

**European Association
of Establishments for Veterinary Education**



VISITATION REPORT

To the Faculty of Veterinary Medicine of Karditsa, Greece

On 23-27 October 2017

By the Visitation Team:

DROBNIC-KOSOROK Marinka, Ljubljana, Slovenia: Visitor in Basic Sciences

CORBERA Juan Alberto, Las Palmas, Spain: Visitor in Clinical Sciences in Companion Animals

HORIN Petr (CHAIRPERSON), Brno, Czech Republic: Visitor in Clinical Sciences in Food-Producing Animals

LOPES VELOSO Gabriela, Lisbon, Portugal: Visitor in Food Safety and Quality

MAY Stephen, London, United Kingdom: Visitor in Quality Assurance

IMMONEN Isa, Helsinki, Finland: Practitioner

VAN EEKELEN Denise, Utrecht, The Netherlands: Student

LEKEUX Pierre, Liege, Belgium : ESEVT Coordinator

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Introduction

The Faculty of Veterinary Sciences (**called the Establishment in this report**) of the University of Thessaly has been established in Karditsa in 1993. It is one of the three Faculties of the School of Health Sciences (together with the Faculty of Medicine and the Faculty of Biochemistry and Biotechnology) and has awarded up to now 431 veterinary degrees, 108 postgraduate degrees and 42 doctoral degrees.

The Establishment has never been evaluated by EAEVE. Despite the difficult situation linked to the economic crisis, an ESEVT Visitation has been asked by the current management of the Establishment.

Since its creation, the major changes were:

-) election of the Dean by the academic staff (2006);
-) appointment of permanent academic staff, although recruitments/replacements were blocked between 2010 and 2016;
-) introduction of a new curriculum (2016);
-) availability of a new building (2014).

The major challenge during the last decade was linked to the drastic reduction in public funding due to the economic crisis.

The University of Thessaly has been approved by the Hellenic Agency for Quality Assurance and Accreditation in Higher Education in 2011.

The SER has been approved by all members of the Establishment's General Assembly except 2 academic staff, and has been provided on time to the members of the visiting team.

The current ESEVT Visitation is performed in agreement with the Uppsala SOP (2016).

1. Objectives and Organisation (see Standards 1.1 to 1.6)

1.1. Findings

1.1.1. Brief description of the Strategic Plan

The mission of the Establishment is to educate veterinary students and to promote scientific knowledge in the field of veterinary sciences.

The objectives of the Establishment are:

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

A SWOT analysis has been recently completed by the General Assembly of the Establishment and is provided in the SER.

Together with a report on the previous academic year, a annual plan devoted to the next academic year is developed each year by the General Assembly and sent to the Head of the School of Health Sciences and finally to the Rector of the University of Thessaly.

The main objective of the 2017 strategic plan was the implementation of the new curriculum and the

preparation of the ESEVT Visitation.

There is no official medium-term strategic plan for the Establishment, except concerning the implementation of the new curriculum.

1.1.2. Brief description of the Operating Plan

When officially approved by the Senate of the University of Thessaly, the yearly plan of the Establishment is implemented by the Dean and monitored by the standing committees and eventually by the General Assembly.

1.1.3. Brief description of the organisation of the Establishment

The Establishment is one of the three Faculties of the School of Health Sciences (based in Larisa, 60 km away from Karditsa), which also includes the Faculty of Medicine and the Faculty of Biochemistry and Biotechnology. The School of Health Sciences is one of six Schools of the University of Thessaly (based in Volos, 130 km away from Karditsa). The University is overseen by the Ministry of Education, Research and Religious Affairs (based in Athens, 300 km away from Karditsa).

The decision-making body of the University is the Senate, which is formed by the Rector, the four Vice Rectors, the Heads of Schools, the Faculty's Deans, three representatives of students and four representatives of non-academic personnel.

The executive body of the University is the Rectorate Council, which is formed by the Rector, the Vice Rectors, one representative of students and one representative of non-academic personnel.

Each school is managed by the Deans' Committee, which is formed by the Head of the School, the Deans of the Faculties, one representative of students and three representatives of non-academic personnel.

Each Faculty is governed by its General Assembly, which is formed by the Dean (Chair), all members of academic staff, four representatives of under- and post-graduate students and representatives of non-academic personnel. The Dean is a professor or associate professor of the Faculty, elected by all members of the academic and support staff of the Faculty for a two-year term.

The Establishment has 14 academic departments, i.e. - Anatomy, Histology and Embryology, - Biochemistry, - Epidemiology, Biostatistics and Animal Health, - Economics, - Animal Husbandry and Nutrition, - Aquaculture and Fish Diseases, - Microbiology and Parasitology, - Pathology, - Hygiene of Foods of Animal Origin, - Pharmacology and Toxicology, - Physiology, - Medicine, - Obstetrics and Reproduction, - Poultry Diseases, and - Surgery.

The heads of departments are members of permanent academic staff and elected by the General Assembly. Many departments also employ temporary staff for teaching or technical support, who are funded under short-term contracts and paid by specific Ministry, University or departmental funds. Each department behaves independently of the others with little collaboration between them.

The administration office of the Establishment employs 10 people and is headed by the Secretary of the Faculty who is appointed by the Vice-Rector of Student and Administrative Affairs.

The Establishment has four permanent committees, i.e.:

-) Animal Welfare, mainly devoted to the monitoring of animals use in experimental and teaching procedures;

-) Education, mainly devoted to the evaluation of the study programme;
 -) Quality Assurance, mainly devoted to the organisation and coordination of the quality assurance procedures;
 -) Students Affairs, mainly devoted to the assessment of students welfare.
- Supervision of the infrastructures and coordination of the Erasmus actions are each under the responsibility of one member of staff.

The staff complains about excessive bureaucracy and insufficient autonomy at the Establishment's level, except for the implementation of the new curriculum.

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

All categories of staff and students are represented in the Establishment's General Assembly and are therefore involved with the writing of the annual plan and informed about its implementation. The President of the Student Union has been included as an ex-officio member of the standing committees of the Establishment.

There are no stakeholders in the Establishment's General Assembly and in the standing committees, although the Establishment has some connections with the veterinary profession and the relevant industries. For instance, representatives of the Hellenic Veterinary Association have recently been invited to contribute in the development of the new teaching curriculum.

1.2. Comments

The mission and the objectives of the Establishment are globally in agreement with EU directives and ESEVT SOP, although it is not stated in the SER.

There is no official medium-term Strategic Plan, the proposals of the Establishment's General Assembly being limited to the next academic year. This could be partially explained by the political instability linked to the economic crisis and the lack of autonomy of the Establishment.

Staff and students (but not stakeholders) are involved in the organisational structure of the Establishment, although the same individual represents the students in most committees and students have only one voting right at the General Assembly.

The departments are numerous, each of them contains very few members and there is no structured collaboration between them. The merger into a lower number of departments would be an opportunity to mutualise the costs, allow a more efficient use of the facilities, identify the overlaps, contradictions and gaps in the study programme and eventually enhance the cohesion of the curriculum and the quality of education.

1.3. Suggestions for improvement

It is strongly suggested to develop a 5-year Strategic Plan for the Establishment in order to identify the main objectives to be reached and the main deficiencies to be corrected, to propose an Operational Plan in order to achieve these objectives, and to convince the funding authorities to provide the requested resources.

It is suggested to better implicate the stakeholders in the development and revision of the Strategic Plan and in the organisation of the Establishment and to involve more than one student (and not always the same) in the standing committees.

It is suggested to reduce the number of departments (in order to enhance the cohesion of the study programme) and to develop a structured Veterinary Teaching Hospital (VTH) Committee (in order to improve its functioning, enhance the collaborations between disciplines and increase its caseload and profitability).

1.4. Decision

The Establishment is not compliant with Standard 1 because of absence of long-term strategic plan and operational plan.

The Establishment is partially compliant with Standard 1 because of:

- insufficient input from external stakeholders in the Establishment's organisational structure;
- suboptimal organisation of the Establishment, especially of the VTH.

2. Finances (see Standards 2.1 to 2.5)

2.1. Findings

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

The national budget allocates an amount of money to the Ministry of Education, Research and Religious Affairs, which then re-distributes it to 36 higher education Establishments. The annual allocation of funds from the Ministry to all Universities is part of the national budget. The decision is made by the Ministry and communicated to all universities. There are no tuition fees for undergraduate in Greece,

Salaries are determined by law and as such, they are determined by the Parliament for each category of personnel and paid directly by the Ministry. Further amount of money is allocated to the University for operating costs and student welfare benefits. In general, operating costs are allocated to higher education establishments based on numbers of students. The total sum is then re-distributed to each Faculty, which can use it for covering daily operating expenses and expenses related to teaching activities. Allocation of these expenses to the Establishment is proposed by the University's administration and decided by the Senate along with decisions on large grants aiming to cover specific needs of the Establishment. The government provides various welfare benefits to students covered by the central government budget.

Overheads from research grants and services income, from tuition fees of postgraduate courses, and from asset management, as well as donations are other possible sources of income. All these resources are handled at the University level. Everything is paid through central administration services directly to purveyors of respective services. An electronic platform for tender calls is used by the central administration.

2.1.2. Brief description of the budget (expenditures, revenues, balance) of the last 3 years

On average, the total amount of money is distributed as follows: 76% from public authorities, 8.5% from services (clinical, diagnostic and other), 14.5% from research grants, 0.1% from continuing education, 0.4% from donations. Personnel costs represent the majority of expenditures.

2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years

The intention is to contract new permanent academic and support staff. There is a grant provided by the University to contract five new teaching staff (temporary); four new teaching posts (part-time) will be supported by departmental funds. Budget for operating and teaching activities expenses is

expected to be similar like recent years. Research funding will be determined by successful grant applications.

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

New radiology equipment for the Department of Surgery is planned. Maintenance and refurbishment of the Establishment will require investments in the near future as well upgrades of informatics hardware and software.

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 accounts within the University are monitored by the Financial Management Directorate. All expenses related to funding provided by the Ministry are handled through the University's accountancy service.

Administration of research grants is carried out through Research Committee of the University and running of accounts is monitored by the accountancy service of the Research Committee. All grants are liable to financial evaluation by the body that awarded the grant and to scrutiny by the Ministry of Finance and ultimately by the Count Audit. Staff, students and stakeholders have virtually no influence on these financial decisions and/or operations.

2.2. Comments

Due to several factors (restriction of the total national budget, restriction of the proportion allocated to the Ministry of Education, increased numbers of tertiary education institutions in Greece, along with increasing numbers of students eligible for various social benefits), the total amount of money allocated to Universities and consequently to the Establishment has been significantly reduced over the last years. In addition, by a ministerial decision, the numbers of students admitted to the first year increased from 35 to 90, without a proportional increase of budget, including teaching and staff positions. In the current situation, it is not possible to ensure adequate quality of teaching and in terms of EAEVE indicators, the situation is likely to become even worse in the near future.

The management of money given to the Establishment is centralized and rather rigid, with some exception for income from research grants, donations and services. Although the departments can get access to money generated by grants and services through the Research Committee (after reduction by 12% for overheads), the procedure is bureaucratic and long, and again, the use of this money must be approved by the Committee. On the other hand, all administrative burden related to financial operations (including tenders) are on the University, which is considered as an advantage by some persons.

Despite repeated requests for more autonomy, Universities have not succeeded so far to change or to modify the system. Consequently, most departments have not developed these potential resources and rely only on money allocated by the national budget. This is a clear limitation for the Establishment's infrastructure. Clinics can be run more efficiently in terms of equipment, personnel, maintenance/refurbishment and related biosecurity issues. More flexibility and autonomy would allow the Establishment to reflect current needs and would motivate it to explore new potential resources (contractual research, diagnostic and clinical services). On the other hand, there are clear differences among departments in their capacities of generating extra resources.

2.3. Suggestions for improvement

The Establishment's view is strongly supported that the increase in numbers of students should be followed by an adequate increase in the financial support, or the numbers of students should be reduced to avoid the danger of further unacceptable decrease of the quality of teaching.

The Establishment is strongly encouraged to continue its tasks to negotiate more autonomy in financial affairs, which would allow it to compensate the budgetary cuts. At the same time, individual departments are strongly encouraged to better use even the limited flexibility of the current system to generate additional incomes from grants and services.

2.4. Decision

The Establishment is not compliant with Standard 2 because of insufficient public funding.

The Establishment is partially compliant with Standard 2 because of:

- suboptimal running of the clinical services;
- insufficient autonomy of the Establishment over the use of the resources.

3. Curriculum (see Standards 3.1 to 3.10)

3.1. General curriculum

3.1.1. Findings

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

As stated by the Establishment: "a general objective, of the curriculum is to provide graduates with necessary knowledge and skills to prevent, diagnose and treat animal diseases, to manage livestock husbandry for achieving optimum production while maintaining health and welfare, to evaluate safety and hygiene of food of animal origin and to contribute in control of zoonotic diseases".

In the academic year 2017/2018 Establishments is implementing two study programs (curricula) for undergraduate training in veterinary medicine. The initial curriculum was launched when the first generation of the students was admitted in the academic year 1994/1995 and the last generation was enrolled in 2015/2016. This initial curriculum is based on the curriculum of the Faculty of the Veterinary Medicine of the Aristotle University of Thessaloniki, which was EAEVE approved in 2014. The initial curriculum is composed from 65 modules with 300 ECTS and can be taken in five years (ten semesters).

The new curriculum has been recently prepared by the Establishment and was introduced in the academic year 2016/2017. It is also a five-year curriculum, consisting of 81 modules with 300 ECTS. The draft of the new curriculum was prepared by the academic staff, organised in a special committee, established in 2014 which is today acting as Education Committee of the Faculty. EU Directive 2005/36/EC, as amended by directive 2013/55/EU and its Annex V.4.1., the requirements of the ESEVT, the curricula of veterinary faculties in Europe and North America, replies to a specific questionnaire that had been sent to veterinarians practicing in Greece, graduates of the Faculty, students of the Faculty, stakeholders (e.g., the Hellenic Veterinary Association) were taken in to account when preparing the proposal. The draft was discussed among the members of the academic staff and approved by the General Assembly of the Faculty and the Senate of the University. The characteristics of the new curriculum are the following: overall reduced number of teaching hours (-8.1%), increased number of practical and clinical teaching hours (+15.1%), intensive clinical training during the final year and the introduction of elective modules. Learning outcomes of the courses (modules) are not defined in a form of an explicit and cohesive framework and therefore cannot serve as a basis for effective teaching, learning and assessment activities of the program.

3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)

All EU-listed subjects are taken by all students in both curricula, however only the new curricula offers the possibility of choosing a limited number of elective subjects. Two to five elective modules are available each year (17 all together). Students are supposed to select one of them per year.

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.

When the committee was formed to prepare a new curriculum, its basic engagement was to take into account not only the national and European legislative requirements, but also comments and findings obtained through surveys and discussions among the academic staff, students and stakeholders. Through this process curricular overlaps, redundancies, omissions and lack of consistency or integration have been identified and corrected to certain extent. Written consent to the new course structure was given by teaching staff for each unit. It is not evident from SER how the ECTS have been calculated and allocated. The formula presented during the visit, deal with contact hours (lectures and practical) however there is no objective procedure in place for the measurement of student workload. It is determined as a result of the discussion for each particular course. Seminars (SER, Table 3.1.1 B) and supervised self-learning (SER, Table 3.1. C) are not recognised as a part of the curriculum or student activity at all. From the discussion with the teaching staff it became evident, that communication between basic and clinical courses can be improved (i.e. pharmacology and clinical pharmacology).

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

The minimum number of the students, taking the elective course, is five. The maximum number depends on number of courses offered in the particular year or semester. 70% to 24% of the students can be enrolled in the term to one course, depending on the number of the courses offered, i.e. if 2 courses are offered up to 70% of the student population can take that particular elective subject, if five courses are offered, only 24% of students can take each course. All together only 7 ECTS (2.3%) can be acquired in total by selecting the elective subjects.

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

Education Committee is responsible for assisting the implementation of the new curriculum and proposing actions to the General Assembly. The members of the Education Committee are members of the teaching staff and always only the chair of Student Union is invited ex officio. Committee meets at least four times per year. After each semester it is supposed to discuss reports about particular courses and propose changes to the general assembly.

Quality assurance committee was established 10 years ago (2007). Its task is to collect and analyses the annual reports submitted by academic staff members and discuss their comments and suggestions regarding improvement of the teaching process. It collects the reports of individual academic staff members and prepares the annual report.

Data obtained through annual student surveys are confidential and known to the dean, only. The dean can, with the consent of the involved staff member, discuss certain issues with the Quality Assurance Committee.

3.1.2. Comments

The curriculum was updated taking into account European legislation and good practices as well as the recommendations of different participants (academic staff, graduates, students, and stakeholders).

Learning outcomes are not clearly defined and are not communicated properly to the students.

Student workload is not determined by an objective method, therefore the ECTS allocation is

inconsistent.

There is an opposing effect on quality of teaching obtained by increasing number of hours of practical teaching, increasing number of students and not increasing number of teaching staff and financial resources.

The benefit from the student survey would be bigger if at least a part of the evaluation were included in regular quality assurance process.

Similar comments have been made in different parts of this report. These repetitions were maintained in the text to emphasize their importance in a specific context.

3.1.3. Suggestions of improvement

The improvement of the course structure is recommended (clear definition of the learning outcomes).

It would be recommended that different students (not only the chair of the Student Union) take active part in the Education and Quality Assurance Committee and therefor contribute to improvement of the curriculum and study conditions and outcomes. Their number should be increased.

It is recommended to have a systematic measuring of student workload and new ECTS allocation and a systematic inclusion of the student survey result to the annual revision of the curriculum.

3.1.4. Decision

The Establishment is partially compliant with Standard 3 for General Curriculum because of inadequate definition and communication of learning outcomes.

3.2. Basic sciences

3.2.1. Findings

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

From the SER it is evident that both curricula to certain extent cover EU suggested subjects taken by each student. The main difference in the recently implemented one is that the total number of hours is generally reduced from 4.666 to 4.286 (-8.1%). Differences can be observed in the distribution of the hours as well. Regarding basic subjects, high decrease is observed in the case of basic subjects, going from 211 hours to 80 (62%). In basic sciences smaller drop was observed, namely from 1276 to 1203 (-5.7%) hours in total, however the distribution between lectures and laboratory work goes in favour of the laboratory work (from 399 to 562 hours, 40%). Increase in laboratory work hours have been increased in the case of Physiology, Biochemistry, Pathology, Microbiology, Immunology, and Animal nutrition, while hours of lectures were decreased everywhere. There is no seminar work planed neither in the previous nor in the new curriculum at all. The non-clinical animal work was changed from 140 to 88 hours.

98 hours can to be taken as electives in basic subjects and sciences.

Due to the permanently increasing number of the enrolled students (from 30 at the beginning to 100 this year), the quality of practical work is under the question, The working groups are much bigger and the teaching load was increased up to 300% (six gups instead two). The student/study staff ratio is highly increased.

3.2.2. Comments

Drop of teaching hours in basic subject can be potentially explained by better competences obtained on

the secondary level.

The greater proportion of the laboratory work is welcome, however only when it is accompanied with appropriate financial and human resources support, regarding the increasing number of students.

The working groups in the lab classes are too big to be efficient.

3.2.3. Suggestions of improvement

It is suggested to introduce seminars as a beginning of research training and to improve the teaching process by introducing proper Student/teaching staff ratio.

It is suggested that one teacher is responsible for not more than 15 students at lab practical courses.

3.2.4. Decision

The Establishment is compliant with Standard 3 for Basic Sciences.

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

The total hours devoted to Clinical Sciences in the curriculum was 43.4% (2023/4666) in the previous curriculum and 43.2% (1850/4286) according to the information provided in table 3.1.1. Therefore, a reduction of the hours of dedication to Clinical Sciences has been implemented (2023-1850 = 173). The information of the curriculum provided is limited; i.e. do not permit calculate, in a precisely manner, the percentage of the dedication of the curriculum to the different species in order to describe if a balanced curriculum is implemented.

The total dedication to the subject “Obstetrics, reproduction and reproductive disorder” (directive 2013/55/UE) include 4 subjects related to this topic: “*Obstetrics and Reproduction I, II, III and IV*”, “*Andrology and artificial insemination*”, with a total of 26 ECTS (6+6+2+6+6, respectively). Concretely a total of 199 hours (lectures) + 4 hours (laboratory and desk based work) and 70 (non-clinical animal work), and part of the 712 hours of clinical includes more hours in this topic. This number of credits has been increased in the current curriculum because include 7 subjects related to this topic: “*Obstetrics and Reproduction I, II, III and IV*”, “*Andrology and artificial insemination*”, “*Practical training in obstetrics and reproduction of domestic mammals I & II*”, with a total of 28 ECTS (3+4+3+4+2+6+6, respectively). Concretely a total of 131 hours for theoretical training (26+39+20+26+20; however, 122 hours is showed on table 3.1.2), 78 hours of practical training (29+39+10) and 130 hours of clinical training (65+65) in the new curriculum. Also more credits on Reproduction are offered as elective with 3 more subject in the 5th year: *Advanced topics in bovine Reproduction* (9th semester) and *Advanced topics in companion animal reproduction + Advanced topics in small ruminant reproduction* (10th semester). Many topics, marginally related to the properly definition of Reproduction and Obstetrics conditions, have been included in the content of the subjects (Table 3iv-an); many topics included are related to physiology, animal nutrition, animal husbandry, propaedeutic (general medicine), infectious diseases and preventive veterinary medicine.

The total dedication to the subject “Diagnostic Pathology” (directive 2013/55/UE) is 8 ECTS in the previous curriculum and will be increased in the current curriculum to 16 ECTS (4+3+3+3+3). Concretely a total of 66 hours (26+23+23) of theoretical training, 66 hours (26+20+20) of practical training and 78 hours in clinical training (39+39) is related to this topic in 5 different subjects.

The total credits assigned to the subject “Medicine and surgery including anaesthesiology” (directive 2013/55/UE) is 77 ECTS in the previous curriculum (including clinical practical training in all topics). The design of the current curriculum includes several subjects centred or focused on species. Specifically, companion animal subjects are: Companion Animal Medicine I, II, III and IV (4+4+4+3=15 ECTS); however, information related to dedication (hours) to equine and small animals is not included.

The total hours of dedication to the subject “Clinical practical training in all common domestic animal species” (directive 2013/55/UE) focused on Companion Animal has been included in the 5th year (9 ECTS). Information related to dedication (hours) to equine and small animals is not detailed.

The total hours of dedication to the subject “Preventive medicine” (directive 2013/55/UE) is detailed in table 3.1.2. A total of 67 hours in theoretical training is dedicated in the previous curriculum, but any subject with the name “preventive medicine” has found in the Appendix 3a. In the current curriculum, a total of 33 hours in lectures are dedicated to this topic. Information related to dedication (hours) to equine and small animals is not included.

The total hours of dedication to the subject “Diagnostic imaging” (directive 2013/55/UE) is 2 ECTS in the previous curriculum in the 4th year (26 hours in table 3.1.2). 3 ECTS (13 theoretical + 39 practical hours) is taught in the current curriculum (however, only 11 hours is detailed in table 3.1.2).

The total hours of dedication to the subject “Therapy in all common domestic animal species” (directive 2013/55/UE) is 26 (lectures) + 13 (lab) in the previous curriculum. A total of 13 hours is dedicated in the new curriculum (table 3.1.2.).

The total hours of dedication to the subject “Propaedeutics of all common domestic animal species” (directive 2013/55/UE) is 26 + 26 hours (lectures + non-clinical animal work) in the previous curriculum (table 3.1.2.) and 26 + 52 hours in the current curriculum.

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

Prior to starting clinical rotations, during the 3rd year a total of 26 hours in practical training under the supervision of academic staff on clinical examination/diagnosis of animal is offered to the students in the Department of Medicine. The subject includes both companion and food-producing animals.

3.3.1.3. Description of the core clinical rotations and emergency services (both intramural VTH and ambulatory clinics) in companion animals and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ...).

A description of the activities developed by the students is described in 3.1.5. during the rotation programme.

Clinical rotations start during 4th year and continue on to the 5th year of studies. Students rotate in 3 week periods between the Department of Medicine (DM), the Department of Surgery (incl. anaesthesia and diagnostic imaging) (DS), the Department of Obstetrics and Reproduction (DOR), the Department of Hygiene of Food from Animal Origin (DHFAO) and a combined rotation in the Department of Pathology (DPa) (2 days/week) and the Department of Poultry Diseases (DPD) (3 days/week). Besides, the students from the 4th and 5th year are distributed in 5 groups (A, B, C, D, E)

of 30 students. Each group is divided in 4-5 subgroups in every department to organise the clinical training.

Each academic semester (ac) is 14 weeks long. Taking into consideration that an "X" class taught by the staff of the DM or DS or DOR, has 5 hours (of clinical and practical training teaching)/week, we have the following calculation: 5 hours/week X 14 weeks/ac X 4 ac = 280 hours (of clinical and practical training teaching during the last 4 ac) in each of the DM, DS, DOR, DHFAO, and the combination of the DPa and DPD [for each student]. As a result, [as the rotation system concerns the classes taught by the staff of the 6 Departments in 5 groups of students,] each student takes a total of 1400 (= 280 X 5) hours (of clinical and practical training teaching during the last 4 ac).

Finally, when in the rotation system, a student of say group A, starting the clinical and practical training teaching in the DM for an initial 3-week-period and continuing, with the rest Departments and so on, for the whole period of 4 ac, actually takes 5 hours/day X 5 days/week X 14 weeks/ac X 4 ac = 1400 hours.

Clinical training in companion animals is provided only in-house. A reduce number of clinical cases in companion animal is recorded (see chapter 5).

Training did not include equine clinical rotations/clinical cases before September 2017. In the moment of the visit, the Establishment has employed a part-time private practitioner who works at a nearby stud farm (40 horses) and has ambulatory practice with equines. Since September 2017 a group of students (10-13 students) go to the stud farm every Thursday for 2-2.5h and learn mostly equine propaedeutic exercises and encounter occasional clinical cases (since September 2017, a total 12 equine cases have been recorded).

Clinical activities are described by departments, including hands-on activities. Also, specific training activities in relation to emergency service and hospitalisation activities is described in the SER. Patients are admitted during the opening hours which vary depending on the department and animal species and, occasionally out of opening hours as "emergency cases". However, no formal 24/7 emergency service is provided for small companion animals every day of the year. The amount of annual emergency small animal companion cases (average 35.7) and hospitalised patients (average 49) is low (see chapter 5 for details). In the hospitalisation unit students conduct clinical examinations, different basic procedures and nursing care. Two students are responsible for hospitalised patients under supervision of a staff member (intern) and rotate every 24h when needed and not in a routinely manner.

No emergency or clinical service is provided for equines at the Establishment or as an ambulatory service from the Establishment.

3.3.2. Comments

The description of the curriculum (Table 3.1.2.) does not include any hour dedicated to seminars (column B), supervised self-learning (column C); which may reflect that limited changes has been introduced in order to provide a learning process focused in acquisition of competences which is in the spirit of the European Higher Education Area, the so-called Bologna process, signed by Greece in 1999.

The percentage of dedication of the curriculum to clinical sciences is almost 40%, which could be considered a minimum. Therefore, in the next revision of the curriculum the percentage of dedication to Clinical Sciences should not be below this percentage in order to guarantee the acquisition of day-one competences related to Clinical Sciences.

To effectively communicate and implement the curriculum, it is necessary to define and communicate a syllabus/programme or teaching plan (nomenclature vary in different countries) for every subject. The teaching plan should include at least the following information to the students: general description of the subject, ECTS and detailed of hours (direct learning for theoretical, practical, tutorial, evaluation and self-learning of the students; including an estimation of hour of study); also, should describe, competences, contents, methods used for teaching, a detailed description of the learning outcomes and the evaluation methods employed, assessment criteria and grading. A description of weekly timing of tasks and activities may help to coordinate the subjects in every semester and calculate the workload of students and academic staff. Finally, a timely-rationale description of the source of information, including references, should be detailed in order to the best profit for the learning process in every subject.

Although the calculation of the rotation system looks correct, in some departments the group of students (30) are split in several groups and duration of training is reduced for every student, i.e. DPD call consecutively three subgroups in one morning, so the total hours of learning for every students is not exactly 5 hours/day. Moreover, the elevated number of students per group does not permit the full exploiting or benefit of the practical hours for every student. Therefore, the elevated number of students per group is a limiting factor in the learning process carried out in the Establishment.

The team was unable to deconstruct of the hours assigned in the curriculum to the different subjects in the timetable of the students for the design of the clinical rotations. Therefore, as was mentioned by the academic staff, *“the curriculum is a guide for planning the clinical rotations and is not precisely replicated on the weekly schedule”*. It is necessary to guarantee the traceability of the curriculum from the design to the implementation. This will help to clarify the workload of the students, the workload of the academic staff and to obtain a valuable information to provide and demand the human and non-human resources for the Establishment.

The total credits of dedication to the subject “Obstetrics, reproduction and reproductive disorder” (directive 2013/55/UE) is 28 ECTS (26 ECTS in the new curriculum); the 9.3% of the curriculum, which is considerably elevated. The implementation of a syllabus/teaching plan with a detailed and formally description of the learning outcomes and work-load of the students (and also academic staff) in every subjects could help to assign correctly the number of ECTS needed for reproduction and for other subjects and, also, to avoid the overlapping of topics in different subjects.

As previously mentioned, a detailed revision of the content in every subjects (syllabus) should be completed in order to avoid overlapping; i.e. Physiology of Reproduction is taught from different points of view in Physiology II (3rd semester) and in Obstetrics and Reproduction I (5th semester); to be more efficient it should be holistically taught, or in a comprehensive way, only once in the curriculum.

Specifically, companion animal subjects are: Companion Animal Medicine I, II, III and IV (4+4+4+3=15 ECTS); however, information related to dedication (hours) to equine and small animals is not included. The inclusion of the species, instead of numbers, in the name of the subject will help to communicate and describe the curriculum more precisely.

Although the enthusiastic, devoted and time-consuming effort of the clinical staff to provide the best clinical experience to the students; the reduced number of clinical cases in companion animal does not permit to complete a sufficient training that guarantee the acquisition of Day-One clinical competences for clinical practice. As a consequence of the reduce case-load (see chapter 5 for details),

mostly of the clinical training is restricted to the observation and limited opportunities for the students to a hands-on experience is provided.

The amount/number of equine training/student contact with equines during rotations was almost non-existent before September 2017; therefore, students did not gain sufficient clinical experience with equines. In September 2017 the Establishment has implemented a new system where students (10-13 students at a time) go out with a private equine practitioner to a stud farm (with approximately 40 horses at the moment) and private stables once a week for 2-2.5h and learn about the clinical examination of equines and particular cases they encounter during their time there. Mostly the clinical education concentrates on propaedeutic exercises. The system was implemented to enhance the equine clinical teaching and the Establishment has plans on improving and adding the allocated hours in the future, which is commendable, but for the moment it has been in motion for one month. Additionally, the part-time employment of the private practitioner is temporary (1 year) at the moment and no permanent/clear plan after this time period is in place for the present. There are no other plans at present for the increasing of equine clinical and practical education, which is still rather low.

There is no 24h/7 emergency services provided in any companion animals and therefore students encounter clinical emergencies rarely during their intramural or ambulatory training. The number of emergency equine cases and hospitalised patients is non-existent. No in-house emergency service is provided because of lack of sufficient staff, facilities and caseload.

According to the SER the curriculum holds all the subjects listed in the Annex V, however the acquisition of Day One Competences and verification that every student has acquired certain/required amount of knowledge and experience is unclear and unregulated.

3.3.3. Suggestions of improvement

A deep study of dedication to the different species within the syllabus of the subjects should be taking into account to correctly develop a balanced curriculum.

It is necessary to define and communicate a syllabus/program or teaching plan for every subject, including learning outcomes.

It is necessary to guarantee the traceability of the curriculum from the design to the implementation.

A detailed revision of the content in every subject (syllabus) should be completed in order to avoid overlapping.

The institution and the establishment should develop a strategic plan to increase the clinical activity to guarantee the Day-One Clinical Competences in all the students, particularly in companion and equine animals.

3.3.4. Decision

The Establishment is partially compliant with Standard 3 for Clinical Sciences in Companion Animals because of suboptimal acquisition of Day One Competences in companion animals and equines.

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

Lectures, practicals and other forms of clinical teaching are organised according to species in medicine, surgery, and obstetrics/reproduction. Attendance of practical/clinical training sessions is obligatory for the 'core' curriculum. Elective courses are available. For intramural clinical training, the 3rd, 4th, 5th year students are divided into groups. Clinical rotations are organized for 4th and 5th year students. Currently, the size of the groups is around 15 students and they can be subdivided into smaller groups.

Besides intramural teaching, clinical training in farm animal medicine includes visits to farms (teaching farm of TEI Thessaly and to commercial farms), using Faculty vehicles, always under the supervision of teaching staff of the Faculty.

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

During the 3rd year, all students receive training under the supervision of academic staff on clinical examination/diagnosis of animals. The total length of this practical training preceding clinical rotation is 26 h for each student. The training is supervised and carried out by members of the Department of Medicine either within the Establishment or in the teaching farm where healthy animals are kept for teaching purposes.

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 EPT training is compulsory and makes part of the curriculum.

Clinical rotations in cattle, small ruminant, pig, equine medicine, surgery and obstetrics and reproduction, along with rotations in poultry diseases are organised as intramural and extramural training (except surgery, where only intramural training is provided).

Clinical examination, collection of biological samples for diagnostic purposes, diagnostics and treatment in ambulatory and hospitalised patients are taught. A detailed hand written record with a unique code number is kept for each patient in the department or farm cases from commercial farms; the written record contains only the code number, the details of the patient, the date of the initial examination and subsequent re-examinations and the laboratory test results. Written records are kept in boxes and it is easy to retrieve a specific record when necessary for teaching (i.e. clinical rounds) and service (i.e. re-examinations) purposes and are retrievable when needed. Additionally an excel-document exists, of which one can search patients with certain parameters (e.g. diagnosis) and which is only accessible to the staff and students under the supervision of staff.

A complete 24h/7 emergency service is not provided for all food-producing animal emergencies. However an ambulatory service on propaedeutic and reproductive matters is provided during 48 weeks/year 24h/7. During on-call hours two students are on-call for reproductive/obstetric farm animal emergencies and will follow the veterinarian on-call to the farm if an emergency arises. Otherwise emergency cases are taken in during opening hours. Students partake in care of hospitalised patients, both companion and farm animals 24h/7. However, no accommodation is provided to students for overnight stays. Annually on average 18.7 small ruminants and 1 swine are treated during on-call hours and 19.7 small ruminants and 11.7 swine patients are hospitalised.

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

Subjects "Animal production and breeding", "Animal husbandry", "Herd health management" and "Economics are taught". Both lectures and practicals are organised. Elective courses are available in this area as well.

Animal production consists of 246h (155h lectures, 80h laboratory and desk based work, 11h non-clinical animal work and in the current curriculum 214h, 91 lectures, 109 laboratory and desk based work, 12h non-clinical animal work and 2h clinical animal work). The subject includes both companion and farm animals. All EU-listed subjects are included in the curriculum.

3.4.2. Comments

Both the past and the new curriculum cover all important topics and include practical teaching. Day-one competences on food producing animals are assessed through attendance and a common logbook covering common species, which has been in use since the autumn of 2017. As the common logbook is a fairly new implementation, there are no accurate data existing on how well the students have been able to gather all the needed competences. Previously only the Department of Reproduction had a logbook.

Students can learn basic approaches to handling animals and clinical propaedeutics. The emergency caseload on food producing animals is low; occasional patients can be seen during emergency hours (on small ruminants and pigs only for the last three years). This is most likely due to the lack of sufficient staff (veterinarians and support staff), equipment and the general farm population on the area. Visits to commercial farms are based on purely personal relationships. Often, farmers agree to visits only when they are supervised by a single specific person.

Although according to the SER, the curriculum contains all the subjects listed in the Annex V, the acquisition of Day One Competences and verification that every student has acquired certain/required amount of knowledge and experience is still questionable due to low case load and clinical possibilities. In general terms, low caseload in most species has strong impact on the quality of teaching and its outputs, although on paper, the curriculum represents a standard document of this type.

The recording system of the patient data is sufficient for searching specific cases e.g. for patient monitoring, but it is insufficient for teaching and research purposes.

The system of electives in the new curriculum gives a certain freedom to students to combine them. Since the new curriculum has started only recently, there is no information on student's preferences and it is not possible to evaluate the tracking system. On paper, it seems to be rather limited compared to other European schools.

The animal production subjects are veterinary oriented. However, interactions and coordination between animal production and clinical teachers/departments can be much better. The concept of herd health management is taught according to species. Its teaching depends on the department, e.g. the Department of Reproduction puts emphasis on Reproductive management. Again, interactions between animal production and clinical departments teaching these topics could be better.

3.4.3. Suggestions of improvement

The Establishment should take specific care to the definition of learning outcomes, of their communication to students on a regular basis, of their links to day-one competencies and to the evaluation of logbooks, as well as of their permanent improvement in all subjects based on QA rules. In this context, it must look for all ways leading to increasing the caseload in all species. This is a general requirement, but it is even more urgent in view of the increased numbers of students in the upcoming clinical years. Evaluation of electives after a first cycle of the new curriculum will be an important task.

Implementation of an ambulatory clinic/24h/7 emergency service on food-producing animals to increase caseload and clinical practical possibilities encountered by the students is important. The ambulatory clinic should show to students how a typical practice works on a daily basis. Employment of additional staff members would allow nominating a person in charge of this specific and important task.

The Establishment should make sure that the system of visiting farms does not depend on single persons. Again, more clinical staff is needed for this purpose.

Implementation of an electronical patient database is recommended.

A better collaboration, coordination and harmonization between animal production and clinical departments are strongly recommended to better respect the students' perception of veterinary practice.

3.4.4. Decision

The Establishment is compliant with Standard 3 for Clinical Sciences in Food Animals.

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

On studying the SER and within the previous teaching curriculum (up to academic year 2015-2016) there appears to be a total of 263 hours (20 ECTS) taken by each student, in the area of FSQ, which are divided into 151 lectures, 37 laboratory/desk based practicals and 75 non-clinical animal work (table 3.1.2.). In the current curriculum (from academic year 2016-2017) there is an increase in the number of hours taken by each student, which are of 381 hours (28 ECTS) divided into 105 lectures, 86 laboratory/desk based practicals and 190 non-clinical animal work (table 3.1.2.). The aim of the practical training in FSQ (slaughterhouses, premises for the production, processing, distribution/sale or consumption of foods of animal origin) is to provide training to students in food safety, processing and distribution of foods of animal origin.

3.5.1.2. Description (timing, group size per teacher,..) of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

Groups of 30 students of the 2nd year visit dairy plant and meat processing plant three times, being of 1hour the length of each visit. During the 4th and the 5th years regular visits of groups of 30 students or less, depending of the semester, are carried out to slaughterhouses, twice weekly during 9 weeks trough the academic years, being of 4 hours the length of training in each visit. All this visits are organised under the supervision of academic staff, being 2 teachers per group of students.

3.5.2. Comments

As far as the FSQ area is concerned, theoretical and practical teaching covers most subjects of interest in this area. The students have practical training in chemical and microbiological analyzes of different food products of animal origin.

With regard to the slaughter of animals, especially ruminants and pigs, students have the opportunity to follow the different stages that take place in a slaughterhouse – verification of animal welfare during transportation, unload and during stunning, ante mortem and post mortem examination. This kind of practical classes should also be carried out in poultry slaughterhouses.

In all the plants (dairy and meat) visited students have practical training in good hygienic practices and in food safety methodologies (HACCP). These practical classes should be extended to canteens where they can learn how to use a checklist and the good hygienic practices. In spite of the teaching of these subjects it is not evident in the curriculum the teaching of risk analyses.

The established and functional agreement between the establishment and the Food Safety Authority is an excellent platform to teach and train students in meat inspection and food hygiene control methodologies. Also important is the agreement with the private dairy and meat plants.

3.5.3. Suggestions of improvement

It is suggested to implement practical classes in poultry slaughterhouses and in canteens and to enhance the teaching of risk analysis.

3.5.4. Decision

The Establishment is compliant with Standard 3 for Food Safety and Quality.

3.6. Professional knowledge

3.6.1. Findings

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

In the previous teaching curriculum 267h (135h lectures and 32h laboratory and desk based work) were allocated for the subject of Professional Knowledge. In the current teaching curriculum the allocated hours are less, in total 80h (56h lectures, 24h laboratory and desk based work). Additionally in the current teaching curriculum an elective module is offered including 3h of Veterinary Legislation. Professional knowledge is mostly integrated within relevant courses and not taught as an individual subject (e.g. Hygiene of Foods of Animal Origin I, II, Diagnostic Pathology II, Clinical Pharmacology and Pharmacy, Career Planning, Veterinary Practice Management and Relevant Legislation, Food Quality Control and Relevant Legislation, Animal Husbandry, Ethology, Welfare and Relevant Legislation, Veterinary Ethics and Legislation) in the current curriculum.

The subject of professional knowledge includes professional ethics and behaviour, veterinary legislation, veterinary certification and report writing, communication skills, practice management and business, information literacy and data management.

3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT

The previous and current curriculum hold 480h hours allocated for EPT, which are to be taken during the summer between 3th and 4th year or 4th and 5th year. The EPT consists of 2 months of compulsory training in outside facilities (e.g. private veterinary practices, private farms, aquaculture facilities, feed processing facilities, food processing facilities, laboratories, equine clubs, game farms, animal health companies etc.).

Facilities that wish to have EPT training students, apply for the programme with relevant information of the facilities, organisation and operations. If accepted, an agreement is made with the Establishment. If a student wishes to train in a facility with no previous existing contracts, the system is flexible in providing those contracts. Students are insured by the facility in question during their stay and are paid by an EU-supported grant for the EPT training.

After completion of the EPT training, the hosting facility will fill in a form to the Establishment/person responsible for monitoring the EPT training. The letter will be assessed by one academic person in charge of the EPT-training. Students write a report and keep a diary during their

time in the facility. One academic person is responsible for monitoring the EPT training and reports. No log-book or other monitoring of tasks/completion of training is used. Student feedback of the facilities is gathered and taken into consideration and if necessary, action is taken.

3.6.1.3. Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) and professional knowledge by each student (independently of the tracking system)

In DOR a log-book is being used for monitoring of certain tasks performed by the students. Otherwise completion of training is monitored by attendance lists and supervision by academic staff. A new logbook including all disciplines has been implemented in September 2017.

3.6.2. Comments

The subjects in Professional Knowledge coincide with the EU legislation.

The EPT rotations, locations and monitoring of completion and learning outcomes are laborious as one academic person is in charge of processing the facility provided report, student reports and student diaries. Students are employed by the EPT-facilities. During the visitation it became evident that the students value and enjoy the EPT-experience as a crucial way of gaining more clinical experience.

Day-one competences are assessed through attendance and a common logbook covering common species, which has been in use since the autumn of 2017. As the common logbook is a fairly new implementation, there are no accurate data existing on how well the students have been able to gather all the needed competences. Previously only the Reproductive department had a logbook and there was no common system in place to evaluate and monitor the acquisition of day one competences. EPT-training is not included in the logbook as students can train in a variety of facilities and hence the experiences and learning outcomes are different. The new logbook was constructed in unison with the list of day one competences required from a new veterinary graduate.

3.6.3. Suggestions of improvement

None.

3.6.4. Decision

The Establishment is compliant with Standard 3 for Professional Knowledge.

4. Facilities and equipment (see Standards 4.1 to 4.15)

4.1. Findings

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

The establishment is located in the north-west part of the town of Karditsa (Region of Thessaly); 2 km from the city centre and easily connected by public (bus) and private transport. The total surface of the establishment is 15,216 square meters and include different buildings (total of 7,067 square meters).

The Veterinary Teaching Hospital (VTH) buildings are separated by departments: Department of Surgery, Medicine, Obstetrics and Reproduction and Pathology. The clinics rules independently and do not share any service; however, they refer to each other the clinical cases for proper attention related with the patient clinical complaint.

Additional buildings used for teaching on the Establishment consist of the following: Main building, Auditoria complex, Biochemistry building, Anatomy buildings I and II, Pathology building, Poultry Disease building, New building. A Map of the Establishment is included in Appendix 4b and photographs are included in Appendix 4c in the SER.

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

-) lecturing, group work and practical work.

There is a total of 5 premises for theoretical training, with a capacity for 125, 75, 40, 90 and 90 students each. Computer and audiovisual equipment are available in most rooms and an internet access is available through a landline or Wi-Fi.

A total of 35 rooms for laboratory and practical work are available on the establishment spreading in the different departments and buildings.

-) housing healthy, hospitalised and isolated animals

The Establishment premises for DAFD offer housing areas for aquatic organisms (Healthy animals: 4 tanks, 5 aquaria – Hospitalised animals: 8 tanks – Isolated animals: 2 tanks).

In the Hospital building, the Department of Obstetrics and Reproduction is provided with 1 room for companion animals, 1 room for farm animals, 1 operating room for small ruminants and several areas for teaching activities. In DOR there are premises for small ruminants (Healthy animals 1 pen for 30-40 – Hospitalised 2 pens for 5-8 animals – Isolation 1 pen for 5-8 animals but there are no biosecurity measures in action).

The Department of Medicine is provided with 4 rooms (1 for general discussion; 1 for farm animal and 2 for small animals). Also a hospitalisation ward (with no separation for cats and dogs) and clinical pathology laboratory is provided. In the DM are small number of holding areas for cattle, small ruminants, pigs, rabbit and small companion animals.

The Department of Surgery has 2 examination rooms for small animals and 2 examination room for farm animals, 1 pre-surgical room and 2 operating rooms for small animals. No operating room for horses is available at present. For small companion animals there are 12 cages for hospitalised animals, 4 dog areas (each holding 6 dogs) and 1 cat area (for 20 cats) in the DS. Dog and cat areas are not separated.

There is no isolation unit for equines, cattle, exotic animals or small companion animals in the Department of Medicine or Surgery. According to the information described in the SER, only 1 pen (5-8 small ruminants capacity) is available for animal isolation and 2 tanks for aquatic organisms; however, appropriate isolation facilities in the VTH are not provided.

No operating room for horses is available. Surgery area for horses is used for other purposes, i.e. kennels, cattery, laundry and storage room.

-) clinical activities, diagnostic services and necropsy

During the visit, deficiency of waterproofing of the hospital building roofs was evidenced. The floor in many area is inadequate to guarantee the biosecurity and biosafety of patients and personnel. The clinical facilities are not updated.

Diagnostic imaging section include and X-ray examination room. At the moment of the visit, the X-Ray machine and CR equipment are broken-down, so patients are sent to a near private clinic to complete the diagnostic imaging studies. According to the information collected from staff, in the next future a new equipment will be incorporated because it is already budgeted and approved. The Department of Medicine has an old ultrasound machine in use (with linear and convex transducers) and the department of Reproduction has another equipment.

In the Pathology building is a main hall for necropsies, exercises on histopathology are conducted in the main building and microscopies room. The biosecurity rules in the Pathology building are not evident and/or adequately communicated. Panels, floor marking or advertisements are not provided anywhere. Boots, exclusively for using in this premise, are not provided.

In the Department of Poultry Diseases (DPD), a recently (2 months) extended and renewed building consists of: one room used for necropsies and one room for clinical examinations. There are no sufficient biosecurity measures in use and practical training can be carried out in both rooms simultaneously. Also, an examination room is located in the same building where both companion and wildlife birds are examined.

Aquaculture, microbiology, parasitology and poultry labs are available.

Several external farms for extramural training in ruminants, porcine, poultry and aquaculture is available. Extramural locations (two commercial aquatic farms, two abattoirs, two dairy plants, a meat processing plant, Government establishments, Public areas, four poultry commercial farms, three ruminant farms, two swine farms and two dairy farms) are also used for teaching.

-) FSQ & VPH: Two external slaughterhouses are available for teaching purposes. Also two external plants for extramural training in dairy and meat products are available.

-) study and self-learning, catering, locker rooms, accommodation for on call students and leisure Only 2 reading rooms for a maximum of 23 students are provided. Students receive breakfast, lunch and dinner daily in the canteen. The canteen is not properly dimensioned for the incoming number of students and furniture is out-dated.

62 lockers are located in the new building. Accommodation for on call students is provided.

4.1.3. Description of the adequacy for the veterinary training of the vehicles used for students transportation, ambulatory clinic, live animals and cadavers transportation

Three vehicles are available, 2 provided for transportation of people (19 and 29 people) and 1 for transportation of animals.

For ambulatory clinics personal vehicles of academic staff is employed.

Establishment do not provide a vehicle for cadaver's transportation, they are managed by an external private service.

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

A complete list of equipment used for teaching purposes and clinical services is detailed in SER (Appendix 4d). The information is offered separated by departments.

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

No biosecurity rules of the faculty are presented in the SER, only a reference to the general legislation in Greece is mentioned.

During the visit a document (in Greek) describing the Biosecurity of the Establishment was hand delivered to the Visiting Team.

Some rules regarding clothing and footbath and restriction of access for some premises are presented. No formal and sufficient biosecurity measures (i.e. hand sanitizers, isolation units, boots and coats provided by the Establishment for e.g. necropsies, eye washers, laboratory showers etc.) are in place. Also, floor markings were not found anywhere, neither panels nor advertisement of good practical protocol/rules (i.e. hand washing or clothing). Also eye washers were not provided anywhere in the Main Building or other labs.

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

A process for decision to perform maintenance of the facilities is detailed in the SER. The Rector of the University can change the allocation of the equipment. No reference to the implication for the staff, students and stakeholder in the development, implementation, assessment and revision of the facilities, equipment and biosecurity rules of the establishment is included.

Although a recent purchase of equipment is included; nor reference to a QA system in order to request information related to equipment requirements, neither a decision making process, is detailed.

4.2. Comments

Although the facilities were originally designed and built for providing an environment to learning, the number of students has increased during the last years. Dimensions of different laboratories and clinical rooms are considered inadequate to provide a learning experience for groups of 30 students.

Insufficiency of maintenance of the buildings, outdoor and indoor, was evidenced. It is required maintenance and upgrading in many buildings, but especially in the clinical departments. Good examples of adequate facilities could be found in the establishment, i.e. microscopy/histology room, anatomy room or in several labs, i.e. physiology or food hygiene. Some laboratories need an update.

A detailed analysis of the situation of the facilities and equipment should be done by the institution, in order to provide a clear strategy and programme for maintaining and upgrading buildings and equipment.

The size of the groups (30 students/each) is considered too high. In order to provide a sufficient clinical training for the students, the size of the clinical groups should be less than 5-6 students/teacher, not only to provide a correct supervision of teachers/clinicians, but also because the facilities are not adapted to the increasing number of incoming students in the new curriculum.

Clinical training must be offered in a unified and unique Veterinary Teaching Hospital, not divided in departments, but structured in clinical services by clinical specialities/species. Therefore, a real clinical experience focused or centred in problem solving in a real clinical evidenced-base activity should be provided in one VTH. Unified and/or centralised general services should help to reduce effort and cost; i.e. hospitalisation, administration, pharmacy, ...

As a consequence of the reduction, and in some departments, absence of support staff, the laboratories and clinical premises have a messy and dirty condition. Also, there is a lack of control of the stock; i.e. expired medicines were located in the pharmacy lockers. In some cases, the health and safety are not in accordance with the biosecurity and EU animal welfare and care standards; i.e. insufficient isolation facilities for the prevention of spreading of infectious diseases and/or zoonosis, or absents of separation of dogs and cats in the hospitalization premises.

Every department has its own “pharmacy”, including some drugs under key, but expired medicines were found in at least one locker (exp. date 2015). Therefore, a formal and controlled or regulated Pharmacy is not provided.

The design of the buildings does not ensure the operational procedures for biosecurity and for a good clinical practice; i.e. classification of suspicious infectious patients must be clearly separate from others patients.

Facilities are not in full agreement with the EAEE standards, particularly biosecurity and biosafety is not completely assumed in all the labs and staff. A lack of sufficient biosecurity measures is obvious throughout the establishment. For example:

- Inadequate policy of clothing and boots for the students in the necropsy room.
- Cadavers on the floor in the cooling chamber.
- Coffee machines or microwaves ovens for food should not be allowed in the labs.
- Some birds allocated in the ceiling of DOR could be a source or reservoir of infectious diseases.
- Surgery rooms cannot be easily disinfected (furniture, type of floor, ...).
- DPD necropsy room is not completely designed for standardized necropsy, cleaning and disinfection.
- Floors, especially in the clinics, are not designed for effective cleaning and disinfections.
- Good clinical protocol is not found in the facilities; i.e. cleaning hands or disinfection, or anaesthetic or fluid therapy protocols sheets.
- Cat friendly facilities are not provided.

Although the Establishment has several clinical departments, and hospitalization is provided occasionally to companion animals, it is not provided (and/or organized) as a formal VTH with 24/7 emergency services for companion animals and equines, which is not in compliance with the ESEVT standards.

Clinical Equipment in the Department of Medicine and Surgery is not updated. X-ray equipment is broken-down since May 2017 and no clear knowledge as to when the problem can be fixed was available. This is also due to the high rate of bureaucracy and lack of funding independent of the Establishment. The ultrasound machine located in the Department of Medicine is old and incorporate low MHz linear and convex probes proper for large animals (a Convex or Microconvex 5-9 MHz probe for abdomen scan of small animals is not provided). Similarly, the IDEXX Laboratory equipment for clinical analysis in the Department of Medicine is, approximately, a version of the year 1996. It is concluded that the Establishment does not ensure state-of-the-art standards of teaching clinics comparable with the best available in the private sector.

Appropriate isolation facilities are not provided for isolation and containment animals in any department. There is absence of real/formal isolation areas for small animals, small and large ruminants, equine and other animals with proper biosecurity measures in place. Cat and dog cages are located within the same room. Animal holding areas are rather old and poorly maintained.

Mobile clinic for equine medicine 24/7 a day should be provided.

The laboratory rooms are sufficient for the current number of students but as the student numbers increase and lead to larger group sizes and as there are at the moment no possibilities to employ new staff members to help with teaching due to funding, the capacity of the laboratories and other facilities used for practical teaching can be insufficient in the future if no action/resolving solutions for the upcoming problem against this is taken.

There is in general absence of a plan for maintenance of Establishment facilities (leaking roofs, missing floor tiles, broken door handles), this is due to lack of funding and high bureaucracy within the system. The Establishment has old equine facilities which are now used for the keeping of Establishment owned cats and dogs and are not suitable for equines as they are in the present form.

Record form for complaints related to insufficient equipment or inadequate facilities is not found, therefore a complete procedure in the QA system should include this matter in order to get inputs for the decision-making body.

4.3 Suggestions for improvement

A strategic plan should be used to clarify the main goal of maintain and upgrade the different buildings and also to upgrade or incorporate new equipment, mainly the clinical ones.

Clinical services must be offered in a unique/unified Veterinary Teaching Hospital, not divided in departments, but structured in clinical services by species and clinical specialties in a real clinical basis comparable with the best available in the private sector. Also, from a practical point of view, a unified and/or centralised general services will help to reduce effort and cost; i.e. hospitalisation, administration, pharmacy, ...

A complete manual and procedures of biosecurity and biosafety should be designed, communicated and implemented for all rooms/labs and activities.

There should be a functioning computer room managed and maintained by the Faculty, or by IT department of the University, for the use of the different subjects.

A transversal QA system should be designed and implemented to guarantee that the facilities and equipment meets with the higher standards. The programme for maintaining and upgrading the current facilities and/or acquiring new ones is insufficient to guarantee the maintenance of the facilities and to renew of the old equipment found in the establishment during the visit; especially in the clinics.

Acquisition of new equipment, e.g. modern Ultrasonography, Endoscopy and Computed Tomography Scanner, could help to increase the number of referred patients, increased incomes of the VTH, and increase the research activity of the academic staff.

4.4. Decision

The Establishment is not compliant with Standard 4 because of:

- inadequate communication and implementation of biosecurity procedures;
- absence of isolation facilities;
- absence of formal 24/7 emergency services for companion animals and equines;
- insufficient access of students to ad hoc diagnostic imaging and ICU facilities.

The Establishment is partially compliant with Standard 4 because of insufficient planning and completion of the maintenance/upgrading of building and equipment.

5. Animal resources and teaching material of animal origin (see Standards 5.1 to 5.6)

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

Students encounter in-house patients as first opinion and referral in the VTH during clinical training. Farm visitations to commercial farms are conducted during clinical rotations. The Establishment houses a sheep flock (30-40 animals) within the DOR department premises and approximately 25 dogs and 25 cats in DS premises. Animals located in the Teaching farm of TEI Thessaly are also used for teaching. The teaching farm is located in city of Larissa, 65 km from the Establishment and has a small number of cattle, sheep and swine.

Anatomy material is acquired from slaughterhouses, bought from private firms (poultry and rabbits), from the DOR departments sheep flock and the other clinical departments.

Waste material of small animal origin is disposed of in the Establishment's incinerator. Waste material of ruminant origin is collected and disposed by a private firm.

Pathology necropsy material is acquired from Establishment departments, private practices in the region, private animal owners and other institutions (for example in forensic cases). At farm necropsies, owners are in charge of disposing of the animal.

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;

For the training in FSQ students go to nearby slaughterhouses (ruminants and swine). In total 22-25 companion animal cadavers have been used for necropsies. No equine necropsies have been registered in the last three academic years.

Tables 5.1.1. and 5.1.6 in the SER. Equines and exotic pets are not used for necropsies. One equine specimen is used in anatomy training. There are plenty of poultry and rabbit specimens for necropsy but otherwise the number and variety of necropsy material is low. The specimens used in anatomy and necropsies are fresh.

-) the number and diversity of healthy live animals used for pre-clinical training;

Table 5.1.2. in the SER. Exotic pets or equines are not used in pre-clinical animal training. The number of animals used for pre-clinical training in total is small. Approximately 25 Beagle dogs and 25 DSH cats and the sheep flock on DOR premises are provided to the students for some clinical manipulations, demonstrations of techniques and participate in reproduction management.

-) the number of visits in herds/flocks/units of food-producing animals;

Numbers for herd health visitations in table 5.1.7. The amount and variability of visitations is sufficient for the present number of students, ratios I15 and I16.

-) the number and diversity of patients examined/treated by each student;

Table 5.1.3 in the SER. Small companion animals are treated only in-house, the amount of annual small animal patients is low. Also the cases seen in exotic animals and equines are very low and not

sufficient for the student numbers. There have been new procedures implemented since September 2017 to increase the equine caseload (part-time employment of a private stud farm and ambulatory equine practitioner). The number of ruminants, pigs and poultry seen intra- and extramurally is within the range. In general the number of all clinical/diseased patients regardless of species is low, but especially with companion animals. Ratios for I8, I10, I11, I12, I14 are low. Patient numbers seen as emergency cases is low.

-) 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;

Students see less companion animals than food-producing animals

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

The VTH is divided into clinical departments (Surgery, Medicine, Obstetrics and Reproduction, Aquaculture and Fish Diseases, Poultry Diseases and Pathology). In department of surgery farm animals and small companion animals are treated through Monday-Tuesday 9.00-16.00. ER is open Monday-Friday 8.00-22.00, hospitalisation unit when patients are hospitalised. Equines are only treated by appointment. In the department of medicine opening hours for farm animals and equines are Monday-Tuesday 9.30-13.00. Small companion animals, exotic animal and clinical pathology opening hours are Monday-Friday 9.00-14.00. Hospitalisation, IC and ER are open 24/7 if there are patients. In the Department of Obstetrics and Reproduction farm animals are treated 24/7 48 weeks annually and companion animals mostly by appointment.

Ambulatory visitations are done as needed by all departments except for small animal cases, however, the amount of ambulatory equine and cattle cases has been very low during the previous years. The number of diseased animals encountered by students during their studies in all domestic animal species is low, especially with companion animals. Referral cases are encountered mostly on small companion animals. Annually on average 18.7 small ruminants and 1 swine are treated during on-call hours and 19.7 small ruminants and 11.7 swine patients are hospitalised. The amount of annual emergency small animal companion cases (average 35.7) and hospitalised patients (average 49) is low.

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

Students rotate in 5 groups, each approximately 25 students (4th and 5th year students) in different departments for a period of 3 weeks. The rotation group is divided into subgroups: DM farm animals 3-5 subgroups and companion animals 5 subgroups, DPD two subgroups, DS four subgroups.

The teaching methodology concentrates on hands on work and students are given opportunities to practice during their clinical rotations, hands-on work is emphasised and encouraged in the SER but as the patient numbers are low the amount of hands on work for an individual student is also low. Cases are mostly discussed orally with staff members.

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

Patient record system is held manually and is hand written. Additionally an excel data is held of all patients and patients can be retrieved for example with the diagnosis. No other electronical database is in place. Each department manages records of their own patients seen in-house and on farms. The records are maintained by staff members. Students take part in recording cases manually but do not have access to the excel-data without supervision.

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

A committee has been established to ensure welfare of animals for research and teaching procedures according to directive 2010/63/UE, Greek legislation and regional veterinary administration authorities.

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

Animals and animal materials are decided on within department. Students participate actively in the clinical activity developed in the different departments which is described in 5.1.7.

5.2. Comments

The number of small animal patients seen in the VTH is low, 1-2 patients/day maximum if divided across the year according to the information provided by the SER. This is very low number to ensure that the current number of students gains sufficient clinical experience and hands on training. In general the number of different species and individual patients is low. The number of equine patients/animals used for clinical training was non-existent until September 2017. The number of emergency cases on all animal species is low. In addition in the following years the number of enrolled students will almost duplicate, this raises major concern for the acquiring of Day One Competences now and also in the future, as there are no permanent/formal plans on increasing the case load in the future. In September 2017 the Establishment employed a part-time equine private practitioner who works at a nearby stud farm (40 horses) and has ambulatory practice with equines. Since September a group of students (10-13 students) go to the stud farm every Friday for 2-2.5h and learn mostly equine propaedeutic exercises and encounter occasional clinical cases (since September 2017 in total 12 equine cases).

Even though the hands on approach of each student and involving students in clinical animal work is of importance to the Establishment, the low number of patients in the VTH and ambulatory works is worrisome and creates restrictions. Especially the low number of equines annually is very low and therefore the acquiring of sufficient Day One Competences is questionable. The Establishment has plans and the mind set on increasing the amount of equine patients and case load but for the time being the caseload is low. Additionally the private equine practitioner holds a temporary position of 1 year at the moment; no official long-term plans are in place. In general this is a commendable step to increase the caseload and student exposure to clinical cases, however more long-term plans to ensure sufficient case load also in the future and with the increasing student numbers must be incorporated.

Companion animal unit is not fully staffed and lack proper facilities, the equipment is not usable at all times and is also old and at some parts out-dated. This leads to a situation where the Establishment cannot provide 24/7 services and is missing on patients. Funds for fuel and vehicle usage give restrictions to farm visitations and patient numbers. As mentioned in the SER, companion animal facilities lack adequate space, have not been updated and properly maintained, available equipment is not up-to-date and occasionally out of service for rather long periods of time, the Faculty lacks state-of-the-art equipment (e.g. computed tomography scanner, magnetic resonance imaging, endoscopy equipment) is not available, consequently to the understaffing, companion animal units cannot provide a full 24/7 service.

The number of necropsies and clinical cases in small animals and equine are insufficient to ensure

day one competences for all the students.

The Establishment/teachers have procedures to compensate for the small number of clinical patients and necropsy cases (e.g. videos, case discussions, practical lab work) and teachers/clinicians recognize and try to influence the student learning outcomes, which is commendable. However, these measures are not co-ordinated sufficiently.

The patient recording systems are held as hand written records by each department, additionally an excel record is kept of which patients can be retrieved with certain filters (e.g. diagnosis). Students have access to the written records but the excel-record is staff managed and students can access only under the supervision of a staff member, the Establishment is planning on implementing an electronic record.

According to the SER the welfare of animals used in teaching is maintained and monitored within animal welfare laws. However, the number of animals (especially the Teaching farm and Establishment owned) used in teaching is small compared to the number of students and low number of incoming patients.

The division between the departments causes difficulties in fluent information flow and sharing of funds & resources.

5.3. Suggestions for improvement

Procedures to increase caseload on different clinical patients (especially small companion animals and equines) under the supervision of a trained staff-member should be implemented especially as the student numbers are increasing.

Long-term plans are needed and sufficient funding for adequate facilities, equipment and permanent employment of additional clinical staff (equine, small companion animal) should be looked into to ensure and enable the acquisition of additional patients (equine patients, small companion animals, emergency patients, hospitalised patients) which in term increase the patients encountered by the students.

All core practical training organised at external sites (excluding the EPT-training) should be under the supervision of a trained staff-member. Care should be taken to provide official formal training to the new clinicians/teachers on modern teaching methods, Establishment policies and learning objectives for the students.

An electronical all including patient data system should be implemented to enhance student teaching and learning possibilities and to facilitate research.

5.4. Decision

The Establishment is not compliant with Standard 5 because of insufficient caseload in diseased animals, especially in companion animals and equines.

The Establishment is partially compliant with Standard 5 because of suboptimal medical records and retrieval system.

6. Learning resources (see Standards 6.1 to 6.4)

6.1 Finding

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

The University provides learning resources through the University Library and Information centre (LIC) in Volos. Since the Establishment is located in Karditsa, 130 km from Volos, where the headquarters of the University are located, mainly the premises in Karditsa will be discussed. The library in Karditsa is subsidiary of LIC. The library (150 m²) includes reading room. Here, there are 23 working places with 11 sockets in both places and only one computer for visitors.

Opening hours are Mo-Fr 8:15-20:00 and 8:15-15:30 during the students' holidays. There are two full time employed persons taking care for the library. They are responsible for administrative work, for traditional reference and loan library and for the organisation of training and informatics literacy seminars in cooperation with LIC.

The Faculty Library does not have an independent budget. It is operated by LIC.

There are 570 registered members, mainly faculty staff and students. In 2016 1,400 loans had been made.

Books belonging to the various disciplines are also kept at the departments, where staff and postgraduate students use them.

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

The University has an e-learning platform, institutional repository, the Integrated Library System as a service (ILSaS), an information literacy web service for both end-users and librarians and various online services accessible via its website operated by LIC.

The Establishment participates in the initiative for the development of open e-courses within the University. The Faculty is currently offering 85 undergraduate e-classes for the initial curriculum on the e-Class platform. E-classes for the new curriculum are being prepared. So far interactive e-learning courses have not been created for the study of the veterinary medicine.

The e-Class platform can be used in continuing education, supporting distance-learning courses.

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

Internet connection is provided in campus by local area network, and six Wi-Fi access points over the campus. The University operates a VPN system, through which access to the resources can be done off campus.

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

During their initial two weeks at the Faculty, all first-year students receive a compulsory training course, run by library and IT staff members of the Faculty. In this, students are explained the procedures for using the library services and using online learning resources.

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.

All study literature, defined in the course curricula as compulsory literature is provided to all students for free from the state. Additional proposals regarding study books and papers, subscription to different databases and other services (e-class platform) should be addressed to LIC. The service is very well

organised and efficient.

6.2. Comments

The coordination of all activities connected with library and IT support of the Establishment in Karditsa are on a very high level. LIC is aware of all problems connected with dislocated units and have developed proper solutions for such challenges.

Students are satisfied with the services offered by the library.

There are only two computers available to students in the reading room. Students recognise this fact as a minor problem, since many of them use their personal equipment.

6.3. Suggestions for improvement

E-Class should not be used only for publishing different study materials but also for creating e-courses enabling interactive online learning.

Additional computers in the reading room would be helpful for the students not having their own equipment.

6.4. Decision

The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare (see Standards 7.1 to 7.15)

7.1. Finding

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

Students are admitted following completion of secondary education and the award of the Lyceum degree in June/July (*Apolytirion Lykiou*). The University plays a relatively small part in selection of students, which in most cases is carried out entirely under the supervision of the Ministry. Veterinary education is grouped with “health and life sciences”, so students need to be successful in the following subjects in national examinations to gain entry: (a) Greek language, (b) biology, (c) physics and (d) chemistry. A minimum mark is set for mainstream entry into the veterinary Faculty; for academic year 2017-18, the mark was set at 18,200 (maximum 20).

Additional admissions streams are allowed, to compensate pupils considered disadvantaged compared to those handled by the mainstream admissions process, and recognise achievements other than academic. All these streams are regulated through various legal provisions, or (in the cases of foreign nationals) bilateral agreements.

There is an appeals process for the mainstream admission process, in front of the Council of State (the supreme court for administrative affairs). However, sporadic appeals by people who have failed in the examination have never met with success.

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

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

Every year, the Ministry officially requests a proposal from all faculties and universities for numbers of first year students in the following academic year. The General Assembly of the Faculty considers its resources for educating students and makes a relevant proposal, which is forwarded to the Rector

of the University. Proposals of all Faculties are collated, and forwarded by the University to the Ministry. However, to date, the Ministry has never accepted the Faculty's proposal for mainstream entry.

Fortunately, student welfare benefits are not dependent on the number of students. Some benefits apply to all students in higher education, e.g., discounts in the public transport system in Greece, free textbooks, social security, subsidised broadband internet connection. Other benefits are related to the financial situation of students' families. Therefore, independently of the number of students in a Faculty, all students from families with reduced financial means would receive the relevant benefits, e.g., free meals, housing support etc.

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

Students are allowed to progress to the following year independently of success in examinations.

All a student has to do is register for successive terms. National legislation means that students can be registered indefinitely and may take as long as they need to graduate.

The Committee for student affairs is available to discuss academic performance and other (mainly education-related) matters with students, in confidence. Recommendations will be made to facilitate successful progress, including: (a) re-attendance of learning experiences that support the achievement of relevant learning outcomes for assessments being targeted, (b) personalised tutorials and (c) the organisation of a study plans aimed at examination success.

The greatest rate of attrition occurs in the first two years of the veterinary programme, and can be as high as 25%. Most of this results from students transferring to alternative university programmes, mainly in health sciences. Subsequent attrition is <10%, and this late attrition mainly results from personal issues, or financial difficulties associated with loss of family support for students.

7.1.4. Brief description of the services available for students

The University has a central Directorate that oversees student welfare. At the Faculty level, an administrative unit (open from 13:00-15:00) is responsible for receiving various requests from students, which are dealt with as soon as possible; for example, study certificates are issued on the day following the request. Urgent requests will be considered in working hours, 08:00-15:00, where appropriate. Also, at Faculty level, there is a new Committee for Student Affairs, which can discuss with students, in confidence, any matter that is of concern to them.

The University has also set up a service for provision of advice to individual students, overseen by the Department of Psychology and Applications in Pedagogical Sciences of the School of Humanities and Social Sciences. Staff from this Department are available to discuss a full range of issues from academic performance to personal matters. Further support is available on request (confirmed by students) from psychologists and social workers in all towns of Thessaly.

As far as future employment is concerned, there is a University Unit for Employment and Careers, which organises career seminars for students and is responsible for liaising with private sector organisations and entities.

Legal provisions in Greece provide a wide array of student benefits to support student welfare, including:

- Free textbooks (one textbook per module) for all students.

- Subsidised broadband internet connection for most students.
- Reduced fare in transportation means within the country for students through mainstream admission.
- Free medical insurance (basic level) for all students.
- Free meals during term time and examination periods for students with reduced family income.
- Housing facilities (not extensively available at the University) or housing allowance for students with reduced family income.

The University has a service for students with special needs, which aims to facilitate their everyday life in the University (e.g., access to teaching areas, particular care during examinations). A nominated member of academic staff coordinates this provision within the Faculty. The service also provides support to students during examination periods, in order to ensure that they are not disadvantaged in terms of their ability to perform.

The Faculty has its own Student Union which is incorporated in the city of Karditsa. It is governed by a 7-member council, elected annually by all members of the union. Representatives of the union participate and vote in the General Assembly and have regular meetings with the Faculty's Dean and Secretary regarding student matters. There is also a branch of the International Veterinary Students' Association in the Faculty (IVSA Thessaly), which operates within the remit of IVSA. The branch actively and frequently participates in international events and also organises events for students of the Faculty. Further, the branch is co-organiser (in collaboration with IVSA Thessaloniki) of the annual Greek veterinary student conference.

There are also many special interest social groups (e.g., music group, various sports groups), available to meet the varied interests and needs of different students.

At the start of each academic year, staff from the central administration of the University visit the Faculty and make presentations to first-year students, to introduce them to all the facilities and benefits provided for students, through national legislation or specific initiatives of the University. The students confirmed that they felt fully informed of this provision at their induction in their first week at the university, and regarded the range of support as comprehensive and meeting their needs. Information regarding all student benefits is available on the University website. This information is also available on request from members of the administration section of the Faculty. Appeals relating to welfare benefits are addressed to the University's Directorate for Student Welfare of the central University administration.

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

All matters related to admission of students into the higher education in Greece are regulated by the Ministry. The admission process for students into higher education institutions is carried out at the national level. This process is generally viewed by the Greek people as trustworthy and transparent; it has been in place for over 50 years and is widely accepted as a fair procedure.

7.2. Comments

Admissions are tightly regulated by the Greek state, with total student numbers being determined by the Ministry of Education apparently with little regard for associated income for the school and the size of its facilities. This has led to serious challenges for staff and students in recent years. The ratios indicate an overall deficiency in academic staff numbers, and those who have been appointed, supported by temporary staff, have been required to provide more repeats of practical classes and even then instruct students in overcrowded practical classrooms.

Greek law requires that students can progress whether they have passed assessments or not, a finding that also concerned the external assessors who reported to the Hellenic Agency for Quality Assurance and Accreditation in 2011. This leads to further inefficiencies in managing students, with a need for repeat examinations throughout the programme.

Members of the panel were impressed by the excellent relationship between staff and students, and the obvious concern for student welfare expressed by both academic and non-academic staff. This willingness to help students was confirmed by the students themselves. The University has a number of support systems for students with special learning needs, those with personal problems and those in need of counselling. The students felt these catered for all their needs.

7.3. Suggestions for improvement

It is strongly suggested that the University on behalf of the Faculty continues to make a special case to the Ministry of Education for resources for staff and clinical facilities. The expense of veterinary educational programmes is well-documented, and it is essential that resources match the numbers of students being allocated to the department, so that all receive a quality education.

As numbers increase, it becomes harder to be confident that informal support mechanisms, based on personal contacts, always reach all students. It is suggested that the Establishment keeps the situation under review and ensures that its communications on welfare matters and information on contact persons and times, as well as out-of-hours contact details, are formalised as needed.

7.4. Decision

The Establishment is not compliant with Standard 7 because the number of students admitted is not consistent with the resources available.

8. Student assessment (see Standards 8.1 to 8.9)

8.1. Findings

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

There is no formal Assessment Strategy, or central control of the assessment process. Assessment is through a combination of written, practical and oral methods, determined by the individual academic staff on the basis of the material to be assessed. Theoretical knowledge is assessed by means of written examinations. There is no uniform policy for the methodology adopted by separate examination papers across the modules of the curriculum, which may be multiple-choice questions, essay questions or both. In final examinations, theoretical knowledge is assessed during the oral examination. Practical skills are assessed by means of practical examinations appropriate to the relevant module and department, as determined by the teachers.

The pass mark and higher grades are set by law. However, there is no evidence of the tailoring of criteria to specific knowledge and skills in individual assessments. It is not clear how students can know what constitutes a pass or higher level of achievement beyond taking the examination and seeing how they perform. Given this, there is no evidence that they are informed in a timely manner of the requirements for a satisfactory (or excellent) response in a specific assessment, as was confirmed by the students themselves.

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 Faculty has a taught curriculum that supports the achievement of ESEVT Day One Competences by all graduates by completion of their studies. From September 2017, each student has been issued with a comprehensive personal logbook, based on a model created by the Department of Obstetrics and Reproduction, where specific activities are clearly described, in order to confirm acquisition of the specific skills included in the ESEVT Day One Competences. No student will be allowed to sit the final examination, if the logbook has not been completed appropriately.

Examination of the logbook indicates that it is mainly focused on technical skills. There is inadequate coverage of broader professional skills. For instance, apart from history-taking, there is no mention of broader client communication and no mention of clinical decision-making, for instance around incomplete data-sets.

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

There is some variation in the delay in publication of marks, as indicated by the students and the Faculty, but for 2017-18 the Faculty is aiming for an average of 10 days with a maximum of 20 days after the examination.

Mention is made in 7.1.5 of study skills support for students, including personalised tutorials.

The University has established a number of steps for appeals against examinations:

1. The student can discuss the matter directly with the academic staff.
2. The student can approach the Committee for Student Affairs, in confidence.
3. The student can appeal to the Dean.
4. The student, through the Student Union and the representatives, can appeal to the General Assembly.
5. The student can appeal to the central administration of the University.

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

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

Examination procedures are regulated by long-standing legal provisions. Policies regarding procedures for examinations, questions and material for use in examinations and marking schemes are arranged and decided at departmental level. Responsibility for these lies with Heads of Departments. Academic staff may examine students by written, practical, clinical or oral examinations or their combination, as they consider more appropriate for evaluation. There is no uniform policy for methodology of examinations across the modules of the curriculum.

Issues and complaints regarding potential assessment problems have never been officially submitted for discussion in the General Assembly.

8.2. Comments

The lack of an Assessment Strategy and central control of the pattern of assessment makes it difficult to be confident of the overall quality of the programme of assessment. In addition, there is no evidence that assessment is criterion related. No criteria beyond descriptive words related to a scale of marks, dictated by Greek law, were available.

The comprehensive logbook demonstrates progress in assessment of Day One Competences, but this

appears to be incomplete and it was unclear where the remaining competences are assessed. It is also not possible to evaluate the success of the logbook in achieving the Faculty's aims, at this stage.

8.3. Suggestions for improvement

It is suggested that the Faculty develops an Assessment Strategy, and uses this to inform the students and staff of the nature of the assessment used at each stage of the programme, with a view better managing and supporting the development of student knowledge and skills.

It is strongly suggested that criteria are developed for individual assessments and students are informed of these well in advance so that they are fully aware of what is expected in a pass (or higher) performance.

It is suggested that the Faculty maps the logbook to the ESEVT Day One Competences so that both staff and students can recognise how these are being achieved and any deficiencies can clearly be identified. If individual students are unable to achieve all the Day One Competences through the logbook, it will be important to consider alternative modes of demonstration of these and assessment.

8.4. Decision

The Establishment is partially compliant with Standard 8 because:

- grading criteria for specific assessment tasks are not identified in a timely manner;
- there is insufficient quality control of the students' logbook.

9. Academic and support staff (see Standards 9.1 to 9.6)

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

The Ministry allocates permanent academic positions to higher education establishments by ministerial decision. Positions allocated to the University are further re-allocated to Faculties by a decision of the Senate. Positions allocated to the Faculty are then re-allocated to departments by a decision of its General Assembly. The General Assembly's decision is submitted to the Rector, who issues a call for the positions opened. The position is advertised in the government gazette, in the national and local press and in the University's website; the call remains open for two months. Applications are submitted through an electronic platform. The General Assembly appoints a selection committee of 11 members (5 internal and 6 external). The dossier of the entire selection process is forwarded to the central administration of the University for a detailed examination of procedural matters. If no procedural faults are found, the Rector officially appoints the new staff member. The duration of appointments depends on the rank; salaries are determined by the Ministry and they are not negotiable.

All permanent academic staff are recruited based on holding a PhD degree in a subject related to the post and department to be appointed. Further qualifications and scientific work necessary and taken into account for selection and promotion have been defined. All veterinarians are members of the Geotechnical Chamber of Greece, the licencing body for veterinarians in the country.

Positions allocated to the University are then allocated to individual faculties by the University Senate. Their allocation to departments is a decision of the General Assembly, based on teaching and research needs and on availability of suitable candidates, as presented and negotiated by department heads.

The Ministry allocates new posts of permanent support staff to its services, institutions and establishments. The Supreme Council for Civil Personnel Selection, an independent authority, handles the admission procedure. The University decides on an internal appointment based on specific needs of the various Faculties or units.

Money obtained from research grants and services can be used for hiring temporary staff.

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

Most FTE academic staff involved in veterinary training are veterinarians. Approximately 80% of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

Since 2008 and until late 2016, no new positions have been allocated in higher education establishments nationwide, due to the general financial situation of the country. No vacancies due e.g. to retirements have been filled since then either.

Thanks to a change in legislation, it is now possible to recruit teaching staff through departmental or university funding ('university scholars'). Such personnel is highly qualified (with a PhD degree or extensive relevant experience), but is paid with reduced salaries (compared to academic staff and adjunct lectures) and can work on part-time basis only. Every year, a grant is allocated from the University to all the faculties to recruit University scholars to support teaching. A further grant has been allocated specifically to the Faculty to recruit further teaching staff starting in 2017-18.

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

Based on the current legislation, all permanent academic staff have to be assessed internally every year and externally every five years, through the quality assurance unit of the University and the Hellenic Agency for Quality Assurance and Accreditation in Higher Education, respectively. All promotions are open to outside candidates and competitive; external members constitute the majority of selection boards. Assistant professors after three years of service are entitled to apply for a new three-year term, for tenure or for promotion to associate professorship; in case of no success, they can submit another application after one year; if that would not be successful also, their appointment would be terminated. Associate professors after three years of service are entitled to apply for full professorship; in case of failure, they re-apply after three years. In case of failure, their promotion is not possible anymore.

Teaching Staff is encouraged to take sabbatical leaves to gain experience from other practices and facilities. Shorter Erasmus experiences are also supported.

All members of support staff are assessed internally every year; they submit a self-evaluation report, which is counter-signed or objected to by the head of the section. The reports are submitted to the University's central administration for detailed evaluation. Promotion of support staff is carried out at periodic intervals, as per relevant legal provisions. Promotions are based on time of services and qualifications.

The School of Humanities and Social Science of the University provides training for teaching in higher education. The Information Technology Directorate provides training regarding information systems and technology at the University, as well as up to date information and support. The Library

and Information Centre provides training regarding learning resources at the University, as well as up to date information and support.

9.2. Comments

Like many other aspects of the Establishment's functioning, the decision-making processes are centralised and not too flexible. The process of recruiting new staff is standard, open and competitive, but again, highly centralized with no apparent input from stakeholders and/or students. As for the staff, the management of the Establishment communicates with the university, but its impact on the decision is relatively small compared to other European establishments.

Personal affairs have been influenced by the financial crisis of the country in the recent past. In this situation, the numbers of students admitted are not consistent with the resources. The number of academic and support staff is insufficient, although recent acquisitions allowed the Establishment to improve this situation to some extent. The Establishment has contracted a private equine practitioner (DVM) since September 2017 to increase the caseload on equine patients.

The relevant indicators ($I1=0.105$, $I3=0.504$) reflecting the current situation are out of the acceptable range. Taking into consideration the increase of the numbers of students, they are likely to be even worse in the nearest future.

This means that in terms of staff, the Establishment cannot cover its current teaching needs both in terms of quantity and quality. As in most other veterinary establishments in Europe, more support and technical staff are also needed to cope with increasing needs in the context of e.g. animal welfare and biosecurity issues.

Adequate proportion of teaching is provided by veterinarians. Temporary teaching staff do not differ from permanent staff in terms of their duties, the difference between the two groups is in the way of their financing. There are differences between departments in their capability of raising resources for hiring temporary staff.

All categories of staff are assessed on a regular basis. The career promotion is well defined for teaching staff. Basic training is provided for all categories of staff at the departmental level. However, no courses/mentoring on teaching or other measures have been offered. The teaching staff involved in teaching/guiding the students, especially during the obligatory rotations/intramural clinical practices/ambulatory practice (e.g. visitations to the stud farm) are thus not provided with sufficient and formal courses/seminars on learning, teaching and pedagogical skills and monitored in their teaching outcomes and objectives. The same applies for technical staff – the induction and professional development of teaching staff are insufficient. No specific forms of education that could lead to their professional improvement within the Establishment are offered.

9.3. Suggestions for improvement

Allocation of funds for employment of new support and teaching staff to manage the current student numbers and the increasing numbers in the near future is necessary. However, this can be done only when the Establishment provides the University and the Ministry with a long-term perspective of its development and with a reasonable justification of its needs based on European tertiary education and EAEVE standards and indicators in the context of a long term strategic and operational plan.

In the current situation, the departments are encouraged to produce more efforts to generate extra funds allowing them to hire additional (temporary) staff.

Implementation of a formal training on modern educational methods for all staff-members involved in teaching and assessing students is necessary. A system of training technical staff should be introduced at the Establishment's level. The system should aim to point out specificities of the work in a veterinary teaching institution, including welfare and biosecurity issues, communication with teachers, students and clients and specific clinical skills at this level.

9.4. Decision

The Establishment is not compliant with Standard 9 because of insufficient number of academic and support staff, especially in the face of the increasing number of students.

The Establishment is partially compliant with Standard 9 because of insufficient induction and professional development of teaching staff.

10. Research programmes, continuing and postgraduate education (see Standards 10.1 to 10.4)

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

The Establishment offers a postgraduate course leading to PhD degree, a "Postgraduate Diploma of Specialisation" (equivalent to Master of Science) in "Aquaculture – Diseases of aquatic organisms" and a Postgraduate clinical or laboratory training. The Establishment organise two training centres one of the European College of Small Ruminant Health Management and the other of the European College of Veterinary Dermatology.

Students participate in small projects under the supervision of staff members; these projects may yield information that is presented by students during the annual conference of veterinary students.

Some students spend EPT period in research establishments of the Ministry of Rural Development and Food.

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 students participate in the training of the undergraduate ones in several ways: initial guidance in the handling of patients or in the interpretation of diagnostic examinations or in the therapeutic management of cases; assist in laboratory-based practical training by demonstrating and supervising practical work. In all situations the final responsibility is of the teaching staff.

Former postgraduate or current well trained and experienced PhD students can be appointed as part-time teaching staff for carrying out teaching duties to undergraduate students.

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

The importance of scientific research is transmitted to students by teachers through direct contact during lectures or practical classes. Students often have to do homework in which they need to consult the bibliography in the library, in doing so they are helped and informed by librarians and teachers about how they can do and the possibilities offered by the Establishment. The possibility of students participating in research projects is disseminated and promoted by teachers during lectures and practical sessions.

Many of the PhD study programmes have been funded through national or EU research grants, after extensive deliberations among stakeholders regarding societal needs and priorities for agricultural

research.

“Aquaculture – Diseases of aquatic organisms” is the only formal postgraduate course in Greece and one of the few in Europe in that field.

The various postgraduate clinical or laboratory training courses aim to cover specific needs in advanced level postgraduate training for future veterinary practitioners. These courses are regulated by the faculty’s relevant regulations and ratified by the General Assembly. The students who followed these courses were highly sought after by practitioners and employers.

The dossier for establishment of a postgraduate course is submitted to the Ministry for detailed evaluation and final decision, after decision of the General Assembly of the Faculty and ratification by the Senate. All postgraduate courses are periodically assessed by the Committee for Postgraduate studies and the Hellenic Agency for Quality Assurance and Accreditation in Higher Education.

Regarding the continuing education courses, three were carried out, one of them jointly with the Hellenic Veterinary Association.

10.2. Comments

The Establishment is aware of the importance of research in veterinary education. The course "Aquaculture - Diseases of aquatic organisms" works well and is a stimulus to initiate students in research.. Other areas, like Pathology are a good example of research with the involvement of students.

Two training centers (in the field of Small Ruminant Health Management and Veterinary Dermatology) are developing research activities in their respective fields. They could attract more PhD students and so enhance the publications in scientific journals.

Despite the various postgraduate courses presented, the number of students attending them is very small. The provision of courses more in accordance with the will of the students and more linked to the real needs of the veterinary activity may be a way to attract them in greater numbers.

The supply of continuing education courses is very limited. The increase in the supply of continuing education courses beyond allowing veterinarians to keep updated, they are a way to increase the establishment incomes.

10.3. Suggestions for improvement

It is suggested to increase the offer of continuing education courses and to extend the research activities to more areas.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance (see Standards 11.1 to 11.10)

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 Hellenic Agency for Quality Assurance and Accreditation oversees the quality assurance of Higher Education Institutions in Greece. This has University level and Faculty level components. The system for Faculties is based on both internal and external reviews. The last external review took place in 2011, and it is unclear what the response was to the detailed recommendations. At least some of these were never implemented. This may have been related to compatibility with Greek Law, or lack of resources, but there is no evidence of any reply indicating this. It was told to the Visitation Team that the current teaching curriculum was developed by considering recommendations made during the 2011 external review of the Faculty.

There is no evidence of a Faculty Quality Assurance and Enhancement Strategy. A Faculty Quality Assurance Committee was set up 10 years ago, with the aim of recording, analysing and continuously improving education provided. Each member of academic staff submits their personal data related to their teaching and challenges encountered, as well as scientific and research activity. Submission is carried out through an electronic platform.

On an annual basis, students complete online questionnaires about teaching and learning activities, and express their opinions about courses (including teaching staff involved). The results of these questionnaires are confidential and are reported solely to the Dean of the Faculty and staff members involved, who may discuss matters and possible improvements aimed at improving teaching procedures with staff member concerned. The Dean may also, with the consent of staff member(s) involved, discuss matters raised with the Education Committee of the Faculty, in order to implement more general changes aimed at improving the teaching. The current Dean reports that he has not needed to take action over any individual staff members, based on this feedback, during his period as Dean.

Detailed examination of annual reports revealed a lack of clear articulation of the PDCA cycle. Objectives seemed more like aspirations with no clear link to actions and targets. There was also a failure of staff to recognise that an annual review is a snapshot of the period to which it refers. Summaries of the annual review for 2015-16 completed in 2017 included descriptions of activities that occurred at a later date.

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

Standard 2 – Finances are administered and approved by the Senate. Within the Faculty, these are distributed to departments based on numbers of staff. The number of departments makes it difficult to be strategic with this expenditure. Also there is no clarity on how this is quality assured and linked to the very different costs and teaching needs of basic science and clinical departments, and “wet” (e.g. biochemistry) versus “dry” (e.g. epidemiology) practical classes.

Standard 3 – Students feedback on their teaching. This information is confidential, and only fed back to Education and Quality Assurance Committees at the Dean’s discretion. It is unclear how this cycle has worked in relation to both the new and old curricula.

A new curriculum is available, but staff indicated that they had no way of knowing if a colleague had delivered what was expected of them. It appears that there are no mechanisms to require this.

Standard 4 – A member of staff and their deputy have been appointed to supervise the facilities in the faculty. They liaise between individual staff who use the various facilities and appropriate departments in the central administration of the university.

Standard 5 – There are issues of biosecurity in relation to animals that seem to be being ignored. For instance, although a clear policy exists for clothing and behaviour in the necropsy facility, this does not seem to be applied, and there is no recognition on the part of staff and students that rules are being broken. It is unclear what quality assurance mechanisms exist to detect this type of error, that should lead to Health and Safety concerns.

Standard 6 – Students are able to provide feedback on learning resources via questionnaires and in person to the teaching staff.

Standard 7 – There are no mechanisms for linking resources to student numbers, nor controlling student progress in line with achievement. In the case of the former, this means that there has been no calculation of the resources required to support adequately the Ministry of Education allocated student cohort.

Standard 8 – There is no Assessment Strategy, and currently no mechanism by which the Faculty can monitor the appropriateness of assessments on a programmatic basis. There are no criteria for passing, beyond a mark of 5, laid down in Greek Law, and no means of assessing if the standards are appropriate. There is no clear linkage of graduate outcomes to EQF level 7 as would be expected of a Masters level qualification, and therefore no quality assurance of this. There is no quality assurance mechanism as yet to ensure that the logbook achieves its aims, nor that the ESEVT Day One Competences are comprehensively assessed.

Standard 9 – A single workshop has been held to train Faculty in teaching, which was well received. However, not all practitioners involved in formal training have yet received any training in teaching. The Dean receives student feedback on teaching, but at present there has been no link of teacher development needs to specific training. Members of the panel were informed that the Faculty has recently initiated a survey of members of academic and support staff, and students, regarding services offered by the administration unit of the Faculty.

Standard 10 – Research is seen as important and outputs are monitored. There are ambitions to increase publications, but no targets for individual staff and no clear indication how such an increase is to be achieved.

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

There is a clear willingness of stakeholders, including alumni, to provide feedback on Faculty Plans, and the quality of graduates and their preparation for the workplace. However, at present, there are no external representatives on either the Education or the Quality Assurance Committee.

11.2. Comments

The Hellenic Faculty-level quality assurance cycle should take place every four years, but this has not occurred. Given the clear distinction between University level mechanisms and Faculty/Departmental mechanisms, and the need for both, this is of concern for advice to the University and reassurance over the Faculty. This makes the EAEVE visitation timely.

The absence of a Quality Assurance and Enhancement Strategy makes it hard to identify the structures in existence to quality assure each of the standards, the feedback loops and the staff responsible.

In relation to most standards there is lack of an explicit QA loop. For at least one standard an existing policy is not applied and this failure does not seem to be being recognised.

Student feedback is available, but the merging of individual teacher information with more general information about the Faculty and the teaching programme means that it cannot be effectively used by the Education and Quality Assurance Committees.

The Faculty is failing to use stakeholders, including students, effectively to feedback on its activities and improve these.

11.3. Suggestions for improvement

It is strongly suggested that the Faculty develops its own Quality Assurance and Enhancement Strategy.

It is strongly suggested that the Faculty explicitly links its programme to the appropriate level of the EQF framework.

It is strongly suggested that the Faculty ensures that objectives arising from the annual review are clearly linked to actions and targets that can be reviewed in subsequent years. There should also be specific indications of individuals or units who will be accountable for these actions. Clearly priorities may change, or resources may not be available, but this should then be stated in later reviews and alternative plans and actions described.

It is strongly suggested that the Faculty reviews how it collects student feedback and how results are fed back to the students afterwards. If necessary, confidential information related to individual teachers should be separated from course and programme related information that could be collated and passed on to the Education and Quality Assurance Committees, to provide information for the Annual Review and actions plans for each year aimed at continuous improvement.

It is suggested that the Faculty reviews how it can best involve stakeholders in its activities on a regular basis, and how it can harness their feedback for quality assurance processes. This could usefully include the use of more and a greater diversity of students on its Committees.

11.4. Decision

The Establishment is not compliant with Standard 11 because of the non-availability of an explicit Establishment-related strategy for Quality Assurance.

The Establishment is partially compliant with Standard 11 because of suboptimal monitoring of its programme in a way that can lead to continuous improvement of the programme.

12. ESEVT Indicators



ESEVT Indicators

Name of the Establishment:		Faculty of Veterinary Science, University of Thessaly						
Date of the form filling:		16 October 2017						
Calculated Indicators from raw data								
					Establishment	Median	Minimal	Balance ³
					values	values ¹	values ²	
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students				0,105	0,16	0,13	-0,021
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually				0,926	0,87	0,59	0,336
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually				0,484	0,94	0,57	-0,082
I4	n° of hours of practical (non-clinical) training				1208,000	905,67	595,00	613,000
I5	n° of hours of clinical training				712,000	932,92	670,00	42,000
I6	n° of hours of FSQ & VPH training				263,000	287,00	174,40	88,600
I7	n° of hours of extra-mural practical training in FSQ & VPH				75,000	68,00	28,80	46,200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually				10,396	70,48	42,01	-31,613
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually				3,297	2,69	0,46	2,833
I10	n° of equine patients seen intra-murally / n° of students graduating annually				0,089	5,05	1,30	-1,209
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually				0,149	3,35	1,55	-1,397
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually				0,000	6,80	0,22	-0,223
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually				24,941	15,95	6,29	18,646
I14	n° of equine patients seen extra-murally / n° of students graduating annually				0,109	2,11	0,60	-0,486
I15	n° of visits to ruminant and pig herds / n° of students graduating annually				1,485	1,33	0,55	0,938
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually				0,059	0,12	0,04	0,015
I17	n° of companion animal necropsies / n° of students graduating annually				0,693	2,07	1,40	-0,707
I18	n° of ruminant and pig necropsies / n° of students graduating annually				1,891	2,32	0,97	0,921
I19	n° of equine necropsies / n° of students graduating annually				0,000	0,30	0,09	-0,093
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually				9,050	2,05	0,69	8,357
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually				0,267	0,20	0,06	0,204
I22*	n° of PhD graduating annually / n° of students graduating annually				0,129	0,15	0,09	0,041
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. (total or substantial) 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. Not applicable.	N A		
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).	N A		
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.	N A		
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 Sciences of the University of Thessaly has been established in Karditsa in 1993 and has awarded up to now 431 veterinary degrees, 108 postgraduate degrees and 42 doctoral degrees.

The most important challenges for the Establishment in the recent past were linked to the reduction in public funding due the economic crisis, the introduction of a new curriculum and the increase in the number of admitted students.

The current Visitation is the first evaluation completed by EAEVE.

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

The Visitation was well organised and the Liaison Officer 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.:

- excellent library and IT support;
- excellent relationship between staff and students;
- evident care of staff for the welfare of students;
- professional knowledge achieved in specific areas, e.g. food-producing animals, food safety and quality, fish medicine;
- excellent research activities in specific areas.

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

- insufficient input from external stakeholders in the Establishment's organisational structure;
- suboptimal organisation of the Establishment, especially of the VTH;
- suboptimal running of the clinical services;
- insufficient autonomy of the Establishment over the use of the resources;
- inadequate definition and communication of learning outcomes;
- insufficient planning and completion of the maintenance/upgrading of building and equipment;
- suboptimal medical records and retrieval system;
- grading criteria for specific assessment tasks not identified in a timely manner;
- insufficient quality control of the students' logbook;
- insufficient induction and professional development of teaching staff;
- suboptimal monitoring of its programme in a way that can lead to continuous improvement of the programme.

Additional suggestions of improvement are listed in the Visitation report.

Items which are not compliant with the ESEVT Standards (i.e. Major Deficiencies):

- absence of long-term strategic plan and operational plan;
- insufficient public funding;
- inadequate communication and implementation of biosecurity procedures;
- absence of isolation facilities;
- absence of formal 24/7 emergency services for companion animals and equines;
- insufficient access of students to ad hoc diagnostic imaging and ICU facilities;
- insufficient caseload in diseased animals, especially in companion animals and equines;
- number of students admitted not consistent with the resources;

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- insufficient number of academic and support staff, especially in the face of the increasing number of students;
- non availability of an explicit Establishment-related strategy for Quality Assurance.

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

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

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 the following Major Deficiencies had been identified:

- absence of long-term strategic plan and operational plan;
- insufficient public funding;
- inadequate communication and implementation of biosecurity procedures;
- absence of isolation facilities;
- absence of formal 24/7 emergency services for companion animals and equines;
- insufficient access of students to ad hoc diagnostic imaging and ICU facilities;
- insufficient caseload in diseased animals, especially in companion animals and equines;
- number of students admitted not consistent with the resources;
- insufficient number of academic and support staff, especially in the face of the increasing number of students;
- non availability of an explicit Establishment-related strategy for Quality Assurance.

The ‘Faculty of Veterinary Medicine, University of Thessaly ‘ is therefore classified as holding the status of: **NON-ACCREDITATION**.