faculty of Veterinary Medicine of the University of Helsinki, Finland

On 16 – 20 September 2019

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Introduction

The Faculty of Veterinary Medicine (FVM) (called the Establishment in this report) was first established as an independent College of Veterinary Medicine in 1945. Since 1995, it is one of 11 Faculties of the University of Helsinki (UH), which is the oldest, largest and most multidisciplinary institution of academic education in Finland.

The main features of the Establishment are:

-) the only veterinary faculty in Finland;
-) two different locations, i.e. the Viikki campus in Helsinki and the Saari campus in Mäntsälä;
-) four departments and a Veterinary Teaching Hospital (VTH);
-) a 6-year programme with 68 undergraduate students per class;
-) national specialisation programmes in six different fields, EBVS residency trainings in nine disciplines and a PhD programme.

The first ESEVT Visitation took place in 1999 resulting in Approval status. The second ESEVT Visitation took place in 2009, resulting in Accreditation status.

The main developments since the last Visitation are:

-) reorganisation of the University Services with a single centralised management structure;
-) harmonization of the structure of degree programmes within the University with development of career-relevant competences;
-) creation of the Helsinki One Health (HOH), which is a network organisation devoted to coordinate research actions within the area of One Health at the University, under the leadership of the FVM;
-) reorganisation of the whole chain “from farm to table” to make it a visible and coherent continuum for the student;
-) creation of additional senior teacher positions, several EBVS residency programmes and Erasmus exchange programmes for staff and students;
-) renovation of some facilities.

The major problems currently encountered by the Establishment are:

-) unbalanced budget, which affects the planning of future investments and the well-being of staff and students;
-) high turnover of staff in the VTH;
-) difficulty in recruiting European Diplomates in certain clinical areas;
-) decreased number of slaughterhouses and disappearance of certain species of production animals in the FVM’s practice area, which could affect the clinical training of students;
-) decreasing public research funding.

The ESEVT SOP 2016 is valid for this Visitation.

1. Objectives and Organisation

1.1. Findings

1.1.1. Brief description of the Strategic Plan

University of Helsinki comprises 11 faculties, and is the only one with a veterinary faculty (FVM). The university is governed by a central strategic plan. The current strategic plan, approved by the university board, operates for the years 2017-2020.

The process of strategic planning for 2021-2030 was launched with a survey for the whole university community, including students. A one day event on strategy for the Faculty Council, extended management group, steering groups of degree programmes and doctoral programmes, committee for research and research-oriented postgraduate education, and one open event on strategic plan for University personnel at Viikki Campus were organised, offering input for the strategic planning process. Results of the survey were discussed at different university committees where the Dean or Vice-Deans represented the FVM.

The strategic plan consists of a well described mission and values, a vision (set for 2025) and three strategic objectives:

- a creative, international environment for learning and top-level research;
- a focus on the student;
- resources for reform.

The objectives are university-wide and well explained and detailed in the SER. Achievement of the objectives is operationalized in the annually drawn faculty-specific implementation plan. An up-to-date (2019) SWOT analysis for the Faculty of Veterinary Medicine outlines perceived areas of attention, of which continued decrease of financial resources with an impact on staff attractiveness, well-being and research, and increased competition both in veterinary services and research, were the main threats identified.

1.1.2. Brief description of the Operating Plan

The Faculty of Veterinary Medicine has to prepare an annual operating plan (“implementation plan”) according to the university's objectives, which contains selected targets of development areas, measures to be taken, and monitoring. This implementation plan has to be approved by the Rector. Recruitments are based on the personnel plan, which is part of the yearly implementation plan.

Each of the three university-wide objectives contains 3 to 5 targets, of which the Faculty of Veterinary Medicine has to select 3 to 4. The Faculty of Veterinary Medicine can, and has already in the past, add specific targets or developments. Objectives are monitored by strategic indicators with predefined target values and monitoring time. Final responsibility of the implementation plan is with the Dean and nominated persons. Connection between the strategic objectives and actual operations is by the faculty management board.

1.1.3. Brief description of the organisation of the Establishment

The Faculty of Veterinary Medicine operates at two locations (Viikki and Saari campus), and has four departments (veterinary biosciences, equine and small animal medicine, food hygiene and environmental health and production animal medicine) and a teaching hospital (VTH) for small, exotic, equine and production animals. The teaching hospital runs however by own procedures and statutes. Each department is responsible for 3 to 5 disciplines in the curriculum. The Dean, the three Vice-Deans, as well as the Director and Heads of the hospitals are veterinarians.

1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment

The Faculty has 10 official bodies, of which most meet once per month. The term of office is mostly four years. Composition and responsibilities of each committee are defined, and well described in the SER. When appointing a committee, gender balance as well as balance between different fields of research and education, departments, and representation of different staff groups and students is considered. Students are represented in all relevant bodies.

Identification of potential key external stakeholders in a new Advisory Stakeholder Group of the FVM has been initiated, but the formalized nomination of the members, and their involvement in the strategic and implementation plan development and revision is not yet in place.

1.2. Comments

The FVM has already several informal contacts with different stakeholders, including alumni, government and industry representatives. Identification of potential key external stakeholders in a new Advisory Stakeholder Group of the FVM has been initiated, but the formal nomination of the members, and the delineation of their role and involvement in the strategic and implementation plan development and revision, is not yet in place.

1.3. Suggestions for improvement

It is suggested to create an Advisory Stakeholder Group.

1.4. Decision

The Establishment is compliant with Standard 1, expect for Substandard 1.5:

The Establishment is partially compliant with Substandard 1.5 because of sub-optimal input of external stakeholders in the organisational structure of the Establishment.

2. Finances

2.1. Findings

2.1.1. Brief description of the global financial process of the Establishment and its autonomy on it

The main sources of income are the UH, the VTH, direct governmental support to the VTH, research grants and contract research.

Concerning the autonomy, the FVM discusses the budget each year with the UH which makes the final decision.

The VTH has its own budget and 70-75% of the costs are covered by the fees.

The FVM covers the losses of the VTH and manages the potential surplus.

2.1.2. Brief description of the budget) of the last 3 years

The total budget for the last three years is quite flat (26,3 M€ to 25,5 M€), since the decrease of public incomes (15M€ to 13M€) is partly compensated by the increase of the VTH incomes (6,7 M€ to 8,2 M€).

The balance between incomes and expenses varies from minus 571.842 € to minus 118.041€.

2.1.3. Brief description of the projected budget of the next 3 years

For the next three years, the funds from the UH is expected to increase moderately. The total revenues would be 24,7 M€ with a balance of minus 1,1 M€ in 2019 and 26,4 M€ with a balance of minus 248 000€ in 2021.

A new government has been elected recently and a new state budget has been voted with a moderate increase in the funding of higher education.

2.1.4. Brief description of the planned or on-going investments

The clinic facilities for Production Animals are under renovation with a new isolation unit. The works has started at Saari campus.

2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment

The Dean prepares the budget, based on income from UH and estimated external resources. He negotiates the budget of the VTH with its Director.

For the staff, the Faculty Council discusses the FVM and department budget, decides the grounds but not the exact numbers.

The University board decides the faculty budget as a part of the University budget and the faculty budget is assessed monthly by the Dean.

The Dean presents the finances to staff and students in the annual Faculty days.

2.2. Comments

The diminution of the state incomes through the UH is a problem for the future.

The development of the VTH is a part of the solution.

The investments had to be partly postponed, due to the current financial situation.

The new policy on high education is an opportunity for UH and for FVM to recover a better financial status.

The extra UH funding is an opportunity to reverse the staffing cuts made in the last few years in order to maintain the high standards of teaching.

The budget and the planned investments are clearly presented.

The role of each stakeholder in the budget process is well explained.

2.3. Suggestions for improvement

The FVM has to be proactive with this new financial deal due to new state policy, with the new finances for research from the industry, with new deals based on research programmes.

The postgraduate students must be more secure in the future and have the assurance of funding for their entire postgraduate period.

The FVM must develop a formal plan to ensure a balanced budget within three years.

2.4. Decision

The Establishment is compliant with Standard 2.

3. Curriculum

3.1. General curriculum

3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome

The Faculty of Veterinary Medicine (FVM) has the overall educational aims of providing research-based teaching, constructive alignment and a student centred curriculum. FVM has a six-year veterinary curriculum that is divided into Bachelor and Licentiate of Veterinary Medicine programmes.

The three-year Bachelor programme provides knowledge of the basic disciplines, encourages scholarly thinking and scientific work and establishes the prerequisites for life-long learning and develops good language and communication skills. The Bachelor degree has four main themes: 1) Functional body; 2) Welfare, management and feeding of domestic animals; 3) Causes, consequences and prevention of disease; and 4) Introduction to clinical veterinary medicine.

The three-year Licentiate of Veterinary Medicine degree provides broad-based fundamental skills in the fields of science that form the foundation for veterinary practice. The Licentiate degree gives students the skills and knowledge needed to be licenced as a veterinary surgeon in compliance with Finnish legislation, and to work as an official veterinarian according to EU regulations. The Licentiate degree has three main themes: 1) Animal health management; 2) Practical training in veterinary profession; and 3) Food safety, food quality and a healthy living environment.

The curriculum is based on larger modules so that students concentrate on one subject at a time. Objectives and learning outcomes for courses are clearly presented to students to assist their study. The use of assignments, seminars and alternative assessment methods serves as a means to place focus on studying and learning rather than on only passing an examination. The curriculum does not contain strict tracking but elective courses are grouped so that students interested in certain areas or animal species can select appropriate options.

Students who have completed all the courses in the first five years of the curriculum can receive a temporary license to practice as a deputy veterinarian. A period of temporary practice is not part of the veterinary curriculum and is controlled by the Finnish Food Authority. The license is valid for three years but most students return to their final study year after a summer in practice.

3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each

All EU-listed subjects are taught in the core curriculum as documented in SER Table 3.1.2.

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

FVM conducts a whole-year feedback from all students at the end of each academic year. The students score the internal alignment of each academic year and the continuity within and between degrees. This information is used by the Steering groups of the two degrees and by the teachers responsible for courses to identifying curricular overlaps, redundancies, omissions and lack of consistency. The responsible teachers correct small overlaps or redundancies and all major issues are taken to the Steering Groups of the Degrees. Teachers also collect feedback for individual courses at the end of courses.

FVM has addressed integration of the curriculum by conducting teachers' meetings and workshops and joint teaching.

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

In the Bachelor's degree, the students can take electives for 5 ECTS credits (135 h) and in the Licentiate degree, they can take elective studies for 14 ECTS (378 h). A registration system is used for the selection of students to participate in elective studies. Students place courses in preferential order and their wishes are taken into account so that each student gets a place on at least one of the most popular courses.

The students can choose elective studies more freely in the Bachelor's degree and may use previously performed university studies. In the Licentiate degree, courses are mainly selected from the FVM list. Other university-level studies that widen or deepen the veterinary curriculum may be taken but if these studies are outside the FVM or not included in the FVM list, the courses need to be accepted by the Director of the Licentiate Degree or the Vice Dean for Education. Each elective course description has to be handled in the Steering Group(s) of the respective Degree Programme(s) and further accepted in the Faculty Council.

3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum

The Steering Groups of the Degree Programmes prepare the curriculum for a three-year period. The annual study plan is accepted in the Faculty Council. Degree coordinators are responsible for compiling the study plan and for updating information on relevant platforms (intranet and webpages) for staff and students. The Vice-Dean and Directors of Degree Programmes communicate the curriculum to staff in Faculty-level teachers' meetings. Departmental teachers' meetings handle individual courses.

Students have access to the curriculum in The Study Guide, which is available to students on the webpage "Opintoni.fi". Students provide feedback on the curriculum at the end of each academic year. Other feedback on the curriculum includes career follow-ups and meetings with stakeholders. The Finnish Veterinary Association's Committee for educational policy meets 3-4 times a year and is a forum for stakeholders from the Association, Food Authority and private sector to discuss veterinary education.

The curriculum and individual courses are assessed annually in the Steering Groups of the Degrees.

3.1.2. Comments

The FVM has been exemplary in its fast response to modify the curriculum following feedback from students and in its readiness to implement the results of pedagogical research.

The Establishment is also to be commended for the vertical integration of basic and clinical teaching.

3.1.3. Suggestions for improvement

None.

3.2. Basic sciences

3.2.1. Findings

3.2.1.1. Brief description of the theoretical and practical education in basic sciences

The basic sciences are taught mainly in the Bachelor degree programme at FVM that is organized in four themes: 1) Functional body; 2) Welfare, management and feeding of domestic animals; 3) Causes, consequences and prevention of disease; and 4) Introduction of clinical veterinary medicine. Within these themes, there is vertical and horizontal integration of disciplines and the curriculum is based on larger modules to allow the student to concentrate on one subject at a time. Lectures and laboratory courses are used in addition to non-clinical animal work such as anatomy dissections. Assignments, seminars and alternative assessment methods are used to focus the

attention of students on studying and learning. To bring basic and clinical studies closer to support each other the anatomy, physiology and biochemistry studies have been extended over the whole Bachelor's degree (Year 1: Organ systems and their functions; Year 2: Topographic anatomy of domestic animals; Year 3: Anatomy, biochemistry and physiology in clinical work).

3.2.2. Comments

Vertical integration of basic and clinical studies has been achieved through the creation of new course called Introduction to Production Animal Medicine, the extension of anatomy, physiology and biochemistry studies over the whole Bachelor degree and the introduction of core clinical exercises, practicals and seminars prior to the start of clinical rotations.

The incorporation of the teaching of scientific method into the curriculum and the opportunities for students to engage in research are excellent. Many active research groups in FVM work to motivate and support students to participate in research and scientific writing.

3.2.3. Suggestions for improvement

None.

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

3.3.1. Findings

3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals

Theoretical teaching of small animals begins with the vertical integration of the course from the beginning of Bachelor degree.

Practical and clinical exercises begin in Year 1 progressing in complexity through the other years to the clinical rotations in Year 5

3.3.1.2. Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations

With the vertically integrated course, practical teaching exercises begin in Year 1 with general examinations of the normal animal. Year 2 allows for handling of horses.

Year 3 introduces the students into the clinical setting of the hospital with some practical techniques e.g. injection techniques being introduced here.

Year 4 covers the specific examination of animals within disciplines e.g. neurology. Both small animals and equine are covered during this year.

The majority of the teaching and practicals for small animal and equine occurs in Year 4. The subject studies cover 28 ECTS, this includes some evening shift rotations in the equine and small animal hospitals. All core areas are covered.

Bachelor degree students have 5 ECTS credits and in Licentiate degree 14 ECTS credits for elective courses. The former students may choose courses quite freely. The latter ones must mainly be taken from the FVM list or other university level studies that deepen the veterinary curriculum. Students place their preferences in order and their wishes are taken into account. In Year 5 there are 3 x2 elective week periods, two of which can be EPT.

3.3.1.3. Description of the core clinical rotations and emergency services in companion animals and the direct involvement of undergraduate students in it

In Year 1 students undertake exercises in blood pressure measurement, cardiac auscultation, resuscitation of the dog, palpation of the normal dog. Year 2 introduces handling of horses.

Year 3 brings the students into the hospitals undertaking triage, suture techniques, general examinations and injection techniques. Clinical laboratory practicals also take place this year.

Simulated case based seminars, diagnostic imaging practicals and seminars and prescription writing are conducted. Similar aspects are covered for equine.

In Year 4 students take part the emergency clinics in both the equine and small animal hospital where they take part in examinations of patients including some procedures related to Day One competencies. Examinations, seminars and practical sessions are based on disciplines.

In Year 5 the majority of clinical rotations take place. Student become more personally responsible for cases as they go through the year. Students spend 14 weeks on small animal clinical rotations and 6 weeks in equine and 1 week in clinical pathology. Students also spend time in the emergency service of both the equine and small animal hospitals.

3.3.2. Comments

Exotic pet and pet rabbit clinics are held once a week in the VTH.

The Team was surprised to be told that most dogs were muzzled when undertaking imaging procedures, which may be the result of a recent accident.

All students undertake an equine handling lesson.

3.3.3. Suggestions for improvement

The VTH should look at ways to expand the exotic animal and pet rabbit clinics.

The fact that few animals are hospitalised for more than a day, reduces the opportunity for students to handle and care for a variety of species.

The VTH should review the practice of muzzling dogs for both welfare and good handling purposes.

The VTH should consider initiating formal animal handling classes for dogs, cats and exotic animals.

3.4. Clinical Sciences in food-producing animals (including Animal Production)

3.4.1. Findings

3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals

FMV had, as one of it's main aims, an increase in vertical integration as shown by the creation of a new course called "Introduction to Production Animal Medicine" in the third year (3 ECTS).

Core units of the veterinary teaching programme in Clinical Sciences in food-producing animals, are:

Year 3 – Subject "Introduction to clinical production animal medicine"- 3 ECTS.

Year 4 - Subject "Production animal medicine and slaughterhouse hygiene" - 13 ECTS (11 ECTS in Production animal medicine)

- Subject "Reproduction of domestic animals" 10 ECTS for total Unit of study

Year 5 - Subject "Clinical rotations" with 12 ECTS for Production animals

In "Clinical rotations", 5th year students take part in mandatory 3 week practicals in "Production animals and reproduction" in groups of 16-18 students (divided in smaller groups). Students are supervised by a clinical instructor or professor during 5-6 hour practicals, which consist of Farm visits and hands-on practicals within subjects of "Production Animal Medicine and Reproduction". The hands-on practicals include rectal examination and clinical examination of cows and sows, bovine gynaecological ultrasound practical and embryo transfer demonstration, animal welfare, protection and communication of difficult subjects, gynecology of sows, bovine obstetrics, fetotomy, andrology, cattle health and clinical laboratory work.

In the 5th Year, EPT may be undertaken as 1 optional week in pigs within the mandatory rotation and 2 weeks during the optional part of the rotation.

Elective Studies related or potentially related to Clinical Sciences in food-producing animals are:
Bachelor degree programme:

“Artificial insemination”, 3 ECTS

“Optional practice”, 2 ECTS

“Working as a production animal veterinarian”, 3 ECTS

Bachelor and Licentiate degree programmes:

“Antimicrobial resistance in zoonotic bacteria”, 2 ECTS

“Optional training abroad”, 1-6 ECTS

“Research Project in veterinary medicine”, 5 ECTS

“Publication”, 1-3 ECTS

“Course in hoof trimming”, 1 ECTS

“Thesis workshop”, 3 ECTS

“Health of honey bees and honey production”, 2 ECTS

Licentiate degree programmes:

“Focus on sheep, with a brief look at goats”, 2 ECTS

“Bovine practice, a deeper insight”, 3 ECTS

“Poultry from stable to table”, 2 ECTS

“Swine reproduction and welfare”, 3 ECTS

“Advanced course in operating a production animal practice”, 2 or 4 ECTS

“Course in udder health”, 3 ECTS

“Health management in dairy cattle”, 3 ECTS

3.4.1.2. Description of the core clinical exercises/practicals/seminars in food-producing animals prior to the start of the clinical rotations

Prior to clinical rotation, students are taught to:

Year 1 – Handling of cattle; Auscultation and palpation of healthy cows; Handling of pigs (in Ollikkala pig herd)

Year 2 – Management and care of pig and cattle during EPT at private farms

Year 3 – Propaedeutics: at Ollikkala pig herd, at Keuda dairy farm, at local sheep farm, poultry practicals; 3rd year students also learn Patient recording with Provet system.

Year 4 – Suturing of teat injuries, artificial insemination techniques in cattle, obstetrical practicals in cattle, field autopsy and clinical evaluation of lungs of slaughtered pigs, reproductive anatomy practicals in ruminants and pigs.

Subjects prior to the start of the clinical rotations are Animal management (cattle, pigs and poultry 5 ECTS), Farm practice EPT (6 ECTS, 4 weeks), Introduction to clinical production animal medicine 3 ECTS, and Production animal medicine (11 ECTS). Reproduction of domestic animals (10 ECTS) is weighted towards production animals.

3.4.1.3. Description of the core clinical rotations, emergency services and herd health visits in food-producing animals and the direct involvement of undergraduate students in it

The farm visits consist of one dairy reproduction visit, 3 cattle health visits, one pig herd health visit and one large pig herd visit.

In the 5th year, students work in the ambulatory /production animal clinic for 5 weeks. During this time, they visit farms (privately owned) under the supervision of hospital veterinarians. Additionally, students have a possibility to spend one week of the rotation with a local practitioner in a pig-rich area.

Students, under supervision, are involved in clinical work ranging from taking care of the equipment to clinical examination, sample taking, injection and other hands-on procedures. They discuss the clinical case with the veterinarian and fill out reports or instructions for farmers.

Also in the 5th year, students do a rotation in out-of-hour emergency service that consists of 3-5 16h shifts and 1-2 weekend shifts.

3.4.1.4. Brief description of the theoretical and practical education in Animal Production

The animal production view is integrated into all courses related to production animals. Curriculum and course contents, including farm visits, have been reorganised to facilitate a species-specific view on animal production.

Animal Production related education has a total of 298 hours distributed between the following subjects:

Animal Production and breeding 25 hours lectures, 8 hours seminars (total 33); Economics 6 hours lectures, 2 hours seminars (total 8); Animal husbandry 21 hours lectures, 9 hours seminars, 160 hours non-clinical animal work (total 190); Herd health management 24 hours lectures, 11 hours seminars, 32 hours non-clinical animal work (total 67)

Elective Animal Production subjects may be chosen during Bachelor's degree (5 ECTS credits - 135 h) and Licentiate degree (14 ECTS credits - 378 h).

There is also a mandatory (pre-clinical) Production animals EPT in the 1st or 2nd year consisting of two times two weeks (24 days).

3.4.2. Comments

There are excellent learning conditions at Saari for farm animals, with a very high student involvement.

3.4.3. Suggestions for improvement

Virtual visitation of a rabbit unit may be used in a manner similar to the pig visitation programme.

3.5. Food Safety and Quality (FSQ)

3.5.1. Findings

3.5.1.1. Brief description of the theoretical and practical education in FSQ

Veterinary officials in Finland have a large responsibility, covering the entire food chain, including foods from non-animal origin, as well as control of indoor air, drinking and swimming water, animal health and welfare and control measures related to the Tobacco Act. Topics of FSQ are therefore wider than strictly required by the ESEVT. About 30% of the veterinarians in Finland work in FSQ.

Intramural lectures and practicals in FSQ are in the 3rd (meat inspection), 4th (slaughterhouse hygiene), 5th (veterinary public health) and 6th (food hygiene, environmental health food and environmental toxicology, food safety control) year. All are compulsory and encompass 179 h of lectures, 81 h of seminars and 14 h of supervised learning. A 134 h extramural training encompasses a compulsory 2 weeks training in meat inspection in commercial slaughterhouses in the 3rd, and an additional week in control of establishments (slaughterhouse or local municipal) in the 5th year. Additional electives in FSQ of 135 h in the bachelors, and 378 h in the licentiate are offered. Practical training in basic food technology is performed at the FVM food technology facility, equipped with all basic food technology devices.

The Faculty does not have its own slaughterhouse, but EPT places, covering red meat and poultry, are provided. However students select the EPT in slaughterhouses on the basis of overnight accommodation possibilities and travelling time, rather than training need in multiple animal species. Students attend the EPT during the weeks that are assigned to them: mainly during an 8-week period on certain calendar weeks. Due to the decreasing number of slaughterhouses, selection of the EPT place is currently organised by the students through negotiation mainly or if necessary through a lottery system.

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

In the 3rd year (bachelor), there is an excursion to a poultry farm and a poultry slaughterhouse. A maximum of 24 students (1/3) participate in the visit at a time. During the meat inspection course in the third year, students practise on poultry meat inspection lesions and assessment using broiler carcasses. Red meat inspection and cattle cleanliness assessment are practised using photo series, legislation with cases, and Moodle quizzes.

The meat inspection practicals (EPT) for 2 weeks also take place in the third year. A maximum of 4 students practice in one slaughterhouse at the same time. There are currently 14 slaughterhouses (13 for red meat or poultry and 1 for reindeer) that receive students. Students receive instructions and keep a logbook. In the slaughterhouses students are guided by the official veterinarian on all aspects of the veterinarian's work, including relevant meat inspection tests. Time spent by the official veterinarians in the training of students is financially compensated by the Faculty. There is a formal agreement made between the FVM and the Finnish Food Authority including practical arrangements (information on training period, general aims, health and safety issues, confidentiality, insurance, etc.) which is signed by the trainee and chief meat inspection veterinarian at the slaughterhouse.

The slaughterhouse hygiene practicals (EPT, 1 week in the fifth year as part of the clinical rotation) can be done in a slaughterhouse or in a Regional State Administrative Agency (AVI). There are 1 to 2 students at the same time on site. Before this EPT, students have had practicals in the faculty on process hygiene criteria.

In the sixth year, students have supervised excursions to different types of food production plants. The visits are conducted in smaller groups (approximately 10 students). In addition, all students participate in an excursion to learn to identify edible mushrooms. Within the environmental health course, students visit both a water and a wastewater treatment plant.

At the end of the sixth year, students spend a two-week period (EPT) practising different control tasks in food safety and environmental health. The practice is carried out at any of the 62 local food safety and environmental health control units under the guidance of an official in the Unit. Students participate in inspections with the local authorities. They join control visits related to health protection activities and participate in animal welfare inspections.

3.5.2. Comments

The FSQ topics lectured cover all EAEVE and specific EU regulation requirements. The Establishment is to be commended for the exemplary training in FSQ.

3.5.3. Suggestions for improvement

Given the importance of the EPT in meat inspection, a more formal organisation, and recording of the animal species included for each student, is suggested (see 3.5.1).

3.6. Professional knowledge

3.6.1. Findings

3.6.1.1. Brief description of the theoretical and practical education in professional knowledge

There are 2 degrees in the veterinary curriculum: Bachelor (year 1/2/3) and Master (Licentiate) (year 4/5/6).

The total of ECTS is 180 for the Bachelor and 180 for the Master (Licentiate).

During the Bachelor, the student must gain 5 ECTS of electives courses.

During the Master degree, the student must gain 14 ECTS of elective courses.

Appendix 4 of the SER provides an overview of ECTS in relation to the year and the subject of the studies.

3.6.1.3. Description of the procedures used to ascertain the achievement of each core practical/clinical activity and professional knowledge by each student (independently of the tracking system)

To follow the achievement of the preclinical part of the veterinary curriculum, the student has oral and practical examinations, and an attendance list for mandatory practices.

For the clinical year, the attendance is checked daily, the student collects marks in the « green booklet » and case log in the « black booklet » with 40 small animal cases.

The black booklet is checked by the student advisor at the end of the clinical rotation.

Student must take their responsibility to ensure they have all the mandatory competences at the end of the clinical rotations.

A mandatory self-evaluation is completed during the fifth year.

At the end of the clinical year, the student passes the OSCE (Objective Structured Clinical Examination), one for small animal and horses (7 stations) and one for production animals (10 stations).

For the EPT, the following procedures are used:

- Farm placement: practice report, certification by the farmer, 3-hour mandatory discussion with the teacher in charge;
- Meat inspection: electronic logbook assessed by the teacher;
- Public health: learning diary/logbook, assessed by the teacher.

3.6.2. Comments

FVM does not visit the farms where students undertake their EPT.

The number of stations for the OSCE in small animals and horses is seven.

The students are content with the curriculum and they are well informed of what they have to perform.

The teaching staff is really involved in teaching professional knowledge.

3.6.3. Suggestions for improvement

The farms where students stay two weeks have to be monitored by the FVM (5/6 visits a year for example).

The number of stations for the OSCEs in small animal and horses should be higher to validate the outcome.

The green book could be an e-book to avoid potential fraud.

3.7. Decision

The Establishment is compliant with Standard 3 except for Substandards 3.6 and 3.8:

- The Establishment is partially compliant with Substandard 3.6 because of sub-optimal

formal training in the handling of domestic animals.

- The Establishment is partially compliant with Substandard 3.8 because of the absence of a formal agreement with, and a formal assessment by, some EPT providers.

4. Facilities and equipment

4.1. Findings

4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum

The veterinary curriculum is delivered over two campuses, Viikki and Saari campuses. The FVM activities at Viikki Campus are located in the EE building and the Clinicum building, where the Equine and Small animal hospital of the VTH are located.

The EE building houses the Department of Veterinary Biosciences, the Department of Food Hygiene and Environmental Health and administrative staff of University Services.

The Clinicum houses the VTH, the department of Equine and Small Animal Medicine. It also holds offices for researchers and lecturers, one lecture theatre, meeting rooms and laboratories.

The Saari campus houses the Department of Production Animal Medicine and the Production Animal Hospital, which is part of the VTH. The Campus has offices, and a learning centre. The VTH includes an office, lockers, pharmaceutical supply storage space, and some procedure rooms as well as animal housing.

4.1.2. Description of the adequacy for the veterinary training of the premises for:

-) lecturing:

All lectures take place on the Viikki campus. There are 7 lecture theatres available to FVM, ranging from 60 to over 120 seats. Two seminar rooms with 60 seats each are also used.

-) group work:

There are a number of seminar rooms available for use by FVM in the EE and Clinicum buildings. There are a number of break out areas in the lobby of EE as well. The VTH houses 3 discussion rooms and 3 seminar rooms. The Viikki library has space that can be booked for group work as well as 2 computer rooms with 23 and 16 seats respectively.

In Saari there is a lecture room (30-50 seats), a computer classroom(20 seats) and a coffee room (10 seats).

-) practical work:

There is a dissection hall (40 places) and a necropsy hall (30 places) for student group work in the EE building. The same complex has separate storage space for animal cadavers, facilities for washing clothes and instruments, and shared technical staff as well as storage for bones and plastination specimens.

Two laboratories are used for teaching purposes (e.g. microbiology exercises) (40 places each).

Two Course halls (36 places each) are also used for laboratory work and practicals

The Clinicum building has a small in-clinic laboratory for on-call hours and a Central laboratory.

In Saari, the Department of Production Animal Medicine has its own laboratory.

Instead of a separate clinical skills lab, models, phantoms, etc. are located in the premises where they have been found to be most relevant for teaching and studying.

All materials available for self-study of clinical skills in the VTH are listed and the list, instructions on the use of the materials, and a map of their locations are provided for fifth-year students.

In Saari the demonstration hall is equipped with boxes for delivery and artificial insemination practicals, teaching models such as the life-size sow model, a life-size cow made of glass fibre, silicon calves as well as a suckling and a weaned piglet.

-) housing healthy animals:

The FVM has one heifer and 2 horses for teaching purposes.

The Department of Production Animal Medicine can use the dairy herd owned by Keuda Vocational College in Saari and a pig herd in Vihti. The former also has small flocks of hobby hens and pigeons.

Students and staff will on occasions bring their own animals in for basic instruction purposes. These animals are housed separately to hospitalised cases in the VTH.

-) hospitalised and isolated animals:

SA – 74 cages dogs, 6 cages cat, 6 cages exotic. ICU 5 cages large dogs and 7 cages for small dogs/cats. Two isolation units are available.

Equine – 18 large and 2 small boxes, 3 boxes with shared air space in the isolation unit.

Production Animals- 13 stall for adult animals plus 8 calves pens and 2 multipurpose stalls.

Current isolation facilities are inadequate, a renovation project is underway.

-) clinical activities:

There are 18 consulting rooms, six surgical suites, one room for endoscopies and one for dental services. There is one room for radiography, one for ultrasonography and separate premises for computed tomography (CT) and high-field magnetic resonance imaging (MRI).

For horses, there are 3 examination areas, a hall for lameness examinations (outdoor space for lounging), an area with blacksmith facilities, and 2 surgical suites (including preparation and recovery). There is a separate room for euthanasia. Diagnostic imaging facilities include radiography and premises for low-field MRI of equine limbs; ultrasonography is performed in the examination areas.

Both hospitals have their own room for pharmacy service.

In the current Production Animal Hospital, one large hall is used for examination of polyclinic large animals, ultrasonography and endoscopy. The same hall is used for on-table surgery of calves and small ruminants and standing surgeries for adult cattle.

For polyclinic small animals, there are 2 rooms that are used for clinical examination, radiography and surgery.

-) services including necropsy:

Pathology services include necropsy, biopsy and cytology. Samples originate mainly from the VTH. The Central Laboratory of the FVM in the Clinicum consists of three parts:

- The Laboratory of Clinical Chemistry and Haematology
- The Laboratory of Clinical Microbiology The laboratory's biosafety level (BSL) is 2; specimens suspected of containing level 3 or 4 pathogens are not accepted, and pathogens preliminarily identified as belonging to these levels are referred to the Food Safety Authority.
- The Clinical Research Laboratory performs tests and examinations related to ongoing research projects.

The Saari Unit has three laboratory rooms: a clinical laboratory, one room for PCR and one room for reproduction, mainly andrology.

-) FSQ & VPH :

Students perform meat processing exercises at the pilot plant of the Department of Food Hygiene and Environmental Health. The FVM does not have its own slaughterhouse.

-) study and self-learning:

Small group work rooms are described in 4.1.2. In Saari, the computer classroom in the learning centre is available for study and self-learning. Students can use two computers in the clinic office.

-) catering:

The cafeterias in the EE building (Unicafe Viikuna) and in the building next to Clinicum in Viikki (Amica Tähkä) are open 08.00 – 15.00 on weekdays. The cafeteria in Saari serves lunch (11-12) and dinner (16-16.30). Students get meals at subsidised prices in these and in the other cafeterias in Viikki Campus. In the VTH, both in Viikki and Saari, students have a room equipped with coffee- and tea-making facilities, a refrigerator and a microwave oven.

-) locker rooms:

In the EE building students have changing rooms connected with the dissection and necropsy hall. Additionally, there are lockers (165 in total) available in front of the pathology unit, 94 lockers next to the cafeteria, and 24 lockers next to the teaching laboratories on the fourth floor. In Clinicum, fifth-year students have their own lockers in the changing rooms (one room for female students, 67 lockers; one room for male students, 19 lockers). Additionally, there are two separate rooms with lockers for fourth-year students who are on-duty (4 lockers) and for visiting students (10 lockers). There are changing rooms in association with the operation rooms. In the students' coffee room there are small lockers for temporary use.

In Saari, there are two changing rooms for students in the learning centre building. The changing room for female students has 26 lockers, the room for male students 2 lockers.

-) accommodation for on-call students:

In the Clinicum there are two rooms (2 beds in each, equipped with pillows and sheets) for students on emergency service in the Small Animal Hospital. Equine students do not need a facility. In Saari there are premises for on-duty students consisting of 2 rooms and a recreation room, a small kitchenette and shower facilities. Other rooms in Saari can also be rented should students prefer to stay there during their clinical rotations.

-) leisure:

UniSport is a joint venture between the UH and Aalto University, offering sports and exercise services for staff and students. UniSport Viikki offers group training classes, ball sports and badminton in two exercise halls. Additionally, the students' association EKY has various interest groups and activities. EKY has its own premises in the EE building called 'Kuopio'.

4.1.3. Description of the adequacy for the veterinary training of the vehicles used for students transportation

FVM supplies bus services for excursions. Students make their own arrangements for Saari and EPT.

-) ambulatory clinic:

The Department of Production Animals has 6 cars, one five seater car and 3 minibuses. One car is used for on duty service and one for animal transport with the trailer. The Equine Hospital has a 5 seater car.

-) live animals:

The Production Animal Hospital has an animal trailer for cow transports.

-) cadavers transportation:

FVM has a lorry to transport cadavers. In Saari, organs or animals are collected by the Production Animal Hospital.

4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services

The Hospital Director is responsible for the budget and strategy for maintaining and upgrading the facilities and equipment at the VTH, which are discussed annually. For major issues, the Dean and on occasions the University needs to be included in the decision-making.

In Viikki, equipment is maintained as needed or according to a maintenance agreement.

The SER states that clinic building of the Saari estate is in urgent need of renovation and expansion. The new renovation plan has now been accepted by the University, and the work is planned to be completed in 2020.

4.1.5. Description of the adequacy of the biosecurity rules in the Establishment

The UH has a Safety and Security Guide on its intranet. The VTH has an Infection Control Officer responsible for all actions on biosecurity in all the Hospitals. Students are given lectures on biosecurity and are introduced to isolation protocols. Veterinarians are in charge of ensuring student comply with biosecurity protocols.

4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment

The UH Property Services Ltd is responsible for maintenance of properties, buildings and equipment. Renovations are discussed with them by the Dean or the Director of the VTH. Department heads negotiate with the Dean once a year concerning their needs.

The VIKKI campus has a common equipment committee supporting research infrastructure.

4.2. Comments

All facilities were of a high standard and well maintained.

Good high-level standards of equipment in the VTH and teaching areas.

Funding issues in the last few years have meant some projects have needed to be cut.

The work on the refurbishment on the Saari campus has started.

There is an absence of formal recording of the use of healthy animals for practical teaching, e.g. rectal examination in horses. This could affect the welfare of these animals.

There were no visual displays of biosecurity requirement in the isolation units.

4.3 Suggestions for improvement

Visual displays of the appropriate biosecurity requirements must be displayed in the isolation units.

The use of individual teaching animals needs to be documented.

The new Saari buildings should be completed within the agreed designs and timescale so that the facilities meet needed standards.

4.4. Decision

The Establishment is compliant with Standard 4, except for Substandards 4.7 and 4.12:

- The Establishment is partially compliant with Substandard 4.7 because of absence of recording of the use of healthy animals for teaching.
- The Establishment is partially compliant with Substandard 4.12 because of the absence of visible instructions for biosecurity requirements in isolation facilities.

5. Animal resources and teaching material of animal origin

5.1. Findings

5.1.1. Brief description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences

The Establishment assures a correct hands-on training for the acquisition of Day One Competences, by optimising animal resources.

There is a Clinical Rotation between FVM hospitals of Viikki and Saari to take advantage of case-load from both hospitals.

The VTH in Viikki receives emergency, non-emergency and referral cases of small animals and also of horses of the circumscribed region, through contracts with the municipalities. Horses can be treated in VTH or ambulatory.

The Production Animal hospital in Saari has contracts with surrounding municipalities to provide basic health care of all species (mostly farm animals). All small animal and horse cases requiring more advanced care are sent to Viikki.

Teaching with animal resources or material of animal origin is based on VTH patients, cadavers donated by owners, material from FVM's Pathology, slaughterhouse and through contracts with cattle farm (Keuda) and pig herd (Ollikkala).

The teaching material of animal origin used by FVM are properly packaged, transported and subsequently destroyed complying with national standards.

The FMV does not have its own teaching farm, but on Saari a dairy farm belonging to Keuda is used under clinical supervision of the Production Animal Hospital where student do their clinical rotation.

One heifer (Saari) and two horses (Viikki) are kept for teaching purpose.

A "green booklet" allows students to be evaluated for the main procedures and tasks they are required to perform. The "learning diary" allows students to be evaluated for the knowledge acquired during their EPT. A "black book" is use to record the number and diversity of patients examined by the student.

Because of a Mycoplasma controlled programme currently in force there is some difficulty for animals to be brought in for surgery at the Production Animal Hospital.

The decreased number of pigs in the Saari area has led to students doing voluntary EPT weeks as part of their rotation in a pig-rich region (Seinajoki).

Virtual visits of pig farms are used to improve the student understanding of pig clinic.

3rd year students have practicals on live hens (blood sampling and vaccination).

There are life-size models (sow, horse, calves) to complement teaching.

5.1.2. Description of the adequacy for the veterinary training of the enrolled students of:

-) the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ;**
-) the number and diversity of healthy live animals used for pre-clinical training;**
-) the number of visits in herds/flocks/units of food-producing animals;**
-) the number and diversity of patients examined/treated by each student;**
-) the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine**

Cadavers and material of animal origin used in practical Anatomical training during the last 3 years, indicate a general adequacy of number and diversity of animals and material of animal origin employed in veterinary training.

Cadavers used in necropsy during the last 3 years indicate a general adequacy of number and diversity of animals employed in veterinary training.

The number and diversity of healthy live animals used for pre-clinical training are adequate and include all the common species and laboratory animals. Exotic pets are used sporadically. The number and diversity of patients seen intra-murally (in the VTH) and the number and diversity of patients seen extra-murally (in the ambulatory clinics) are adequate.

There is a balance between individual and population medicine in ruminants and pigs.

Referral patients are estimated to account for 10-20% of all patients at the Small Animal Hospital and less than 10% at the Equine and Production Animal Hospitals.

The number of visit in herds/flocks/units of food-producing animals is adequate for ruminants and pigs. There is also a virtual visitation software for pigs visitation.

5.1.3. Description of the organisation and management of the VTH and ambulatory clinics

All hospitals have a 24/7 schedule during the whole year, with appointments from 8h00 to 16h00 on working weekdays and emergency service during the remaining time. Animals outside the contract area are admitted mostly as referral cases.

Special consultation in different clinical areas have different day or week-based schedules.

The Small Animal services are: policlinics and emergency consultation, internal medicine, diagnostic imaging, anaesthesia and surgery (soft tissue and orthopaedic); cardiology, dermatology, oncology, neurology, dentistry, ophthalmology, exotic animals, physiotherapy and acupuncture; blood bank; isolation and intensive care; and laboratory services.

The Small Animal Hospital has two veterinarians on site in the evenings and one veterinarian during night hours. During weekends, a back-up on-call surgeon and an internist are available.

The Equine Hospital (Viikki) takes all but reproductive cases which are attended in Saari. Available services are: internal medicine, diagnostic imaging, surgery (orthopaedic and soft tissue), neurology and ophthalmology. Out-of-hours service is run by a national specialist (or specialising veterinarian), supported by a Diplomate ECEIM or ECVS or a national specialist. The Production Animal Hospital in Saari provides basic care for small animals and horses but more complex cases are sent to Viikki except the reproductive ones.

Most of the cases of production animals in Saari are treated in ambulatory practice or hospitalised for surgery.

5.1.4. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species

Group sizes for the different type of clinical training for correct hand-on training are optimal.

5.1.5. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment

The computerised patient record system (Provet) is used in all hospitals and Pathology unit.

Students enter all data on patients in the system, checked by veterinarian-in-charge. The students are expected to use the system to follow their clinical cases.

Provet is also used to provide cases for lectures and to computerized learning cases.

Retrospective data are used for theses and research papers.
FVM is implementing the VeNom diagnostic coding system.

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

Regional State Administrative (AVI) through the Animal Experimental Board controls the use of animals. AVI gives permission for animal experiment and controls housing conditions.

Local member of FMV are chosen for be responsible for the animal welfare.

The Animal Welfare Group from the Department of Equine and Small Animal Medicine follows and advises the use of animals.

At the Viikki campus, for clinical studies not requiring the approval of the Animal Experimental Board, an ethical board is named for giving ethical permission.

There is a course on “Using animal in research – carrying out procedures” by the Centre of Laboratory Animals of Helsinki University which can be attended by students.

There are guidelines for the use of animal for teaching. Minor procedures need official licence.

The clinical teaching in the VTH is supervised by licensed veterinarians and veterinary nurses.

5.1.7. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment

The Steering Groups of the Degree Programmes, who are responsible for curriculum planning, offer guidelines for the nature and amount of live animals and material of animal origin used for teaching.

All teachers of different courses interact with each other to obtain full benefit from cadavers.

The teachers in clinical studies negotiate with Hospital Director for animal utilisation.

Teachers maintain good connection with farmers to ensure clinical cases and autopsies.

FMV objective is to provide clinical services that comply with the ESEVT requirements and Finnish society. For that, FVM and also VTH have strategy discussions on the future role of veterinarians.

VTH has an active PR by Facebook, Webpage and TV series.

5.2. Comments

There is an excellent caseload in cattle and horses at the Saari Hospital, with very high student involvement.

There is a high number of companion animals, ruminants, horses and pig necropsy and clinical cases. The number of zoo animal necropsies is high, in contrast to the number of poultry, rabbit and exotic pets, which is low.

The free access to the skills lab is very useful for the students (in Saari).

The high commitment of all the staff is really appreciated by the students.

There is no training for handling farm animals before students go to the farms.

There is no formal recording of the use of the healthy horses for the students' practical training.

5.3. Suggestions for improvement

It is suggested that FVM should aim to correct the ESEVT Indicators with a negative value.

It should add a compulsory pre-clinical training for animal handling in all species now already covered.

It should record the use of individual teaching animals and Provet could be used to do this.

5.4. Decision

The Establishment is compliant with Standard 5.

6. Learning resources

6.1 Finding

6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and (e)periodicals, software for databases)

FVM has access to the UH main library as well as the Viikki campus library open Mon-Fri. Staff and students can access services via remote access.

There are a total of 155.3 staff members within the library service.

The HELKA library catalogue is used as is BrowZine Library including e-periodicals and Book Navigator for an e-book service. Other databases are also available.

6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum

Moodle is used as the core Learning Management System. UH has its own video streaming and recording system, UniTube.

The University's Educational Technology Services support and provide training courses for Moodle and other e-learning tools.

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

Access through the University WIFI network is available. Resources can be accessed remotely through the VN or virtual desktop.

6.1.4. Description of how the procedures for access to and use of learning resources are taught to students

Guidance is given within the veterinary course. Library staff directly give support.

There is a mandatory course in Year 1 to teach Digital Skills. There are two distinct MOOC courses for thesis writers.

6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources

The Educational Technology Services of the University is responsible for guidelines regarding the Learning Management Systems and selecting the supported platforms. It offers e-learning training as short courses, both centrally and at the campus level. Finances have been allocated for "the digital leap", which has also supported the development of e-learning materials at the FVM. A Pedagogical Café ("Viklo") for teachers has been run four times a year at Viikki Campus.

Each Faculty at the UH has a designated liaison librarian who attends relevant meetings. Teachers and researches can express their wishes concerning books before starting the new academic year. Both staff members and students can make an acquisition proposal for the library collections through a web form. Several copies of all books that are included in the

course requirements are acquired by the library. The Library has an advisory board on each campus, representing staff and students and independent institutes of the campus, library staff, and stakeholders.

6.2. Comments

The FVM has to be commended for the expansive and efficient use of e-learning.

The University library is due to be refurbished soon and the facilities will be reduced to one floor for the period of works.

6.3. Suggestions for improvement

The FVM should ensure appropriate alternative facilities are available to vet students for private and group study work during the Library refurbishments.

6.4. Decision

The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare

7.1. Finding

7.1.1. Brief description of the admission procedures for standard and for full-fee students

At the UH there are no full-fee students. All expenses are covered by the University.

Students apply on a National electronic system and can select up to six study programmes, which are placed in order of preference. Nearly all applicants in veterinary medicine (87%) have put this programme as their first preference.

Students are enrolled on the basis of the results of a national matriculation examination and of an entrance examination.

Students who have completed vocational qualifications of at least 3 years are also eligible to apply for study. Only 1 student in the last three years was enrolled with a post-secondary previous qualification.

50% of enrolled students are selected based on their grades in the national matriculation examination and their success in the entrance examination, and 50% are selected by their success in the entrance examination only.

The entrance examination ensures that admitted students have satisfactory knowledge in biology, chemistry and physics.

A trained group of experienced university lecturers and/or professors of all degree programmes in medicine, veterinary and dentistry (three members of each Finnish faculty) is responsible for composing the entrance examination and preparing detailed assessment criteria for each question in advance. The chairman of this group is a member of the National Admissions Committee for Medical Disciplines (where each faculty has its own representatives, including one student member) and is responsible for instructing the group members annually. Additionally, before starting the preparation of the next entrance examination, each question of the previous examination is critically reviewed by the group.

In 2020, the Ministry of Education and Culture has decided that at least 50% of the students must be selected based on matriculation examination success alone. The other half will be selected based on the future medical entrance examination.

Appeal is possible and is handled in the Faculty Council. If the applicant is dissatisfied with the response, she/he can appeal to the local administrative court.

7.1.2. Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements

The number of students admitted each year is restricted at national level and the FVM is prepared for a flexible number between 68 and 72 to allow room for admission of students on appeal (only 1.7 successful complaints on average over the last 3 years).

7.1.3. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition

The progression criteria are reported in the Study Guide (e.g., the Bachelor's degree must be completed before entering the clinical rotation on the fifth year) students can also compile a personal study plan (PSP) approved by the counselling teacher of the relevant department.

The Directors of the degree programmes can monitor study progression by a computer app "Oodikone". In the FVM in recent years, > 90 % of the admitted students have graduated within 8 years (the maximum length granted by law) but 48 students (medium number in the last three years) are enrolled in 6+n years. FVM surveys (done every three years) indicate the Licentiate thesis and personal reasons as the main causes for delayed studies. The possibility to postpone exams and to work as a substitute veterinarian after the completion of the fifth year are additional reasons that emerged during the interviews.

Personal guidance is offered for students with delayed studies.

7.1.4. Brief description of the services available for students

Services available for students cover all the aspects of student's life: administration, registration and advice, preventive health care, assistance, listening and counselling, student life and sport services. The student association is provided with space inside the FVM buildings and are self-managed. There are many other corners for chat and discussion, open to everyone including students, available in the visited buildings.

Students' preventive health care and biosecurity are taught in many subjects. These include basic recommendations on personal protective equipment that should be worn and the instructions that the students receive directly by FVM or departments to work in laboratory or with the animals.

7.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the admission procedures, the admission criteria, the number of admitted students and the services to students

The Steering Groups of the Degree Programmes at the FVM prepare the final selection criteria and submit them to the Faculty Council for approval.

The Ministry of Education and Culture negotiates with the higher education institutions and sets a target for the number of graduating students for the next 3 years, taking into account employability and available educational resources and facilities. The Faculty Council decides on the number of admitted students that will be submitted to the Board of the University for final decision.

Student representatives are involved in all working groups and committees related to student admissions and studies. Students can convey their needs to the FVM in various ways, and tailored services can be arranged when found relevant.

7.2. Comments

The FVM takes student welfare very seriously and multiple actions are taken to face the most common problems that may arise. Integrated (FVM and the FSHS) support is offered to those in need. The FVM already pays special attention to the development of good learning

strategies, interpersonal skills and other working life skills during the veterinary education. Students' traditional feedback is collected, together with more advanced, research-based questionnaire (HowULearn) which provides information about the learning environment as perceived by students.

The FVM is able to rapidly implement changes to the teaching and learning environment following the received feedback and the more recent results of international relevant pedagogical research.

The national reform in admission practices that will come into force in 2020, is recognised by the Establishment as a challenge to a very functional system that successfully selects students with a potential to complete the degree programme and meet the ESEVT Day One Competences in the due time but the team did not find defined actions in the risk plan aimed to face this new admission process.

Oodikone database tools have been showed to the team but its utilisation is still limited.

The possibility for students to suspend their studies after the fifth year and to work as substitute veterinarian, may cause problems for teaching when additional students decide to restart their path and join the regular cohort to follow the sixth year classes (their number could relevantly increase the cohort and it is not controllable).

7.3. Suggestions for improvement

Input of external stakeholders in the development, implementation, assessment and revision of the admission procedures, could be improved by including their representatives at least in the meetings in which the Steering Groups prepare the final selection criteria before submission to the Faculty Council for approval and in the meeting in which the rate and main causes of attrition are evaluated.

EPT providers must be considered as a rich source of information related to stakeholders needs and their formal assessment of students should be utilised as an interesting input on the student selection process, to evidence the capacity of the process to select people adequate to cover all the possible occupational niches.

Having in the same building different level of chemical and biological risks, those may be reduced by implementing the visual display of biosecurity instructions specific for the different areas.

7.4. Decision

The Establishment is compliant with Standard 7.

8. Student assessment

8.1. Findings

8.1.1. Brief description of the student's assessment strategy of the Establishment

Matters related to examinations and the assessment of students are handled in the Steering Groups of the Degree Programmes.

Each individual course has defined learning outcomes, teaching methods and assessment procedures in agreement with the constructive alignment principle. At the curriculum level, these have been checked at curriculum workshops annually (now at three-year intervals) before they are taken to the Steering Groups of the Degrees.

The learning outcomes and assessment methods of each course are published in the Study Guide and in more detail on the Moodle area of the courses. Assessment of learning is criterion-referenced and not based on comparisons between students.

Diagnostic assessment is realised by pre-course assignments, summative assessment at the end

of the course is commonly used, but formative assessment has been increased in recent years. There are no special periods during the year for examinations. The examination is usually at the end of each course.

Alternative ways of assessment are used in several courses: project-based group presentations, home examinations, various types of quizzes (used mainly as pre-course assignments), peer assessment (for laboratory diaries, group assignments, essays and case presentations).

To encourage students to work systematically during the whole course, assignments can substitute for part of the examination or contribute points to the examination or to the final grade of the course.

A self-assessment of competence is performed at the end of the sixth study year when students compile a CV.

Theoretical knowledge is assessed by written examination (short answers and case-based essay-type questions are the most used, extended match questions and MCQs are also used) The Establishment relies a lot on the interaction during classes to improve student's communication and capacity to formulate well-constructed thinking; oral examinations are considered by the Establishment as an essential part but they are in place for summative assessment only in a few subjects.

Exams, taken on a computer in a specific examination room (Examinarium), are supervised via recording camera equipment installed in the rooms.

Pre-clinical practical skills are assessed in practical training sessions in small groups. Laboratory work is assessed using written reports and practical examinations, and formative feedback is given by teachers during the course, mainly orally. Detailed praxis reports are used to control the EPT.

Clinical practical skills are tested using a modified OSCE (Objective Structured Clinical Examination) in small animal, equine and production animal medicine and surgery.

Formative assessment is performed continuously in daily practice and discussions, with oral feedback to the students.

All examinations are scheduled to include at least two retake opportunities during the academic year but basically, the number of retakes is unlimited.

Bachelor and Licentiate theses are assessed with rubrics by two evaluators.

Results of examinations must be made available within one month. The total number of failures and the distribution of grades are also announced. Students have the right to see their exam answers after assessment and compare them with model answers or the assessment criteria.

In general, students must earn 60% of the maximum points to pass an examination.

Results of the different subjects are discussed at discipline level.

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

The Bachelor programme includes an introduction to all aspects of the veterinary profession, and these are revisited in the Licentiate programme from different perspectives.

The curriculum has been mapped in 2018 to test the inclusion of all ESEVT Day One Competences. Only two ESEVT Day One Competences are not included in the Bachelor's programme: 1) performing aseptic surgery correctly and 2) safely performing sedation, and general and regional anaesthesia and implementing chemical methods of restraint.

FVM collects feedback from the work life to assess competences that are fully realised only after the working life begins. The feedback collected in 2010 was very satisfactory but the graduates were considered to feel insecure in clinical work. Based on this feedback, some learning objectives in the clinical studies were adjusted.

The feedback collected by the Career Services Network of Finnish Universities systematically five years after graduation monitors how graduates perceived their skills and knowledge in relation to the demands of the working life. The 2016 survey indicated an insufficient ability to cope with stress, self-direction and collaboration skills. A procedure had been implemented in the studies to fill this gap (inclusion of workshops in the second study year, self-evaluation of the clinical skills in the middle of the fifth year and tailored courses organized for teachers in group dynamics and in enhancing the active role of students in courses). The 2017 and 2018 surveys revealed that >95% of the graduated veterinary perceived that they had been able to utilise the knowledge and skills they had learnt at the University to a good extent in their work life.

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

Examination feedback is offered to students in various ways (feedback sessions after the examinations, reception times, etc.). Typical errors in students' answers are also discussed via the course Moodle area with the whole cohort. On some courses feedback is given by peer students.

Students receive individual feedback on their learning diaries, home exams and on the summary of their Bachelor portfolios, including the one written as part of the strand 'Studying to become a veterinarian' to assess the progressive personal development.

If a student is dissatisfied with the assessment, she/he can contact the teacher who scored the examination to appeal for a regrading within 14 days of the examination results becoming available. If the teacher's decision on the matter is found to be unsatisfactory, a further appeal can be made to the University's Academic Appeals Board within 14 days. The University's Academic Appeals Board also handles appeals concerning the grading of Licentiate theses. Nearly all cases are dealt with at the Faculty level: within the last three years, one appeal has been taken to the Appeals Board.

8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student's assessment strategy

The curriculum is prepared for a 3-year period, including the assessment method, by means of an interaction between Teacher responsible for the course, the Steering groups of the Degrees then approved by the Faculty Council. In the event that the failure rate for a specific course exceeds 20%, clarification of the cause is recommended with the help of the Vice-Dean for Education and the lecturers in university pedagogy.

Different feedback is collected to assess and eventually revise the students' assessment strategy, the revision can be made annually for the next year in case found necessary. Principal feedback comes from students (each year after courses, at the end of each academic year or when planning changes to practices), from teachers of other disciplines, from work life and from pedagogical research activities.

Any action is initiated by the teacher responsible for the course then approved by Steering Groups of the Degrees.

Stakeholders are not directly involved in assessment or assessment strategy revision.

8.2. Comments

The student-centred teaching is a *raison d'être* of UH and is supported by the presence of a University's Centre for Teaching and Learning.

All the modifications introduced in the curriculum are research-based and scientifically tested for fit to purpose, as testified by the publication of results in international peer reviewed

pedagogical journals. In particular, assessment of learning was one of the development areas for the period 2013-2016 and the majority of teachers received specific pedagogical training. Moreover, a tailored pedagogical course (3 ECTS credits), for hospital veterinarians and clinical teachers (24 participants in total) was organised during winter 2018-2019. Feedback for learning was an integral part of this course.

Nevertheless, training offered was not mandatory and, based on students' comments, certain teachers are still not consistent.

Assessment was also implemented throughout the vertical integration programme established but there is no evidence of involvement of stakeholders, in particular for clinical skills assessment.

8.3. Suggestions for improvement

It is suggested that FVM secures the participation of more than one teacher in preparing written exams, that this includes external assessors in particular for professional subjects.

Improvements in the OSCE exam should take place to ensure validation of the exam and to cover more extensively all aspects of Day One Competences.

The participation in the first round of pedagogical training for professors, lectures, clinical teachers and nurses was voluntary based, and this training should be correlated with the results of students' feedback to be sure that all the subjects that had experienced trouble were being managed in a better way.

8.4. Decision

The Establishment is compliant with Standard 8.

9. Academic and support staff

9.1. Findings

9.1.1. Brief description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles

Four different academic staff positions in the FVM are defined: professor, (senior) university lecturer or clinical instructor, university instructor and doctoral student. Professors and university lecturers have a PhD and both perform teaching, research and services. Academic staff positions are hierarchically structured, though they do not reflect promotion possibilities. Position change, e.g. from lecturer to professor, is only possible when a position comes available, and a completely new admission process has to be taken.

Specific competences required for each position are rather considered on a case-by-case basis prior the recruitment process, but the university has general and more specific qualification requirements for academic and support staff, including education, experience and language proficiency necessary to successfully complete the duties of the position.

Temporary positions (< 3 years) can be filled without a call if a person with special expertise or significant qualifications has been identified.

Qualifications, certifications and presence of competences are all checked in a first screening of applicants, followed by more in depth interviews. The latter is performed by specific appointment committees, formed for the recruitment of tenure track/ professor applicants, university lecturers and clinical instructors, and external assessors are appointed in tenure track/ professor recruitments.

For teacher positions, attention is given to both the candidates' research and teaching merits. When professors, university lecturers or clinical instructors are appointed for a permanent position, or a temporary position for at least three years, the Teaching Skills Committee of the FVM assesses the applicant's teaching skills based on the decision of the appointment committee. The assessment consists of the applicant's experience in teaching and assessment, the development of his/her own teaching, pedagogical training and thinking, the ability to use and produce learning material, other teaching merits, and a teaching demonstration.

For new staff, there is an intranet induction, and individual orientation to the job is supported by the HR personnel, superior and fellow colleagues. Superiors are responsible for the appropriate job-specific orientation of a new employee. The University offers various internal staff training, and there is also tailor-made training especially at the VTH, where needs and time availability may be more specific.

Integration of new (international) staff and doctoral students is now promoted by an UniBuddy programme.

Performance of staff is annually evaluated in development discussions with the superior. Based on these discussions, plans e.g. for further training are made. The internal staff training at the University contains language, pedagogical and leadership courses, basic first aid and technical science-/teaching-related training. These courses are not mandatory though encouraged. The faculty organises faculty-wide teachers' meetings, workshops, development days and short courses. National and international external experts are invited.

For new teachers, the curriculum including the detailed course descriptions and learning outcomes is a tool to familiarise themselves with the requirements. Basically all courses are carried out by more than one teacher, making peer support available.

The Steering Groups of the Degree Programmes are responsible for the curriculum and react to problems e.g. should student feedback reveal that teaching on some course has not met expectations.

Feedback on individual teachers is not allowed by Finnish law, but teachers may collect it themselves for their own development. Utilisation of collected feedback is one of the aspects that is included in the rubrics on the review of teaching skills and is thus valued. At the teaching hospital and some EPT, students can give anonymous feedback via Moodle. When this feedback includes an individual, this is handled confidentially.

There is a University broad Teachers' Academy representing special recognition for teaching merits and scholarship in the field of teaching.

9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught

The number of permanent staff is stable (with a minor decrease due to financial cutbacks), and is according to the current needs in the different departments. In academic staff, 85% of the permanent and 99% of the temporary staff are veterinarians.

There is low mobility within the support staff, as they are designated to specific departments or clinics. Recently, a university wide reorganisation of the administrative support staff had taken place, which, after a transitions period, is now appreciated by the FVM staff.

New tenure tracks positions (HOH) have been obtained at the FVM, and are in cooperation with other faculties and research institutes.

Teaching and research staff adhere to the annual workload of 1,624 hours per academic year. The working hours are partly independent of time and place, but staff members must be

sufficiently available to students and the rest of the work community at the workplace. All members of the teaching and research staff draw up a work plan together with their supervisor well in advance of the following academic year, ensuring the equitable distribution of teaching, research, public engagement and administrative duties.

9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff

Need for additional or replacement of staff is mainly initiated by Department Heads or the Director of the Veterinary Hospital after consulting the departments' or clinic co-workers. After discussion in the Extended Management Group, the plan is taken to the Faculty Council, where it is included in the personnel plan, which is part of the yearly implementation plan prepared by the FVM. The personnel plan also includes future demands, retirements and focus areas.

Student representatives are present in different committees. For the implementation of stakeholders in the process is referred to the comment in standard 1.5.

The HR specialist creates a new application request for a vacancy in the electronic Recruitment Service and sends the job advertisement to other agreed recruitment channels and communicates to applicants about the application process. Vacancies are announced, and the scope of the recruitment procedure is considered, on a case-by-case basis. When recruiting staff for the University Services, Deans are, when applicable, also involved in the recruitment decision.

Final responsibility for the appointment and dismissal of staff lies with the Rector and the Board, but the Dean appoints the academic and support staff of the faculty, and the director of the veterinary teaching hospital appoints the hospital staff. The Director of Administration appoints the university services staff as well as the administrative staff located at other units.

9.2. Comments

The new HOH concept with dedicated tenure track positions promotes high-level and integrated research, though several staff raised concerns about the potential increased teaching load for remaining staff in departments and clinics.

Teaching staff at FVM, and in particular recently appointed permanent and temporary staff, have a clear recorded track on relevant training in teaching, though clear teaching qualifications are not present.

9.3. Suggestions for improvement

Current academic staff positions do not have an upward promotion structure and evaluations do not allow rewarding excellent performance. Many of the academic staff (lecturers and instructors) informed they knew this well at the onset, but suggested that a competence and excellent performance-based recognition would be appreciated.

Currently, two student feedback systems are in place, one official and mandatory but more general in which individual student and teacher privacy is fully guaranteed, and those that department/course driven, taken place during or shortly after each course. The latter allows more efficient and relevant feedback though it conflicts with the concept of the officially organised feedback.

9.4. Decision

The Establishment is compliant with Standard 9.

10. Research programmes, continuing and postgraduate education

10.1. Findings

10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education

FVM conducts research-based undergraduate veterinary education through a curriculum and approach to clinical work that is evidenced based. All academic staff at Helsinki University are expected to do research and teach and academic staff publish annually 200-300 scientific publications in veterinary medicine and life science. Students are introduced to research activities such as bibliographic search, scientific methods and research techniques through Introduction to Veterinary Research course in their second year and Evidence-based Veterinary Medicine course in their third year. The Bachelor thesis (6 ECTS credits) is a literature review and the Licentiate thesis (20 ECTS credits) can include original research or be a literature review. For the Licentiate thesis, students may work with research groups within FVM or outside FVM. The Director of the thesis project must be employed by FVM. The Department of Food Hygiene and Environmental Health organises an annual Summer School and the clinical disciplines, microbiology and epidemiology organise Thesis Workshops to support students' thesis work.

Students interested in research can perform optional studies (up to 5 ECTS credits) working in research groups during their Bachelors and Licentiate degree studies. Individual students may start their PhD during their undergraduate veterinary studies.

10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

Postgraduate clinical training at FVM includes programmes for interns, veterinarians in specialising programmes and doctoral students. Clinical residents, veterinarians in national specialising programmes and doctoral students participate in teaching and supervision of veterinary undergraduate students. Intern training particularly in the first week emphasises the role of the intern and professionalism in teaching and the potential for conflicts.

10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the Establishment

FVM offers 2 doctoral degrees: Doctor of Veterinary Medicine (DVM) is awarded with the submission of the licentiate thesis and completion of the Licentiate degree; and Doctor of Philosophy (PhD) involves 4 years of full-time study and the submission of a thesis containing at least 3 peer-review publications in international journals. FVM organises postgraduate education for licenced veterinarians in six national specialisation programmes and also hosts 9 EBVS residency programmes and three internship programmes.

UH has 4 Doctoral schools and 32 Doctoral programmes. The Board of the University decides the maximum number of new doctoral students in the University. The Board of each School recommends a quota of new doctoral students for each Doctoral Programme. Doctoral Programmes are established by the Rector of the University. The Steering Committee of Doctoral Education consists of the Vice-Rector and Directors of the Doctoral Schools. The Board of each Doctoral School includes the Directors of its programmes. The Doctoral

Programmes provide teaching and supervision of all doctoral students but the Faculties are responsible for maintaining the quality of their degrees and for granting the right to pursue a doctoral degree and conferring the degree. All doctoral students at FVM belong to one of six doctoral programmes in two Doctoral Schools. FVM is responsible for the Doctoral Programme in Clinical Veterinary Medicine (CVM) in the Doctoral School in Health Sciences. The Faculty decides the selection criteria and the curriculum of the Doctoral Programme that they are responsible for. The Board of a Doctoral Programme consists of a Director and a maximum of 8 members including two students.

The Committee for Research and Research-oriented Postgraduate Education prepares the plan for implementing FVM's research policy and is in charge of guidelines on scientific postgraduate studies in veterinary medicine. The Faculty Council decides on matters prepared by the committee.

The Steering Group of National Specialisation Programmes is responsible for the management of specialist education at FVM. Each field of specialisation has its own steering committee and the heads of these committees are members of the Steering Group.

FVM offers courses to graduated veterinarians for continuing education. Teachers propose their course to the Steering Groups of the Degree Programme that have to receive approval from the Faculty Council. Courses are communicated to participants via the FVM website, intranet and advertisements in the Finnish Veterinary Journal. The responsible teacher is in charge of implementation, feedback and revision of the course. FVM offered 12 continuing education courses in 2018-2019. The number of participants in continuing education courses varied from 1 to 23.

FVM also offers 3 special courses for veterinarians: Food Hygienist examination; Meat inspection veterinarian examination; and diploma programme of Governance and management in environmental health and food control.

10.2. Comments

FVM has the leadership of Helsinki One Health (HOH), which is a network organisation devoted to coordinate research actions within the area of One Health at the University and to promote postgraduate education.

The limited number of diplomates in certain fields at FVM is a restriction on residency training.

10.3. Suggestions for improvement

None.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance

11.1. Findings

11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:

-) has a culture of QA and continued enhancement of quality;
-) operates *ad hoc*, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;
-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (*teaching, research, services*);

-) **informs regularly staff, students and stakeholders and involves them in the QA processes;**
-) **closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;**
-) **is compliant with ESG Standards.**

The global strategy of quality of the Establishment has been defined as appropriate activities and high-quality results in the framework of UH QA vision. Until 2017, the FVM had a separate QA committee, but since then responsibilities have been distributed through the relevant bodies and embedded into their standard cycles of operation.

The UH's Strategic Plan is implemented through annually drawn implementation plans including the risk assessment and management, personnel and premises implementation plans. The responsibilities, the timetable for actions and the key indicators to be monitored are also identified. The Quality Management is aimed to fulfil the ESG.

An annual review of FVM activities is published on the webpages each year and available to a wide audience. All documents are available for staff and students on the intranet as well.

Staff and students are highly committed to excellence and quality of teaching and disposed to fast implementation of changes following feedbacks and relevant pedagogical research results.

11.1.2. Brief description of the specific QA processes for each ESEVT Standards

The FVM's policy for QA is in line and is a continuation of that of the University of Helsinki, it is made public and staff and students implement and develop this policy in their everyday actions.

The FVM do not have an internal procedure for design of the curriculum, and it has to respect the procedure specified by the guidelines of UH for degrees and studies at the University of Helsinki that describe the overall design of the Bachelor and Master degrees. The activities performed by the different committees were described to the team.

The learning outcomes are carefully designed, and their achievement is measured with appropriate methods.

The programmes are in agreement with the Bologna declaration and are designed so that they meet the objectives set for them, enable smooth student progression and define the expected student workload. The qualifications resulting from the programmes are clearly specified and communicated and refer to the correct level of the national and European qualifications frameworks.

The programmes are delivered in a way that encourages students to take an active role in creating the learning process.

Teaching, learning and assessment are based on modern pedagogical theories.

The FVM consistently applies pre-defined and published regulations covering all phases of the student "life cycle".

The funding to universities has decreased during the recent years and prioritising and restructuring certain activities has been needed to be able to maintain learning resources and student support at an adequate level.

Several student feedback tools are systematically used throughout the studies. Career paths of the graduates are monitored at five years after graduation.

Up-to-date information on the FVM's and VTH's activities are published on the webpages and Facebook and the University's intranet. The Annual Report published on the web site summarises data for each year. Both the report and the TV series regarding the daily activities of the VTH provide useful information on veterinary studies for the future students and society. On site a new tool for annual evaluation of the degree programmes was presented.

The undergraduate veterinary curriculum has been updated on an annual basis until the UH regulation extended this time to 3 years. The study guide is updated annually.

Cyclical external QA is performed by ESEVT, FINEEC and other relevant external parties.

11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the Establishment

The FVM's Rules of Procedures describe the organisation and the responsibilities of different bodies. At the FVM, the Dean and the Director of the VTH are responsible for the quality of actions and results in their Units. Everyone working or studying at the FVM and the VTH is responsible for the quality and development of their own work and results. The Dean has the general authority to manage the Faculty operations, and he is responsible for the efficient, economic and effective completion of the Faculty's duties.

Steering Groups of the Degree Programmes have a major role in managing the quality of education. The Directors assume responsibility for the operations of the programme for the Vice-Dean in charge of Education and cooperate with the whole Faculty.

Relevant committees consider and prepare matters to be decided at the Faculty Council. Students are actively involved through their representatives in the Steering Groups of the Degree Programmes and the Faculty Council, and by the feedback system of the FVM.

The Board of the University is responsible for outlining the quality policy, and staff and students are committed to their work and studies, adhere to the values and goals of the University and follow common operation modes.

The Quality Manager of the University coordinates the realisation of quality principles and procedures and acts as secretary of the Quality Management Steering Group. The Vice-Dean for Education of the FVM is a member of this group. The UH define indicators in the implementation plans.

Students are involved through the student feedback system, the appeal mechanism and the feedback from work life. All FVM's internal rules of study were created together with the students.

Staff implement the system by the Well-being and Employee surveys and specific development discussions.

Satisfaction surveys and the system for handling complaints allow clients to participate in the improvement of the system and, in a wider sense, for Stakeholders during Forums and by the realisation of joint projects also aimed at collecting external funding.

11.2. Comments

As recognised also by the national accreditation body, FINEEC (ENQA member), in the 2015 Audit Report, the quality system of the UH and of the FVM correspond to the European quality assurance principles and recommendations for higher education institutions.

But whereas the quality management is mainly based on reciprocal trust and staff and student commitment, it was not clear to the Team how the decisions for changes to ensure continuing quality improvement were documented, actioned and formalised. Thus causing some concern that should staff or student attitudes change, then this continuous cycle might not be imbedded or documented formally enough to ensure continual improvement.

In 2017 the FVM QA committees natural term ended and its responsibilities were distributed to other committees. The transition to the new system does not appear complete and the risk plan developed to define new responsibilities of the relevant bodies to embed the QA into their standard cycles of operation is not clear enough and does not appear to be implemented fully. The total absence of QA/QM words in the responsibilities of the different bodies in table 1.1.5. of the SER reflects the substantial risk of a too strong disaggregation of the vision, that is substantially different in respect of the idea of a holistic Quality Management system.

During the on-site visitation it was quite difficult to clearly identify the check points in the quality cycle. Moreover, the actions taken in response to possible critical situations were not

based on structured Action Plans. Although fully discussed in relevant bodies (e.g. minutes of the Steering Committee) the actions are reported as activities already started (e.g. based on personal responsibility of teachers on the quality of their subjects) but with no timelines or check back points re ongoing activities or completion of changes.

This system could have real difficulty in managing single spikes of potential danger that could be lost through the lack of the completion of the loop.

The Annual Report summarise data for each year, it is not used as a tool for quality assessment but some of this data can be used by FVM in certain circumstances to assist QA monitoring and action planning. A limited number of indicators and their target values, set by the UH, are monitored in the implementation of the Strategic Plan.

There appeared to be little proactivity in the QA process and the majority of actions were reactive only.

The new tool based on traffic light signals will be more informative when fully implemented. The role of stakeholders is not evidenced even when it is present. The role of internal stakeholders is not considered at all.

11.3. Suggestions for improvement

Formalisation of procedures relating to action planning for the different committees would support more effective future strategy planning for quality management. In particular the Team suggests to FVM to specify the interplay among the different groups during the curriculum design activity through an internal procedure to better implement the UH indication in the specific FVM situation. A procedure for this annual review will close the loop for the quality improvement for the study programme and must include a detailed action plan, describing all the actions to be taken, as well as the time to be completed, progress reports and where the responsibilities for completion lie.

The new tool for the annual report of the degree should include the trend in the past years (at least 3) of the relevant indicators, and their target for the current year (if not indicated by UH, chosen by the FVM). Moreover, it should contain an action plan with time and responsibilities (shared as widely as possible) indicating concrete actions able to be concluded in one year.

A more proactive strategy to QA should be undertaken.

11.4. Decision

The Establishment is compliant with Standard 11, except for Substandards 11.1 and 11.9:

- The Establishment is partially compliant with Substandard 11.1. because of insufficient formalisation of processes and structures for development and implementation of its policy.
- The Establishment is partially compliant with Substandard 11.9. because of insufficient formalisation of the process to define actions planned or taken as a result of the periodic review of the programmes.

12. ESEVT Indicators



ESEVT Indicators

Name of the Establishment:					
Date of the form filling:					
Calculated Indicators from raw data					
		Establishmen values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,208	0,16	0,13	0,082
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,154	0,87	0,59	0,565
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,505	0,94	0,57	0,938
I4	n° of hours of practical (non-clinical) training	857,333	905,67	595,00	262,333
I5	n° of hours of clinical training	1615,000	932,92	670,00	945,000
I6	n° of hours of FSQ & VPH training	621,000	287,00	174,40	446,600
I7	n° of hours of extra-mural practical training in FSQ & VPH	195,000	68,00	28,80	166,200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	245,463	70,48	42,01	203,453
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	2,593	2,69	0,46	2,130
I10	n° of equine patients seen intra-murally / n° of students graduating annually	33,355	5,05	1,30	32,057
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	11,551	3,35	1,55	10,006
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	1,491	6,80	0,22	1,267
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating ann	131,565	15,95	6,29	125,271
I14	n° of equine patients seen extra-murally / n° of students graduating annually	13,687	2,11	0,60	13,092
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	3,126	1,33	0,55	2,579
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,019	0,12	0,04	-0,026
I17	n° of companion animal necropsies / n° of students graduating annually	4,327	2,07	1,40	2,927
I18	n° of ruminant and pig necropsies / n° of students graduating annually	1,757	2,32	0,97	0,787
I19	n° of equine necropsies / n° of students graduating annually	0,780	0,30	0,09	0,688
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,140	2,05	0,69	-0,553
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating	0,631	0,20	0,06	0,568
I22*	n° of PhD graduating annually / n° of students graduating annually	0,220	0,15	0,09	0,132
¹	Median values defined by data from Establishments with Approval status in April 2016				
²	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016				
³	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

13. ESEVT Rubrics (summary of the decision on the compliance of the Establishment for each ESEVT Standard, i.e. compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives and Organisation	C	PC	NC
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.	X		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.	X		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	X		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.		X	
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	X		
Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	X		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	X		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	X		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 3: Curriculum			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.	X		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	X		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	X		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.	X		
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).		X	
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	X		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.		X	
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.	X		
Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	X		

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4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	X		
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.	X		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	X		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.	X		
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.		X	
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.	X		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	X		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	X		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	X		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.		X	
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.	X		
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.	X		
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.	X		
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	X		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	X		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	X		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	X		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.	X		
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	X		
Standard 7: Student admission, progression and welfare			

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7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	X		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	X		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	X		
7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	X		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	X		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	X		
Standard 8: Student assessment			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.	X		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	X		
8.3. Requirements to pass must be explicit.	X		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	X		
8.6. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.7. Students must receive timely feedback on their assessments.	X		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.	X		
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	X		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		

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9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	X		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.	X		
9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
Standard 10: Research programmes, continuing and postgraduate education			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	X		
10.3. All students must have opportunities to participate in research programmes.	X		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.		X	
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	X		
11.3. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	X		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	X		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	X		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	X		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	X		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.		X	
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	X		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Executive Summary

The Faculty of Veterinary Medicine (FVM) was first established as an independent College of Veterinary Medicine in 1945. Since 1995, it is one of 11 Faculties of the University of Helsinki (UH). The FVM is the only establishment for veterinary education in Finland and is located both in the Viikki campus in Helsinki and the Saari campus in Mäntsälä.

The first ESEVT Visitation took place in 1999 resulting in Approval status. The second ESEVT Visitation took place in 2009, resulting in Accreditation status.

The SER was provided on time and written in agreement with the SOP 2016. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation.

The Visitation was perfectly organised and the Liaison Officers did a great job to adapt the schedule of the Visitation, to search for the requested information and to organise the relevant meetings.

Areas worthy of praise (i.e. Commendations), e.g.:

- Vertical integration of basic and clinical teaching;
- Expansive and efficient use of e-learning;
- Exemplary training in FSQ;
- Highly committed staff and students;
- Excellent incorporation of scientific methods and research into teaching;
- Fast implementation of changes following feedbacks and pedagogical research.

Additional commendations are given in the Visitation Report.

Areas of concern (i.e. Minor Deficiencies):

- Partial compliance with Substandard 1.5 because of sub-optimal input of external stakeholders in the organisational structure of the Establishment.
- Partial compliance with Substandard 3.6 because of sub-optimal formal training in the handling of domestic animals.
- Partial compliance with Substandard 3.8 because of the absence of a formal agreement with, and a formal assessment by, some EPT providers.
- Partial compliance with Substandard 4.7 because of absence of recording of the use of healthy animals for teaching.
- Partial compliance with Substandard 4.12 because of the absence of visible instructions for biosecurity requirements in isolation facilities.
- Partial compliance with Substandards 11.1 and 11.9 because of insufficient formalisation of QA processes and structures.

Suggestions for improvement:

- Developing a plan to rectify the financial deficit for the next three years;
- Ensuring a variety of approaches to students' assessment and enhancing the number and scope of the OSCE;
- Expanding the teaching in exotic pets and rabbits;
- Keeping a record of the animals species seen by individual students when on practical training in FSQ.

Additional recommendations are given in the Visitation Report.

Items of non-compliance with the ESEVT Standards (i.e. Major Deficiencies):

None.

Glossary

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: External Practical Training

ESEVT: European System of Evaluation of Veterinary Training

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

FVM: Faculty of Veterinary Medicine of the Helsinki University

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

HU: Helsinki University

IT: Information Technology

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Standardised terminology

Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;

Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;

Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;

Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ...;

External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);

Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;

Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;

Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;

Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

The Faculty of Veterinary Medicine, University of Helsinki is therefore classified as holding the status of: **ACCREDITATION**.