



VISITATION REPORT

To the Faculty of Veterinary Sciences of the University of Thessaly, Karditsa, Greece

On 17 – 21 October 2022

By the Visitation Team:

Antti Sukura (Chairperson), Helsinki, Finland: Visitor in Basic Sciences

Michela Pugliese, Messina, Italy: Visitor in Clinical Sciences in Companion Animals

Gerrit Hooijer, Utrecht, The Netherlands: Visitor in Clinical Sciences in Food-Producing Animals

Sylvie Mialet, Lyon, France: Visitor in Food Safety and Quality

Preben Dybdahl Thomsen, Copenhagen, Denmark: Visitor in Quality Assurance

David Wadsworth, Thornton-Cleveleys, United Kingdom: Practitioner

Clara Schubert, Berlin, Germany: Student

Marina Spinu, Cluj-Napoca, Romania: ESEVT Coordinator

Contents of the Visitation Report

Introduction

1. Objectives, Organisation and QA Policy
 2. Finances
 3. Curriculum
 4. Facilities and equipment
 5. Animal resources and teaching material of animal origin
 6. Learning resources
 7. Student admission, progression and welfare
 8. Student assessment
 9. Academic and support staff
 10. Research programmes, continuing and postgraduate education
 11. ESEVT Indicators
 12. ESEVT Rubrics
- Executive Summary
Glossary

Introduction

The Faculty of Veterinary Science, School of Health Sciences, University of Thessaly (FVSUT) (called the Veterinary Education Establishment (VEE) in this Report), is located in Karditsa, in the region of Thessaly in central Greece, an area vital for its agriculture, particularly for the production of grain, cattle and sheep.

The VEE was established in 1993, as one of six Faculties of the School of Health Sciences of the University of Thessaly, enrolling students from September 1994 and awarding a veterinary degree as well as a postgraduate diploma of specialisation and a doctoral degree. Three EBVS Colleges, the European College of Aquatic Animal Health, the European College of Small Ruminant Health Management and the European College of Veterinary Dermatology train their residents in the premises provided by the VEE in Karditsa. The VEE was evaluated and approved by the Hellenic Agency for Quality Assurance and Accreditation in Higher Education in 2021.

The VEE provides education aiming to promote scientific knowledge through research and to contribute to the cultural and economic development of the wider society.

It is structured in 5 divisions, further subdivided in 14 academic departments and a service section. In 2020, the clinical departments were incorporated into one division of Clinical Veterinary Studies, whose head is also the head of the VTH.

The VEE campus includes 7 lecture rooms, 17 laboratories, and 18 rooms in various clinical departments. Clinical training is carried out in the VTH and since July 2021 in the premises of the clinical associates.

The first EAEVE evaluation of the VEE was carried out in October 2017, when ten major deficiencies were found and the VEE was therefore classified as holding non-accreditation status.

The ESEVT SOP 2019 as amended in September 2021 is valid for this Visitation.

Area 1. Objectives, Organisation and QA Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.

The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.

1.1.1. Findings

There is a brief mission statement of the University of Thessaly focusing on promoting scientific knowledge through research followed by specific objectives covering topics such as the theoretical and practical training of the students, an academic culture and postgraduate education. This is followed by the general mission statement of VEE focusing on research-based teaching of veterinary students and general lines of development for the future, listing high-quality teaching, research communication, personal career goals for students and staff and an international presence. A further section on the specific objectives of the VEE focuses on preparing students for the different aspects of qualified veterinarians' activities and includes the VEE's activities as partner with national stakeholders and also the necessary upkeep of the European Standards. Specifically, there is a module "Career planning, veterinary surgery management and relevant legislation" during the final year. Tutors, a Career Office and a Committee of Alumni are available to help students and new graduates to perform as veterinarians. A declaration that a veterinary degree from the VEE is a sufficient prerequisite to practise in all branches of the veterinary profession finalises the paragraph. The mission, vision and strategic plan is publicly available on the website of the VEE.

1.1.2. Comments

The VEE has designed its objectives in agreement with the European sectorial legislation and also the ESG recommendations, motivated by their strong aspiration to comply with the national and ESEVT accreditation standards, thus describing in detail the specific objectives to allow their graduates to operate as veterinarians in any branch of the profession. The accreditation of the VEE on behalf of the Hellenic Agency for Quality Assurance and Accreditation in Higher Education in 2021 supports this aim.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

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

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

The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings

The VEE is one of six Faculties of the School of Health Science, which in turn is one of eight Schools of the University of Thessaly. The governing body of the VEE is the Assembly which includes all members of the academic staff and representatives from the assisting teaching staff, technical staff and students. A description of how decisions of the Assembly are communicated is provided. The VEE is headed by a Dean and a Vice-Dean. Dr. Ares Poulis, DVM is the Academic Vice-Dean. The person in charge of the QA, professional, ethical and academic affairs of the VTH is the Chairperson of the Division of Clinical Veterinary Studies, Dr. L. V. Athanasiou.

The VEE includes 14 academic departments organised into five divisions, of which an overview of staff composition is provided. Further, there is a service section that provides administrative and technical service. There are several standing committees, namely the *Education Committee*, *Quality assurance Committee*, *Animal welfare committee*, *Committee for student matters*, *PhD studies committee*, *Ethical work in doctoral research sub-committee*, *Committee for extroversion*, *Committee for access examinations for people applying to read for a second degree*, *Committee for evaluation of applicants for short-term teaching contracts* and the *Committee for monitoring student education training in clinical associates* with their particular responsibilities, their coordinator and members. The VEE has formal collaborations with or through national (Faculty of Agriculture of the University of Ioannina, with the Medical Corps of the Hellenic Army, with the Veterinary General Directorate of the Ministry of Agricultural Development and Food) and international organisations (numerous Erasmus exchanges with Cyprus, Hungary, Italy, Poland, Romania, and Spain).

1.2.2. Comments

The high number and variety of the committees involved in the decision-making process and management of the VEE covers a broad area of topics, allowing a pertinent control of the adequate implementation of the objective of the study programme concordant with the ESEVT Standards.

Two committees dealing with the organisation of the PhD studies (*PhD studies committee*, *Ethical work in doctoral research sub-committee*) demonstrate the weight the VEE allots to this segment of the veterinary studies. The *Committee for extroversion* has a very precise mission to increase the visibility and role of the VEE, promoting its mission within the University of Thessaly, the veterinary profession and broader society.

The VEE has improved its clinical training and in order to better organise and monitor its further development it established the *Committee for monitoring student education training in clinical associates*.

The aspiration to comply with national and ESEVT accreditation standards, the willingness to further improve the quality of student training and the endeavour to improve practical and hands-on training of the students, accomplished through the activity of these committees are to be commended.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

A summary and details of the VEE's strategic plan are provided, focusing on teaching, post-graduate learning opportunities, research, communication with stakeholders and QA and -enhancement. The Strategic plan of the Faculty, an extensive SWOT analysis and the operating plan, publicly available on the VEE's website, was recently (2022) approved by the Rectorate Council of the University of Thessaly, being valid until the next visitation by the Hellenic Authority for Higher Education (HAHE). The responsibility for identifying, assessing and amending the strategic plan of the Faculty belongs to the Assembly of the Faculty. Further, a SWOT analysis is provided as well as a description of the operating plan for the academic year, administrative tasks and evaluation. The operating plan describes the academic year timeframe and includes the yearly academic calendar. Its administrative actions' timeframe follows a regular pattern of meetings, depending on the compartment (i.e., the Senate and also the Dean's Committee of the School of Health Sciences meets monthly, the Rectorate Council meets weekly, and the Assembly meets at fortnightly intervals). Additional meetings are conditioned by urgent matters, i.e. upon request of the Ministry or University, the response or implementation being limited by a deadline. The reports from academic staff and evaluations from students are collected by the end of March and at the end of each academic term, respectively. Similarly, a plan for the next year must be drawn and presented by the VEE.

1.3.2. Comments

Although including a timetable of the routine activities of the VEE during the academic year the operating plan of the VEE is presented in a "calendar of the year" manner, along with the yearly academic calendar followed. The SWOT analysis highlights strengths and opportunities connected with the fulfilment of the objectives (high quality and dedicated academic staff holding a PhD, several with a European Veterinary Specialisation, good quality students, strong research groups, collaboration with veterinary clinics, a technological park within the University, strong connections with the veterinary profession and the relevant industries etc.), and also weaknesses and threats (exceeding number of admitted students, lesser interest in farm animals, low funding, etc), but timeframes and implementation indicators for a long term plan are not clearly mentioned.

1.3.3. Suggestions for improvement

An operating plan with exact, even if repetitive, timeframe and indications of expected implementation dates directly related to the SWOT analysis of the strategic plan should be developed to replace the operating plan described in the SER.

1.3.4. Decision

The VEE is partially compliant with substandard 1.3 because the operating plan including timeframe and implementation indicators has suboptimal reference to the SWOT Analysis.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.4.1. Findings

There is a clear description of the VEE's policy and strategy towards outcome assessment and implementation of a culture towards QA in line with the ESG recommendations. The VEE has in place a strategy for the approval, periodic review and monitoring of its standards and programmes, services and research activities. The VEE's activities are subject to both internal and external evaluation, according to the national legislation. The SER describes the system of evaluation of outcomes and specifically, the local QA committee and its relationship with the central QA committee of the University of Thessaly.

1.4.2. Comments

The documentation provided in the SER on the certification in November 2019 by the HQA (Hellenic Quality Assurance and Accreditation Agency) supports the full compliance of the internal quality assurance system of the University of Thessaly the VEE is part of, with the ENQA requirements. A self-explanatory diagram and a detailed stepwise explanation are provided of how the QA operation schedule works within the VEE.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

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

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

1.5.1. Findings

The primary way of informing stakeholders and the public on its vision, mission, strategy, activities and accomplishments is the website of the VEE which is monitored and updated by the central IT facility of the University. The VEE website states in both English and Greek that the VEE is not accredited by EAEVE and links to the Self-Evaluation Report and the evaluation Reports are provided.

1.5.2. Comments

The information available on the website is divided for a better targeted access. Different links are available for different information dedicated to separate stakeholder categories (i.e., a link is provided for general objectives, another for teaching activities, while detailed information for the students and their welfare as well as potential employment possibilities, are hosted on other links.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data.

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

1.6.1. Findings

An explanation of how the national QA system is set by an independent national authority, the Hellenic Authority for Higher Education is provided. This description details procedures and guidelines for all Greek Universities, with the implementation process being the responsibility of the local University QA committees. The role of the QA committee of the University of Thessaly's in communicating the national rules and in evaluating the annual reports of the QA committees is explained, including pointing out deficiencies and advising on corrective action. The VEE's QA committee includes six members and is chaired by a senior academic staff member. It reports to the QA Committee of the University but also to the Assembly.

1.6.2. Comments

The interaction with students, academic and other staff, graduates, stakeholders and evaluators is described in details in the PDCA cycle of the QA operations' schedule, presented as a diagram in 4 steps (plan-do-check-act). The information is evaluated and managed by the various committees and the Heads of Departments, who propose to the Dean and the Assembly of the Faculty accordingly (close the loop).

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1. Findings

A very clear, point by point description of the measures taken to correct the ten major deficiencies identified during the 2017 EAEVE evaluation is provided. The direct role of the QA committee, serving either as central or as local committee, is only stated in one of the corrective measures, e.g. "Insufficient caseload of diseased animals, especially in companion animals and equines". However, the QA committee also had a major role in improving the shortcomings of biosecurity procedures and QA strategy is instrumental in the planning, implementation and evaluation of corrective measures indicated, as necessary, by national and international QA bodies.

1.7.2. Comments

Both the University of Thessaly and its VEE apply the legal provisions within the country and EU concerning strategy, rules and procedures, being certified as fully compliant by the Hellenic

Quality Assurance and Accreditation Agency and Hellenic Authority for Higher Education in 2019 and 2021, respectively. The Department of Microbiology and Parasitology was accredited under the provisions of ISO 9001:2015 in 2020 and relevant evaluation and accreditation was provided to the three training centres for EBVS within the VEE by relevant European Veterinary Colleges.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

2.1.1. Findings

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

In 2022, the overall budget allocated to the Ministry of Education and Religious Affairs, in charge of the 23 higher education establishments of the country (universities) amounted 4.891 billion Euros or 0.6% of total state budget.

The financial process of the VEE follows national principles and rules:

- transparency of all expenses of any nature carried out by any public entity or institution in Greece may be publicly available on a specific website.
- there is no possibility in the public sector in Greece for an expense to be authorised and occur if the necessary amount is not available in the account of the spending institution; as a consequence, the balance is always zero.
- no tuition fees are charged for undergraduate (national or international) or PhD students; tuition fees may be charged only for postgraduate courses.
- the state (central government budget) provides significant and extensive welfare benefits to students: full waiver of tuition fees, free textbooks, free meals, free housing, free medical insurance, discounts on the public transport system in Greece, subsidised broadband internet connection and subsidies for purchase of electronic equipment.

The University of Thessaly is primarily funded from the budget of the Ministry and permanent personnel salaries are paid directly by the Ministry through the Finance section of the Central Administration of the University. Operating costs allocated from the Ministry to universities are based on a system taking into account:

- the number of students, geographical locations of universities and type of faculties included (80% of total allocation)
- performance in education and research outputs (20% of total allocation).

Student welfare benefits are allocated based on legal provisions voted in the Greek Parliament which mainly considers the financial situation and to a lesser extent the academic achievements of the students. They are paid through the central administration services directly to suppliers of the respective services; publishing houses, businesses responsible for student catering, etc.

Housing support is directly transferred into students' bank accounts. Subsidies for broadband, internet and purchase of equipment are given by use of discount vouchers. Student welfare benefits amounts to approximately 45 to 50% of the total University budget. Other University income can be obtained through:

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

All operating expenses (e.g., maintenance, transport, utilities) and the welfare benefits for students of the VEE are covered directly through the Central Administration Services of the University (procedures for choice of suppliers follow legislative provisions regulated directly by the Ministry of Finance).

Research Committees of higher education establishments may charge an overhead up to 25% on research grants and services' income. Currently, the Research Committee of the University charges 12%, except in cases of state-funded grants in which a smaller or higher overhead is paid directly by the funding body, and matching funds from the General Secretariat of Research and Technology to European Commission grants, in which 25% overhead is charged.

National research grants, allocated after evaluation of proposals and review by the Research Committee of the University, are monitored by the accountancy service of this Committee.

All grants are liable to financial evaluation by the entity which awarded the grant, the Ministry of Finance or, ultimately, by the Court of Audit of the country.

The annual expenditures related to the VEE went from 2,187,068 € in 2017-2018 (AY-4) at 3,514,843€ in 2021-2022 (AY). The annual revenues were at the same levels (balance at zero).

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

2.1.2. Comments

The legal process for the allocation of financial means to Universities and then to the VEE is well defined and the use of public funds strictly framed in Greece.

The majority of the budget (operating expenses, salaries, etc.) is directly managed by the University.

In the last five years, the VEE has received significantly increased funding of 35%, which was reflected in the VEE primarily as an increase in the number of staff (in both permanent and contracted posts). It has to be highlighted that a lot of effort has been given in recent years to increase the financial and human resources of the VEE. It has also clearly helped in the refurbishment of some buildings on the site and in the purchase of some equipment. However, complaints were heard from academic staff and others about the lack of resources. They explained that they met the objectives of teaching and organising hands-on activities for students by using a part of grants normally allocated to research, to buy essential supplies. During meetings with academic staff, support staff and non-academic staff, insufficient funding was mentioned several times with evident consequences on the daily burden, for example in the preparation of practical pedagogical activities, cleaning of rooms allocated to hands-on activities and so on. The Visitation Team also noted suboptimal maintenance in certain parts of the VEE (corridor behind the room of anatomy, part of DOR – see details in the specific chapter about facilities) with only one person appointed to assist as auxiliary in clinical activities.

2.1.3. Suggestions for improvement

It is suggested, if the legal framework in Greece allows it, to look for partnerships within the private sector. It was noted during the meeting with alumni that veterinarians were working in the pharmaceutical and pet food industries at a high level of decision-making ability, which could be of help in improving the level of equipment of the VTH, renewing parts of the VEE and providing a possibility of hiring personnel on one hand, and developing projects on the other hand. It would be beneficial for the VEE to increase the lobbying and involvement of the authorities in charge of financial decisions at University and Ministry levels, and to persuade them that the location of the VEE has to be strongly considered and that they need to help the VEE to increase its attractiveness.

2.1.4. Decision

The VEE is partially compliant for Standard 2.1 because of suboptimal provision of funding to sustain the requirements enabling the VEE to achieve its objectives.

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

The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings

All operating expenses (e.g., maintenance, transport, utilities) and the welfare benefits for students of the VEE are covered directly through the central administration services of the University, since the procedures for choice of suppliers follow legislative provisions regulated directly by the Ministry of Finance. Then, a sum is allocated to each Faculty to cover minor operating expenses and expenses for teaching activities, it has been around 20 000€ annually for the last 5 years.

Current control of the accounts within the University is monitored by the section of Financial Management of the University, then scrutinised and approved by the Court of Audit (senior audit judge located in Volos). According to national rules, potential expenses exceeding 20 000€ must follow the procedures of a call for tenders which can substantially delay the investments and/or repairs.

An annual grant around 12 000€ has also been allocated to the VEE by the Research Committee for the last ten years, to cover any expenses from other sources than operating or teaching activities. All grants are liable to financial evaluation by the entity which awarded the grant, the Ministry of Finance or, ultimately, by the Court of Audit of the country.

2.2.2. Comments

The ability of the management team of the VEE to make financial choices is strictly and legally framed and answers to financial requests can take a lot of time due to procedural and necessary operational delay.

The question of the financial autonomy of the VEE and its exact limits requires defining. Clinical and field services do function as instructional resources and their integrity does really take priority over the financial self-sufficiency of clinical service operations.

2.2.4. Decision

The VEE is compliant with the Standard 2.2.

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

2.3.1. Findings

A grant of around 130,000 € has also been allocated to the VEE for refurbishments (replacement of current heating system, construction of an equine ward, improvements to the farm animal ward in DM, refurbishment of the building of the Department of Anatomy, Histology and Embryology (DAHE), etc.) and a grant of around 30,000 € for purchase of medium size equipment. Both grants are financed through the ‘Public investment’ budget of years 2021-22, and managed by the central administration of the University.

2.3.2. Comments

In the immediate future, it is expected that the same level of funding will be allocated, which will permit the renewal of contracts for existing staff and the continuing improvement of the infrastructures and facilities of the VEE. A meeting was organised by videoconference with the Vice-Minister of Agriculture and a veterinarian, the General Secretary at the General Secretariat of Information and Communication, Presidency of Government of Hellenic Republic visited the VEE and spoke to the team strengthening this position.

2.3.3. Suggestions

The VEE should consider taking action on long standing necessary repairs to improve some of its buildings as the overall situation in the country and availability of finance improves. New essential equipment purchased using those funds would improve the level of training.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 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 5.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings

The VEE has a 5-year non divided curriculum (does not follow EU Bologna declaration of two cycle structure (BVS + MSc)). There is no tracking in the curriculum. The curriculum fulfils the 2005/36/EC requirement for its total length of 5 years.

Each study year provides 60 ECTS equally divided for both the winter and spring terms, the total volume of the curriculum summing up to 300 ECTS. Both winter and spring terms are 18 weeks long with a 4-week repeat examination period of the preceding academic year in September.

The Current curriculum has been approved for a 5-year cycle beginning in the academic year 2016-17. The Education Committee of the VEE designs and monitors the curriculum. In July

2021 the curriculum was modified by the addition of 14 clinical associate practices to compensate for the absence of companion animal cases seen by the students in the VTH.

Some students volunteer to do their clinical training in these practices where they are not under the direct supervision of academic staff and only in some of the clinical associates students are exposed to 24/7 service and experience out of hours emergency cases. Therefore, not all students have equal training opportunities to acquire Day One Competences in the curriculum. Students who do attend the associate clinics are supervised by local veterinarians who are not academic staff of the VEE. A three-member committee of academic staff of the VTH is stated to closely monitor the students' performance.

Several other minor changes are reported. Curriculum renewal is under development by the Education Committee and should be implemented in the academic year 2023-24.

The SER provides a table showing how students acquire Day One Competences in the curriculum. A general comment is also provided in the SER: "During their study, students are informed about the significance and the importance of Day One Competences" (SER, Page 39). Although each study year gives the same ECT there is a variation in the total curriculum hours between the study years (SER Table 3.1.1: 682–874 h). Most curriculum hours are taken by lectures except for fifth year students when both clinical animal and non-clinical animal work increase (1-4th year: 41–54% lectures; 5th year 65% in clinical animal work and 28% non-clinical animal work). Supervised self-learning is not allocated in any of the academic years. There are elective modules in every study year except for the 4th year. The total volume of obligatory elective modules is 8 ECTs (2.7% of total 300 ECT, SER Appendix 3-a). 24 modules are offered and students have to take 5 of them during the curriculum. If a module is overbooked, students are chosen for the elective on a "first-come – first-served" - basis.

3.1.1.2. Comments

An equal workload between academic years is indicated in SER Appendix 3-a. A discrepancy could be observed between Table 3.1.1. and Appendix 3-a, while the sum of hours is corresponding only in the 4th academic year, with more hours were indicated in Appendix 3-a for the other years. That is explained by electives, where students are subjected to a variable volume of training, depending on which courses they taken and therefore these are not at all included in Table 3.1.1.

In practice, not all the students can observe clinical training on the very same patients, since the current clinical associate system with volunteer students participating and being taught by non-VEE, non-academic volunteer clinical associates, indicated that for some students there is suboptimal exposure to a sustainable training structure and a suboptimal oversight of their training. This could also imply less driving force to develop the VTH.

3.1.1.3. Suggestions for improvement

The VEE may consider adding a graduation thesis to the curriculum so that students may better achieve Day One Competence in being able to review and evaluate literature and presentations critically (1.8). However, the addition of items to the curriculum simultaneously may mean that the VEE has to remove some items to avoid producing an overwhelming workload and making it more difficult to graduate on time.

The VEE could benefit of redesigning its curriculum in a way that all the students have similar minimal training to acquire Day One Competences.

3.1.1.4. Decision

The VEE is partially compliant with Standard 3.1.1 because the current design of the curriculum is suboptimal in the provision of training to all students.

3.1.2. Basic Sciences

3.1.2.1. Findings

All subjects listed in the SOP 2019 Annex 2 are present in the curriculum. Of the basic subjects/sciences, most of the curriculum hours are taken by Anatomy (248) followed by Physiology (234), Microbiology (130) and Pathology (104). Non-clinical animal work is recorded only in Anatomy (78) and Physiology (10), necropsies in Pathology are reported under Clinical Studies. Basic subjects and basic specific veterinary subjects cover 1369 of the curriculum hours which represents 36% of its total volume. Fifteen out of 40 (38%) permanent academic staff belong to departments providing tuition in Basic Sciences, some of the staff members also having duties in Clinical training. There are two permanent support staff in Basic Sciences.

3.1.2.2. Comments

On the level of Basic Sciences, the curriculum follows the recommendation of the Directive 36/2005 amended by 55/2013. Basic subjects and basic specific veterinary subjects cover a rather high volume of the total curriculum, with preparation of the students for problem solving tasks discussed in the seminars.

3.1.2.3. Suggestions for improvement

None.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

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

According to the information reported in SER Table 3.1.1., the total hours dedicated to Clinical Sciences in the curriculum is 23.58% (1800/7634). There is no information about the percentage of species treated in each subject (e.g. equine, farm animals, small animals, exotic pets).

A total of 143 hours is dedicated to “Obstetrics, reproduction, and reproductive disorders”, broken down as 122 hours (lectures) + 2 hours (laboratory and desk-based work) + 19 hours (non-clinical animal work). A total of 128 hours is dedicated to “Diagnostic pathology”, made up of 32 hours (lectures) + 96 hours (nonclinical animal work). The total hours assigned to “Medicine” is 397, including 284 hours of lectures, 94 hours of laboratory and desk-based work and 19 hours of non-clinical animal work. A total of 117 hours of lectures are dedicated to Surgery, while Anaesthesiology has a total of 52 hours, divided into 39 hours of lectures and 13 nonclinical animal works. Clinical practical training in all common domestic animals is shown exclusively as clinical work. Preventive medicine has 27 hours of lectures. Diagnostic imaging and Therapy in all common domestic animals has a total of 11 and 13 hours, respectively, as lectures. The total hours dedicated to Propaedeutics of all common domestic animal species is 78, including 26 hours of lectures and 52 hours of nonclinical animal work. Practical rotations involving different departments (Dept. Medicine, Dept. Surgery, Dept. Obstetrics and Reproduction, Dept. Poultry Diseases, Dept. Hygiene of Foods of Animal Origin, DPa: Dept. Pathology) are performed under the supervision of academic staff between the 3rd and 5th year of the course. Information related to the duration of rotations for equine, large animals, and small animals is not detailed. A total of 67.60 elective hours (37.70 hours of lectures and 29.90 hours of clinical animal work) are dedicated to clinical sciences for the students.

No optional course is provided for students.

Description of the core clinical exercises/practicals/seminars in companion animals before the start of the clinical rotations

The academic staff of the Department of Medicine offers 26 hours of practical training on assessment of a clinical examination and performing diagnosis under academic supervision to 3rd-year students, divided into small groups.

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, etc.).

During the 4th and the 5th years, the students are exposed to a clinical rotation programme.

Students are divided into 5 groups of 30 students. Each group is divided into 4-5 subgroups in every department which organises clinical training. The rotation is performed in 2-week periods between the Department of Medicine (DM), the Department of Surgery (DS), the Department of Obstetrics and Reproduction (DOR) and the Department of Hygiene of Food from Animal Origin. A combined rotation is carried out by the Department of Pathology and the Department of Poultry Diseases (DPD).

The duration of rotations for equine/farm animals and small animals is not specified.

During the training in medicine, the students perform hands-on activities such as obtaining a complete history of animals, filling out a clinical record, performing a clinical examination, collecting samples for diagnostic tests, and developing appropriate treatment plans. The training in clinical pathology involves performing and interpreting routine diagnostic tests. Detailed descriptions regarding training and clinical activities in DM are presented in SER Appendix 3-b. At the Department of Obstetrics and Reproduction, students receive training regarding tasks specific to the subject. The training involves large and companion animals. The clinical equine training including surgery, medicine, obstetrics, and reproduction is performed by a member of the academic staff at the DS.

In the Department of Surgery, students are divided into four subgroups and allocated to different activities (i.e. animal reception and clinical examination, anaesthesia and intensive care, diagnostic imaging, and companion animal surgery). Also, students are involved in the hospitalisation procedure and care of hospitalised animals.

Students in the 5th year supported by students of 4th year are responsible for handling and examining animals, taking samples, performing imaging examinations (i.e. X-ray or ultrasonographic imaging), helping during operative surgeries, etc.

At the start of the academic year, 2021-22 an Emergency service was inaugurated at the Division of Clinical Veterinary Studies. Seven veterinarians and one laboratory diagnostic technician have been recruited on annual contracts, fully renewable after 12 months. Emergency service staff are organised on duty from 19.30 to 09.00 of the following day (working days) or on a 24-hour basis (09.00 to 09.00 of the following day during weekends, and holidays). On working days, from 09.00 to 19.30, emergencies are managed by the clinical departments.

Two students from the rotation group in Medicine undertake emergency training duty.

The emergency service offers a complete assistance for any emergency patient attending the VTH.

Hospitalisation activities are carried out 24/7 in each clinical department, with the active participation of students. This service is covered by 2-4 students in different departments for a period of 42-48 weeks/year. Members of the teaching staff are always available on call for students involved in the hospitalisation activity.

3.1.3.2. Comments

Although the curriculum is designed and organised to offer students a clinical training based

on clinical examination/diagnosis of animals, the low resources allocated for the needs of a VEE allows only insufficient acquisition of Day One Competences for some of the students.

3.1.3.3. Suggestions for improvement

A strategic plan particularly in companion and equine animals, designed by the VEE and the University, to adjust the quality of clinical activity and to assure equal acquisition of Day One Clinical competences for all the students could be of help for the VEE to improve and harmonise its clinical training. The increase in the exposure of students to larger caseloads would provide a better hands-on experience for students.

3.1.3.4. Decision

The VEE is not compliant with Standard 3.1.3 because the current design of the curriculum is insufficient in allowing the students to equally acquire Day One Competences.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings

All clinical training during Y3 to Y5 is given in small groups. In Y3 the students are divided into three groups, in Y4 and Y5, two groups. The training is compulsory for students and lasts 13 weeks in each term. Each week, the students are trained for one day (6th term) or two days (7th to 10th term) a week (6 hrs/day). The difference between the clinical training of Y3 and Y4/5 is seen in the involvement in the management of clinical cases. Y3 students only attend cases managed by Y4 or Y5 students. Y3 students also study the data of previous cases. The locations of training are the intra-mural clinic (VTH), the teaching farm at the campus Gaiopolis and commercial farms, e.g. the Nasellos farm (Farsala).

According to the SER (p. 33), Y3 students receive training as preparation on the clinical rotations in Y4 and Y5. From the description of the hands-on training in SER Appendix 3-b it can be concluded that the training of the 3rd, 4th and 5th year students has the same content, namely clinical examination including collecting samples, diagnosis, and treatment. Y3 students do not have much experience in the clinic, but, nevertheless, they carry out examinations on patients and participate in the discussion about the patients. Students of different years interact with each other. One patient is seen by two students under supervision of teaching staff. In cases of hospitalised patients, there is a daily discussion and review of the case with the teaching staff. The students work independently on the patients under staff supervision.

Students are responsible for report writing. The draft is corrected, if necessary, by staff members and sent to referring veterinarians and the owner. At farm level, academic staff inform the farmer after relevant discussion with students, in which the farmer can provide the students with relevant data.

3.1.4.2. Comments

The caseload seems to be sufficient for students to allow the acquisition of Day One Competences. Some farms are more intensively visited than others. They are also involved in teaching by answering questions of students and providing them with data.

It is important that students become familiar with clinical work. In the VTH, there are interruptions of 5 days in the training which is not ideal for familiarity with cases. Students are sufficiently prepared for the clinical work.

3.1.4.3. Suggestions for improvement

It is suggested that the VEE reappraises the rotation system. The daily evaluation of hospitalised cases especially by Y4/5 students is very instructional. That is not structurally organised in the current situation.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

A total of 386 hours is taken by each student (SER Appendix 3-a details of the teaching curriculum), they are distributed between:

- practical training in food technology, food hygiene, places for slaughtering and food processing plants (dairy and meat products), laboratory training for 260 h
- food technology and relevant legislation for 26 h
- food hygiene and relevant legislation (including certification and report writing) 78 h
- technology and hygiene of milk and dairy products for 22 h

In Year 2 (winter term) a module on food hygiene is provided to give the first elements of knowledge.

In Year 3 (spring term), technology and hygiene of milk and dairy products are taught. In Year 4 there are two modules, one in the winter and the other in the spring term, on food hygiene and relevant legislation, the second including certification and report writing. Year 5 is devoted to practical training with two periods on Food hygiene. There is also an elective module on Quality and evaluation of foods and relevant legislation (13 h). Two-week practical rotations under academic staff supervision are followed by students in 4th and 5th year in groups of 5. Each week's practical training is organised firstly with 2 days at the slaughterhouse in Karditsa: where all the work of the Official Veterinarian is clearly observed with ante- and post-mortem inspection, animal welfare issues (conditions of transport, discharging, stalling, slaughtering, etc) meat inspection, etc. Two days are also devoted to practical and laboratory work at the VEE and site visits are organised, when possible, on the remaining days at the following sites: poultry slaughterhouses (1 in 2021-2022) and dairy and meat products plants (4 in 2021-2022) targeted on food technology (4 h) and food hygiene and food microbiology (10 h). Laboratories are used as well for research and the practical training of students.

Regarding Veterinary Public Health issues and other subjects than FSQ, the theory about Animal welfare is accomplished together with animal ethology for 14 h (SER Appendix3-a and table 3.1.2).

In total for all the field of food safety quality, veterinary public health and One Health concept(SER Table 3.1.2) 448 h are undertaken, distributed between 156h of lectures, 72h of lab or desk-based work, 206 h non clinical work and 14 h others and this includes:

- veterinary legislation, official controls, regulatory veterinary services, forensic veterinary medicine and certification,
- control of food, feed and animal by-products,
- zoonoses,
- food hygiene and food microbiology,
- food technology Epidemiology, infectious diseases and relevant legislation are taught (Year 3 in winter and spring terms) but not mentioned in that list.

There is one elective module on One Health, FSQ, VPH (7, 8h) entitled "Zoonoses through One Health approach" in Year 3.

3.1.5.2. Comments

In Food Safety and Quality, the majority of the subjects and Day One Competences approved by ECCVT are addressed. The modules focus on slaughtering conditions, meat processing and dairy products. Other products of animal origin are also considered (fish, honey). There is no mention of some activities (catering) but these activities are in the field of competence of an agency in Greece (EFET).

Initiatives have been taken in different departments about the “One Health approach” and there is a clear understanding of the concept by the academic staff. It is important to highlight the integration of the “One Health approach” concept in the curriculum, with one elective module targeting zoonoses. Some students explained that a seminar was recently organised by video with members of FSQ academic staff participating and presenting the One Health approach through practical examples which were very interesting for them (e.g. *Salmonella*).

Subjects linked to Veterinary Public Health like public actions to prevent and limit consequences of WAHO (funded as OIE) listed diseases, infections and infestations etc., major issues sensitive to the media and broad public are also addressed. Some are executed with other modules but the exact contents of those items and the fields covered were not specified.

A visit to a slaughterhouse, discussions with the official veterinarian who is involved in welcoming students and who leads the teaching on hygiene conditions, and the veterinarian employed by the private company who is in charge of quality issues in the slaughterhouse, confirmed the important involvement of the academic team in practical training in FSQ. The visit to an important dairy plant, where students are attending regularly for short visits or EPT and discussions with the veterinarian gave evidence that the FBOs in the region support the VEE and are deeply interested in the high level of training on FSQ issues which persuades them to hire the VEEs graduates. They volunteer to take part in the organisation of site visits and participate in the building of practical case studies that the students have to work on during their rotation in the last year of the curriculum.

A lot of effort has been given to train students practically in slaughterhouses and dairy plants but there is insufficient formalisation and precision of the pedagogical objectives, detailed running of site visits and practical training on Veterinary Public Health Issues.

3.1.5.3. Suggestions for improvement

The development of E-learning tools to complete lectures or when field visits or practical exercises outside the VEE cannot be organised (for example poultry slaughterhouses far from Karditsa) could be very beneficial. The regular use of case studies from “real life” could also be helpful.

Written documents addressing practical training in the slaughterhouse and dairy plants (scenarios developed, pedagogical aims, requirements and intended work from students, final presentation form and criteria for evaluation) would be helpful in providing a better assessment from a QA point of view and would assist with the continuous improvement process.

“The One Health” concept should be practically applied with transdisciplinary collaboration (animal production and FSQ for example) to develop modules gathering people on the same programme who share their experience and knowledge of the same case from different points of view.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional knowledge and communication are taught in years 1, 2 and 3 (78 h), Information

literacy and data in years 1 and 3 (10 h) and veterinary legislation including official controls and veterinary regulatory services in years 1 and 5.

Students are asked to write an essay on a topic of their choice within the field of Professional Interest. In year 2021/22 students were also asked to write an essay on the theme “In which branch of the veterinary profession do you intend to work and what problems can you foresee for your work”. The subject is not included in any formal examination.

3.1.6.2. Comments

The VEE is aware of the necessity of teaching “soft skills” to the students, as these are part of a successful career in veterinary medicine. Professional knowledge is taught throughout the course and while not subject to formal examination is used as an essay for the students.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4 Decision

The VEE is compliant with Standard 3.1.6,

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

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

3.2.1. Findings

A clear description of the competences acquired by the students at the end of their 5-year training period is provided, based on the curriculum compliant with the requirements of Directives 36/2005 and 55/2013 and also the provisions of ESG. The procedure of communication with the students on the acquisition of their professional skills is described along with the QA procedure and was approved, according to national and European requirements by the HAHE, member of ENQA.

Examinations ensure that students meet the objectives of the study programme. There are specific examinations for each module at the end of each term prior to the final year and wider-topic examinations including the entirety of the general subject at the end of the 10th term.

The VEE promotes an academic environment conducive to learning by having a close relationship between the teachers and the students, so that a positive attitude towards questions and open discussions is communicated and positive comments to students are encouraged as appropriate. Further, a tutor-tutee relationship is established.

Academic staff members promote the significance of post-graduate studies in the veterinary career and 950+ postgraduate courses as well as 1500+ lifelong training short courses are available countrywide.

3.2.2. Comments

The implementation of the teaching modules and the assignments allotted to students for individual work, motivate those to improve the quality of their self-studies, apply literature research and ascertain the quality of their presentations to the class.

The country has a well-developed culture for postgraduate studies and life-long training supported by the very high number of short courses in both fields.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of Day One Competences**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1. Findings

It is stated that the Ministry of Education and Religious Affairs sets a general framework for academic education in the country. Specific objectives such as the ability to work effectively in a team to show professional responsibility, ethics and respect are listed. The students are informed about the significance of Day One Competences and the curriculum ensures that they obtain clinical skills, laboratory experience and communication skills.

The Education Committee has been instrumental in producing the current curriculum, based on EU directives, ESEVT requirements, and input from Greek veterinarian, veterinary students and stakeholders including the Hellenic Veterinary Association as well as feedback from the annual QA process. The current curriculum was approved at Assembly meeting no. 39/22.12.2015 and was ratified at Senate meeting no. 164/29.01.2016. The curriculum is communicated through the VEE's website.

3.3.2. Comments

A new curriculum is in preparation, to be implemented starting with the new 2023-2024 academic year.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

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

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

3.4.1. Findings

The Education Committee, which includes formal student representation, is the formal committee for monitoring and adapting the curriculum primarily based on feedback from the QA process. It has had a leading role in designing the current curriculum, including the assessment methods as well as feedback from the annual QA process. The curriculum is communicated through the VEE's website. More specifically, the general procedure by which the Education Committee ensures that feedback from the annual QA process is used to continuously improve the current curriculum. This includes that the Education Committee takes into account comments of students as well as academic staff and other stakeholders. The Committee makes proposals to the Assembly which has student representation and which takes decisions based on the proposals. The VEE organises seminars for the improvement of teaching skills of the academic teaching staff.

3.4.2. Comments

The QA-processes described are all in full compliance with the QA-requirements of the respective Standards, including collecting data, evaluating those, implementing changes and responding to feedback from stakeholders, peer reviewers and any other external assessors (HAHE), and also the data from assessment outcomes.

The VEE implements a systematic and transparent system of quality control, which is very well coordinated with the general rules of the University and also the VEE due to inclusion of the relevant decisional or consultative bodies in the process. Students report a rather low participation in the evaluation.

3.4.3. Suggestions for improvement

The encouragement of students to take position in the teachers' and the training evaluation could be beneficial for continuously improving both the QA process and the training.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

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

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

3.5.1. Findings

EPT is compulsory, total duration 2 months taken either as one placement of two months after year 3 or year 4, or a placement of one month after year 3 and 1 month after year 4. It can be undertaken within a veterinary practice, livestock farm, aquaculture facility, food, processing or production facility Ministry of Agriculture, Game Farm, Equine club or any other place of “veterinary interest” “During this training the students share the obligations and duties required by the “facility” staff.

Students shadow veterinarians on the placements and undertake simple tasks when veterinarians are present. There are some placements where veterinarians make only periodic visits and others where a veterinarian is present in the institution and checks the EPT but does not oversee all the work of the student.

“Other places of veterinary interest” include veterinary and livestock insurers, the Military, the regional services of the national board for monitoring agricultural production (milk and meat), private centres for production of boar semen, the Hellenic Food Authority and the National Organisation for Medicines.

After finishing the EPT, students must complete an electronic form with a full appraisal of their experience and of their activities performed during the EPT. Also, the students must complete an evaluation form giving their opinion about the procedure, mentioning the benefits received from following the EPT and writing their opinion regarding the provider of EPT.

A member of staff is responsible for overseeing the procedures for the students and confirming the academic requirements of the training.

Providers of EPT apply to the VEE with a description of the work and role which the students will undertake. The list of providers is continuously assessed and upgraded.

Students apply for EPT from a list held by the VEE.

The providers provide a letter to the VEE on successful completion of the placement.

3.5.2. Comments

Before being enrolled to the EPT provider lists, all the applicants are carefully evaluated by the Education Committee, not only as facilities the caseload to be provided to the student, but also the availability of a veterinarian to guide the students throughout their entire activity within the EPT provider facilities. Some of these providers hold PhD degrees and therefore their impact on the quality of the EPT training is beneficial. The logbooks of the students are also checked by the veterinarian within the EPT location but also by a responsible from the academic staff.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

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

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

3.6.1. Findings

A contract is signed between the Provider, the University Administrative supervisor and the VEE member in charge of EPT and the student. The rights and duties of the students are

explained and the state provides insurance for the entire duration of the studies, covering the EPT.

The provider agrees to provide a detailed questionnaire (17 questions) assessment of the student and confirm their attendance record.

The staff member in charge of EPT is Prof. I Pappas who with his staff are available to assist students during their placements.

3.6.2. Comments

The responses to the questionnaire are ranked from 'Very well' to 'No' scale; the two comment-type questions express the opinion by the EPT provider on the student.

A formal document is issued by the EPT provider to confirm the full attendance and correct conduct of the students, thus further motivating them to maximally benefit of the EPT stage.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings

Students have to submit an application to the VEE with all relevant data and upon acceptance they then choose an EPT provider from the VEE list.

Students must follow the normal working practices of employees within their chosen placement.

They are also required to complete an online evaluation of their EPT when concluded, and may be questioned by staff members on their experience during the following year. The students also have the possibility to issue a complaint on any aspect of their EPT.

3.7.2. Comments

Students organise their own EPT and keep an online record of their experiences. There is a system for dealing with complaints but this has not been used yet. There have been no complaints about EPT but should there be a problem, the placement would cease and the Department would undertake an immediate investigation.

3.7.3. Suggestions for improvement

None.

3.7.4. Decision

The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings

The VEE is located in the north-west of the town of Karditsa (Thessaly Region) approximately 2 km from the centre. The VEE covers a total surface area of 15,216 square metres and includes various buildings (Main building, Auditoria Complex, Anatomy I, Anatomy II, Biochemistry, Pathology, Poultry diseases, New Building and Hospital building). The Veterinary Teaching Hospital (VTH) is divided into three different buildings, including the Department of Surgery, Medicine, Obstetrics and Reproduction. Also, other buildings (5 animal buildings for cattle, small ruminants, pigs and poultry, 2 mills for feed preparation and 1 building for feed storage) are located on Campus of Gaiopolis in the administrative unit of Larissa. A Map of VEE is shown in SER Appendix 4b. The maintenance of facilities is carried out by the central administration of the University following proposals made by the section of Technical Infrastructure that renews potential licences and constantly monitors the facilities. A member of the Faculty academic staff named by the Assembly processes and monitors all requests for maintenance which are made to the section of Technical Infrastructure. All facilities are corresponding to the standards for buildings established in the relevant national legislation. The VEE is located on a small campus with different buildings and rooms for teaching and research activities. Computer and audio-visual resources are present in most rooms. The internet access and free Wi-Fi is available in all buildings of campus.

4.1.2. Comments

A suboptimal culture of handling chemicals was noticed in a few laboratories. In many teaching rooms and labs, there were volatile chemicals (like formaldehyde) not stored in a hood or ventilated cabin. Some samples of identified safety breaches are listed below:

- Missing exit signs in many places (lamps but no covering present)
- A yearly service of most fire extinguishers had not taken place (last check was mostly made in 2019 in the entire clinic)
- Several cases of pressure flasks without chains or straps to prevent them from falling (example IVF lab) were observed
- Coffee machine in laboratory (IVF lab)
- Absence of labelling of 70 % and 96% ethanol
- Mercury thermometer in clinic (large animal)
- In pathology and pharmacology there was a general lack of hazard code labelling including a lack of labelling of 70 and 96 % ethanol
- Fume hood in pharmacology is used as storage area for chemicals
- Fume hood in nutrition had inadequate (or lacked) suction
- Laboratory chairs in microbiology had textile upholstery.

A large amount of equipment needs maintenance, replacement or scrapping. For example, X-ray equipment was tilted – probably non-functional, there were broken laboratory instruments in many laboratories (broken cryo-microtome, broken microwave ovens, several tissue processing machines in different labs which were not in use or maintained adequately).

4.1.3. Suggestions for improvement

An operational strategy regarding the maintenance and upgrading of buildings and equipment in need of repair should be designed by the VEE; it should also prioritise the focal objectives and perform the necessary corrective actions. Legislation on the storage and handling of chemicals has to be followed punctiliously. Compliance with occupational health regulations and rules must be enhanced.

4.1.4. Decision

The VEE is not compliant with Standard 4.1 because of inadequate compliance of the VEE with the EU legislation on the safe handling of chemicals in some of the premises.

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

4.2.1. Findings

The VEE has a total of 5 lecturing facilities for laboratory or clinical teaching groups, with a capacity for 125, 75, 40, 90 and 90 students each. Computer and audio-visual equipment are available in all teaching rooms. Also, a total of 35 laboratory or clinical teaching rooms with varying capacities for working in small groups are available in the different departments and buildings.

A restaurant with a capacity of 80 people is located in the centre of the town. It provides breakfast, lunch, and dinner for all qualifying students at the University. This gives free meals for all students meeting eligibility criteria (i.e., family income below a defined threshold). Automatic food and drink vending machines are located in the main building of the VEE.

There are premises for study and self-learning including a reading room and a library area. Lockers (62) and a dormitory for on-call students are located in the new buildings. No leisure areas are present on the campus.

There is public transport (regular bus line) for students from the centre of town with a bus stop within 1 minutes' walk from the VEE main gate.

4.2.2. Comments

Numerous buildings have severe maintenance problems, (many- 20-30 %) of double-glazed windows had condensation due to puncture of seal. Damage was seen in many areas to walls and ceiling (broken coverage), doors did not open properly and there was water damage to cupboards in the laboratory. In September 2021, very severe floods affected the area, with the water reaching 1.5 m within the basement of the VTH. The repair work has started in some but not all affected areas. Still, work is in progress.

The clinical skills lab is there, but it is small. There are limited areas available for students' refreshments.

4.2.3. Suggestions for improvement

The VEE should consider how they can improve areas where students can informally meet to discuss cases, work on projects, study, perform self-learning, etc.

The establishment of a fully equipped clinical skills laboratory would enhance acquisition of students' clinical skills before they work on patients.

4.2.4. Decision

The VEE is not compliant with Standard 4.2 because of inadequate maintenance of some teaching laboratories and clinical facilities.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:

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

4.3.1. Findings

The Aquaculture and Fish Diseases (DAFD) department has rooms/pens for various species of aquatic organisms, including 4 tanks and 5 aquaria for healthy animals, 8 tanks for hospitalisation and 2 tanks for isolation.

The Department of Microbiology and Parasitology (DMP) has several rooms for teaching activities, including 1 bacteriology work, 1 for virology work, 1 for parasitology and 4 molecular diagnostic applications.

The Department of Obstetrics and Reproduction (DOR) is provided with examination areas (1 for farm animals and 1 for small animals); this latter room is used for teaching activities involving small group tutorials (general discussion and appraisal of clinical work), and one operating theatre for small ruminants. Also, in DOR there are premises for hospitalisation of small ruminants (Healthy animals: 1 pen for 30- 40 – Hospitalisation: 2 pens for 5-8 animals – Isolation: 1 pen for 5-8 animals).

The Department of Pathology (DPa) is located in two different buildings, equipped, respectively, with a hall for post-mortem examinations, and a histopathology laboratory. Also, a histology teaching room located in the Anatomy I building is used for histopathology teaching and practical work.

The Department of Poultry Diseases (DPD) placed in a separate building provides 2 examination rooms for clinical examination and necropsies of backyard and commercial poultry, companion birds and wildlife and an associated laboratory. Also, the Anatomy teaching hall in the Anatomy II building is used to study anatomy of healthy birds.

The Department of Medicine (DM) offers one large area used for group work (general discussion and appraisal of clinical work), one examination room for farm animals and two examination rooms for small animals. There is also a hospitalisation ward and a clinical pathology laboratory.

The Department of Surgery (DS) offers 2 examination rooms for small animals, 1 examination room for farm animals/equine and 1 for small ruminants. The Department provides operating premises for small animals, including a pre-surgical preparation room (for induction of anaesthesia), an orthopaedic surgery suite and a soft-tissue surgery suite. 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. Within the Department of Surgery there are premises for the hospitalisation of small animals. DS includes the section of Diagnostic Imaging, which is in a separate area of the hospital.

The Department of Hygiene of Foods of Animal Origin (DHFAO) provides 2 laboratory rooms for teaching purposes, as well as research work. The Department also provides extra-mural training (SER Table 4xiv).

Fourteen companion animal clinics and hospitals described as clinical associates to the VEE

offer General Consultations, Referral (specialised) consultations, ICUs and hospitalisation of cases. Facilities for extra-mural training on aquaculture and fish diseases, medicine, microbiology, and parasitology, obstetrics and reproduction, poultry diseases, surgery, and hygiene of foods of animal origin are provided by the VEE.

A complete list of equipment used for teaching purposes and clinical activities is reported in SER Appendix 4d.

4.3.2. Comments

Although the clinical facilities were not originally designed and built to be consistent with the hands-on training for the number of students enrolled in recent years, the division of each group into further subgroups has in part enabled the teaching and clinical training within the capacity of clinical rooms and laboratories. Several areas of outdoor and indoor buildings require renovation and maintenance to ensure the biosecurity and biosafety of animals and personnel. The design of clinical facilities is suboptimally conducive to the implementation of management protocols designed to keep diseases from spreading from infected to healthy animals. Some clinical equipment and instruments present are old and/or antiquated.

4.3.3. Suggestions for improvement

Where missing, biosecurity notices should be posted, understood, and observed in all clinical areas within VTH and the farms.

Veterinary medicine has seen numerous improvements in the past decade, primarily due to the exponential growth of medical technology. Thus, it is suggested that the VEE includes within the operation plan the acquisition/maintenance of modern equipment which would significantly improve the quality of clinical activities. A detailed analysis of the facilities and equipment should be made by the VEE, to provide a clear strategy and programme for maintaining and upgrading buildings.

4.3.4. Decision

The VEE is not compliant with Standard 4.3 because of insufficient capacity of the livestock facilities, animal housing, core clinical teaching facilities and equipment to enhance learning.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must 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, on-call service must be available if emergency services do not exist for those species in a VTH.

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

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

4.4.1. Findings

Clinical activities in the VTH including the emergency service and hospitalisation take place as follows:

- In the Division of Clinical Veterinary Studies Emergency Room, for all species, the activities are carried out during the week, from 7.30 pm to 9.00 am of the following day; on Saturdays

and Sundays, the activity is continuous for 24 h, from 9 am to 9 am the next day; this programme is implemented for 48 weeks/year;

- In Department of Medicine, farm animals (cattle, pigs and small ruminants) are examined on Monday to Friday, from 09.30 am to 1 pm, while equines share the same examination hours but only on Monday and Tuesday; Companion and exotic animals as well as pathology are attended by students from 9 am to 2 pm, from Monday till Friday while the Hospitalisation, IC and ER in this segment operate 24/7; all these examinations are extended to 48 weeks/year.

- The Department of Obstetrics and Reproduction examines cattle, small ruminants and swine and for Hospitalisation, ER work 24/7, physically as well as on call, for 48 weeks/year; equines are accepted from Monday to Thursday from 9 am to 4 pm, for 42 weeks, while for two weeks only second-opinions are accepted, even after 10 pm, during the remaining period of the shift. Companion animals are examined in Reproduction and Obstetrics, from Wednesday to Thursday, 9 am to 1 pm, other days by appointment, while hospitalisation takes place from Monday to Sunday 24/7; the same 42 weeks/year rule functions as in equine, with referral cases accepted during 2 weeks.

- The Department of Poultry diseases accepts backyard and commercial poultry as well as companion birds and wildlife during week-days by appointment and emergencies, for 42 weeks;

- In the Department of Surgery, cattle and small ruminants are accepted from Tuesday to Thursday from 9 am to 4 pm, equine from Monday to Thursday from 9 am to 4 pm; companion animals are accepted for Ophthalmology, Oncology, Dentistry, Neurosurgery, General surgery, and Orthopaedics examinations from Tuesday to Thursday from 9 am to 4 pm, along with exotic animals within the same time range, for 42 weeks and referral cases for other two weeks; according to the needs, operating rooms are open from Tuesday to Thursday, along with anaesthesia, according to the needs, while diagnostic imaging and ER operate from 9 am to 4 pm from Monday to Friday, and hospitalisation is operational 24/7.

- The Department of Microbiology and Parasitology operates from Monday to Friday from 8.30 am to 2 pm, for 48 weeks/year;

- The Department of Pathology performs post-mortem examinations, cytology, histopathology, immunohistochemistry, from 9 am to 2 pm for 42 weeks/year.

The training is performed in small groups, allowing hands-on contact by the students of animals and animal material. Healthy animals, particularly useful for teaching skills (e.g., handling, blood collection, clinical examination, auscultation) are provided for students. There are no national practice standards in Greece to be observed by veterinary clinics.

Parts of the clinical activities of the students supervised by academic staff through logbooks and on-site visits are carried out on the premises of clinical associates, with whom the VEE has agreements.

4.4.2. Comments

The standard of VTH for teaching activities is not comparable with those experienced by the students in external veterinary clinics within the region. Suboptimal building maintenance was observed.

Although 24/7 emergency services for companion animals and equines are offered by the Division of Clinical Veterinary Studies ER, these are not organised and structured as a recognised Veterinary Teaching Hospital but divided into different departments (Medicine, Surgery and Obstetrics and Reproduction).

Hands-on training is performed in the VEE and on teaching farms on healthy and diseased animals.

4.4.3. Suggestions for improvement

The unification and/or centralisation of all services offered by the VTH would reduce effort and expenses. An appropriate clinical practice could be carried out as a single Veterinary Teaching Hospital, organised with clinical services/specialities for the different species, providing training centred on problem solving, evidence-based activities in real clinical life.

A structured Veterinary Teaching Hospital (VTH) Committee should be organised to develop its performance, improve collaboration between the different clinical/para-clinical departments of the VEE, and increase the caseload and productivity.

4.4.4. Decision

The VEE is not compliant with Standard 4.4 because of insufficient exposure of the students to 24/7 emergency services.

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

4.5.1. Findings

The VEE does not apply restrictive policies for students at any level of administration.

Clinical training is organised in a rotation in different departments that offer activities in Medicine, Obstetrics and Reproduction, Surgery and Pathology.

4.5.2. Comments

To improve the exposure of students to a broad range of diagnostic and therapeutic facilities (e.g., imaging, medicine, surgery, and hospitalisation), the VEE has recruited 14 associate veterinary clinics for companion animals presenting high standards where students can gain extra-mural clinical training. These were intended to set up a distributed model.

Each clinical department has its own “pharmacy”, including the respective drugs in locked cupboards, with the key only available from the responsible veterinarian.

4.5.3. Suggestions for improvement

Attendance at clinical associate practices should be mandatory for all students and organised in a way that it is supervised by temporary or permanent VTH personnel. This would improve and equalise the quality of training for all students considering the low caseload seen in the VTH (see Area 5; Standard 5.1). A single formal and controlled pharmacy useful for all activities of VTH should be organised.

4.5.4. Decision

The VEE is compliant with Standard 4.5.

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

4.6.1. Findings

Isolation facilities for aquatic organisms are located in the DAFD, while DOR housed one pen for the isolation of 5 to 8 small ruminants. The proper isolation areas with appropriate

biosecurity measures for small animals, ruminants, equine and other animals are not defined. Within the VTH (Department of Medicine) there is a separate room for small animals with infectious diseases which is accessible only through a single door from the inside. Within this isolation area for small animals there are no fences/barriers between the isolation room and the other facilities of the Department. There is no double door entrance with an area to put on appropriate protective equipment and perform disinfection procedures subsequently. Cat and dog cages are located within the same room.

4.6.2. Comments

The current design of facilities does not provide effective procedures for prevention of spread of infectious agents (i.e. suspicious infectious patients must be clearly separated from other patients) or ensure adequate clinical training regarding state of the art standards for the isolation and containment of animals with communicable diseases.

4.6.3. Suggestions for improvement

Isolation facilities must be provided for all species usually handled in VTH.

The VEE is encouraged to intensify its efforts to plan to provide adequate isolation facilities for both small and large animals in accordance with the standard of biosecurity.

4.6.4. Decision

The VEE is not compliant with Standard 4.6 because of inadequate isolation facilities for companion and farm animal species.

Standard 4.7: The VEE 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.

4.7.1. Findings

Teaching activities regarding farm animals are carried out by 8 members belonging to different departments (DAAH, DM, DOR, DPD), holding a PhD degree and/or European veterinary specialisations certification (n.1 *DipECAAH*, n. 2 *DipECAR*, n. 2 *DipECBHM* and n. 3 *DipECSRHM*). Assistant teaching staff on short-term contracts are also involved.

Teaching on cattle, small ruminants, pigs, poultry or fishes is performed in part on teaching farms and in some commercial associate farms.

Teaching activities include basic (e.g., handling of farm animals, sample collection from animals, clinical examination of animals, administration of injections and oral solutions) and/or advanced (e.g., pregnancy diagnosis) skills. Also, management procedures (e.g. vaccination programmes) and evaluation of clinical cases (cases of neonatal problems, cases of subfertility, cases of lameness, cases of respiratory problems) are undertaken.

A general overview of herd health management is addressed in the module ‘Health management of animal populations’ (5th year, spring term), while specific issues relating to disease management and control, reproductive management, health schemes in cattle, small ruminant, pig, poultry, and fish farms are taught in various other modules of the curriculum.

4.7.2. Comments

The current ambulatory clinic for ruminants allows all undergraduate students to be properly trained in this field, especially for emergency cases and real-life situations under adequate academic supervision.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

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

4.8.1. Findings

There are three vehicles available for transport of students and materials of animal origin. A bus registered in 1992 with a capacity of 19 people, a van registered in 2017 with a capacity of 2 people, and a lorry registered in 1998 with a capacity of 3 people. The bus is used only for the transport of people, while the van is used for people and materials. The lorry use is only for the transport of animals.

4.8.2. Comments

The bus used to transport students is very old.

4.8.3. Suggestions for improvement

It is suggested that in the strategic plan the VEE allocates the resources to upgrade vehicles used for the transport of students etc. including the acquisition of new vehicles.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

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

4.9.1. Findings

The VEE has two official manuals for biosecurity procedures available for all students. One of two manuals contains all the measures that are in place in laboratories, hand-on classes, handling animals, etc. The other is prepared as a specific manual of biosafety procedures in the post-mortem facilities, detailing all measures that have to be observed during teaching classes. Changes regarding the use of premises are taken by the Deans' Committee of the School, following a proposal of the VEE. The equipment is purchased by the University via a variety of different funds (i.e., budget of Ministry, research grant, service income, donation etc.). Two biosafety manuals are available (SER Appendix 4-e). A physician expert in occupational medicine assesses application of health regulations in the staff and students visiting the VEE every two months, discussing potential problems.

4.9.2. Comments

The biosafety guide is a detailed document applied to all levels of teaching, laboratory, and

clinical work.

4.9.3. Suggestions for improvement

Signage informing staff, students and others on the application of biosecurity procedures within the VEE should be improved and made clearer, visible, and also indicate restricted access points, wherever needed.

A correct application of the operational policies and procedures could improve the level of knowledge on biosafety and biosecurity.

4.9.4. Decision

The VEE is compliant with Standard 4.9.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.

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

5.1.1. Findings

From Y1 up to and including Y5, students are exposed to animals and animal material. During the years 3, 4 and 5 the emphasis is on clinical training instead of anatomy and animal production topics. Y1, Y2 Anatomical teaching is based on small ruminants as there is easy access to large quantities of relevant animal material. As the amount of material from companion animals is small, cadavers of small ruminants are used to present and discuss differences of small ruminants and the particularities of these species. According to SER Tables 5.1.3 and 5.1.4., clinical departments maintain mainly sheep, companion animals, and fish, resulting in exposure to these species predominantly intramurally (resp. 44, 429 and 50). Students gain experience of cattle, pigs, poultry and rabbits, and equines on the teaching farm and many commercial farms (resp. 977, 420, 67 and 107). Exotic pets are also only seen extramurally, namely 53. According to the indicators, the number of patients seen intra-murally is below EAEVE thresholds except for small ruminants and pigs. Extramurally, the situation is quite the opposite, where the indicators for companion animals, pigs, ruminants, and equines are far above the required value.

14 clinical associates have been contracted by the VEE to increase the numbers of companion animals seen by the students but as yet this participation is voluntary. In the academic year 2021-2022, 31 students (out of 80) decided to take the option of training with clinical associates. Training in FSQ and VPH takes place in the laboratory of the VEE as well as during visits to food processing plants. Students must record all the specific tasks undertaken in a logbook. Unless they successfully perform all tasks, they cannot sit the final examinations. During Y4 and Y5, a system of rotation of the clinical training among the disciplines guarantees a maximal exposure of students to patients and practical conditions.

The departments of Anatomy and Pathology use cadavers and material of animal origin. Teaching material for anatomical training is disease-free and is obtained from local abattoirs, culled sheep from the flock at DOR, and from the clinical departments (injury, euthanasia). Teaching material for pathology training is obtained from the clinical departments, veterinary

practices, animal owners (direct contact) and other institutions (e.g. forensic, animal welfare). The material after use is disposed of by a private contractor. In 2021-2022, there were no necropsies in horses, exotic pets, and wildlife avian species. On the other hand, the number of necropsies in aquatic and companion animals were resp. 60 and 29. The number of necropsies of farm animals, cattle, small ruminants and pigs were resp. 4, 19 and 7. Overall, according to the list of ESEVT indicators, the number of necropsies in companion animals, ruminants, pigs, equines, rabbits, rodents, birds and exotic pets were clearly below the recommended value. The animals and animal material used for teaching are allocated on a departmental basis, according to the specific training programmes of each department and curriculum module. More material is provided by hospital patients or seen on farm visits. The Animal Welfare committee is responsible for monitoring all cases of animal usage. According to the SER, the committee assesses in advance all proposed practices and protocols regarding animal usage in research or teaching activities. For experimental procedures, all applications are submitted to the competent authority (Veterinary Department of the Regional Administration Service of the region of Thessaly), which decides about the approval of the research studies.

5.1.2. Comments

There is a huge difference between the number of animals used for teaching intra- and extramurally. The extramural exposure is beyond the indicator thresholds, while intramurally the requirements are met only for small ruminants and pigs. There is a high number of aquatic animals used for teaching purposes. Necropsy numbers fall below the minimal indicators in all species.

The current system of using clinical associates is not acceptable as a means of increasing case numbers of small animals. It is a voluntary system (less than 50% of students take part), not all associate practices offer a 24/7 service and the current system of monitoring student progress makes the activity more like EPT than clinical teaching. It could be improved by developing this initiative to involve all students, by formalising the teaching of students within the practices using possibly part time Faculty members and possibly applying it in rotation with spells in the VTH. This could increase case numbers for students, offer a 24/7 experience to all and ensure teaching at the Associate practices.

5.1.3. Suggestions for improvement

It is suggested that the VEE investigates, using models that are already in existence in Europe, other systems that are based on the current system of clinical associates which could be adapted and made mandatory as part of the clinical training for all students.

5.1.4. Decision

The VEE is not compliant with Standard 5.1 because of an insufficient number and variety of healthy and diseased animals and cadavers

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

5.2.1. Findings

Regarding teaching externally, a distinction must be made between farm animals and companion animals.

Teaching farm animals takes place on the teaching farm of the University and on commercial farms, e.g. the Nasellos farm at Farsala. The teaching farm is part of the University and is

managed by an inter-faculty committee with members of academic staff from various faculties. The farm includes 20 dairy cattle, 80 sheep, a small flock of poultry and pigs. Veterinary support is provided by veterinarians and academic staff of the Faculty of Animal Science. Students visit the farm and receive hands-on training on all kinds of procedures and treatment/care of patients.

The Nasellos farm, a highly productive farm with 300 milking cows, is used every week. Students of Y5 are taught all the basic processes of dairy farms. Y1 students are introduced to all facets of the milking process.

5.2.2. Comments

Practical training at external sites is in place, carried out by dedicated teachers.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant for Standard 5.2.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

The VTH is the place where students are trained in nursing care skills. The textbook “*Crow and Walshaw's Manual of Clinical Procedures in Dogs, Cats, Rabbits and Rodents*” is provided to all students. During Y4/Y5 a three-week rotation exists between the different departments. Group sizes differ between, and there are further subdivisions according to departmental policies. Students are responsible for receiving patients and gain hands-on experience in diagnostic work up including ancillary examinations. During farm visits, students must evaluate relevant aspects related to herd health management including housing, feed etc. The SER more explicitly explains how the training has been organised in DPa, DM, DPD, DOR and DS. In the different disciplines the most common procedures are taught and include participation in discussion with farmers during farm visits (DPD, DOR). Both in DPa as in DPD students are trained in performing post-mortem examinations. During clinical training, students discuss differential diagnosis with an academic staff member, approaches to obtain a definite diagnosis and management of cases. There are different ways of doing this depending on the case, either only as discussions or with an in-depth literature study and discussions another day.

During clinical rotations, students maintain a logbook and clinical tasks performed are marked and signed by the academic or teaching staff, who supervised the activity.

5.3.2. Comments

Nursing care skills are taught in the VTH, but mainly concern companion animals and sheep though training in nursing skills in sheep is dependent on the time of the year (lambing). Training in nursing calves, which is an important part of the work of veterinarians in farm animals, does not have priority despite the fact that calf rearing is a key component in dairy cattle husbandry.

A few remarks about some specific issues:

- In DPD as well as in DOR farm visits are planned, in which, according to the SER, students participate in discussions with farmers.

- Cattle caseload might be influenced by the time of the year.

5.3.3. Suggestions for improvement

During farm visits greater attention is given to new-born and rearing calves.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

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

5.4.1. Findings

There is a new electronic patient recording system which is accessible to all staff members and all students. The computer program includes both clinical cases of companion animals and farm animals. The database allows easy retrieval of the data. Only academic staff are authorised to enter data into the system, but students can accompany their teachers.

5.4.2. Comments

The accessibility of the patient recording system is available to all staff members and all students.

5.4.3 Suggestions for improvement

None.

5.4.4. Decision

The VEE is compliant with Standard 5.4.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.

6.1.1. Findings

Learning resources are provided by the University of Thessaly Library and Information Centre and the Hellenic Academic Libraries link (HEAL) which provides e-journals and e-books as well as database packages from all major international publishers. The University Library provides access to e-journals/books and other databases not provided by the HEAL link including EBSCO databases, EBSCO EDS service, Web of Science, Journal Citation reports, JSTR and Turnitin, etc. E-learning sources are available in both English and Greek on the HEAL link site, the University e-learning platform and the e-journal and publishing platform. The library is funded by the University Central administration and the Library committee is chaired by a Vice Rector.

The main University library is situated 100 kms away from Karditsa and so students depend on

the VEE Library (opening times in Standard 6.2) and the online sources listed above which are always available.

All first-year students receive training courses in the use of library facilities, online learning resources and internet services which are organised by the library and IT administration. After that, VEE Library staff are always available to assist students if required.

The VEE has a representative on the Central Library supervisory board which formulates the general library strategy. The Director notifies the University community of changes.

English language textbooks and teaching is provided for Erasmus students.

Almost all core veterinary textbooks in English are available on the online portal. Students are supplied with Greek language text books free of charge by the state during their studies and text books in Greek are available for loan from the VEE Library.

6.1.2. Comments

The library space is regularly used by the students. The library management is well aware of the needs of the students and is improving the digital content of the resources all the time. Both staff and students are quite satisfied with the service offered. Ample computers are available for students to use and the Wi-Fi network has a good speed and coverage.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The VEE is compliant with Standard 6.2.

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

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

6.2.1. Findings

The Central library is situated in the City of Volos situated about 100 kms from Karditsa. The central library is under the control of a BSc PhD qualified librarian and provides resources for the University, outside researchers and members of the public. Subsidiary libraries are located in all cities where the Faculties are located. Library staff number is 71 (56 full-time).

Further comments will be restricted to the VEE library.

The VEE has a library which occupies about 150 m² and includes a reading room which accommodates 8 persons at 3 tables. There is a separate reading room for 15 persons on 8 tables on the ground floor. One computer is provided as well as 7 sockets and extension leads for use by students, using their own computers.

The VEE has two full time qualified library staff doing administrative work, traditional library services and providing information seminars etc. It has no separate budget - finance is under the control of the central library.

The library and reading rooms are open 08.00-20.00 (Monday to Friday) during term and 08.00 to 15.30 during student holidays.

There are 3290 volumes (1950 titles) and about 950 journals as well as e access as resources.

Requests for new titles (hard copy and electronic) have to be made to the central library via the VEE representative on the Supervisory Board. If approved, the request goes to the Library Information Centre and is then subject to the budgetary constraints of the whole library.

Departments within the Faculty will have some reference books relevant to their field.

IT facilities are supported by 4 permanent members of staff (computer scientists) and the two librarians. On campus IT access is via a LAN, Wi-Fi access is provided throughout the campus and off campus the University operates a VPN system.

6.2.2. Comments

None.

6.2.3. Suggestions for improvement

Since English is an important language in the academic exchange of information, and not all students have an adequate minimum level, the library service could play a more active role in providing courses and/or content in English to stimulate and encourage students to improve.

6.2.4. Decision

The VEE is compliant with Standard 6.2.

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

6.3.1. Findings

Access to learning is provided by the library (subject to opening times), e-learning via a LAN on site and a VPN off site. The VEE provides 85 e-courses for students.

The library has 3000 titles and 60 periodicals plus 481 e-books and 205 e-periodicals. The VEE offers 85 e-learning courses. The E-class platforms have received National Accreditation.

Practical skills are taught by online seminars administered by trained library staff with help from VEE staff if needed. Evaluation of the seminars takes place by an online questionnaire.

6.3.2. Comments

No mention of a skills lab or the use of training models is available, but the use of cadaver genitalia and cloth models is mentioned in the SER. Students reported practising suturing on models during their equine and small animal rotations. Other skills are taught on clinical cases and VEE animals.

Students also report that communication skills are taught with simulated consultation scenarios.

6.3.3. Suggestions for improvement

A skills lab with appropriate models to assist students with hands-on practical skills could be developed, to improve acquisition of pre-clinical skills.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertising for prospective national and international students.

Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings

Visits of pupils from secondary education schools in Thessaly have been used to demonstrate the facilities and explain veterinary education. Further, the VEE has participated in events aimed at secondary education schools in larger cities using promotional material and 10-15 minute presentations. During the COVID-19 restrictions in 2020/2021, such events were replaced by electronic conferences, but the VEE plans to participate again when the physical visits and events resume.

Full information regarding all aspects of the education programme for national and international students, including formal cooperation with other VEEs, is provided on the websites of the Ministry of Education, the Office of International Relations of the University of Thessaly and the VEE.

7.1.2. Comments

None.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

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

7.2.1. Findings

An average of 110 students has been admitted yearly at the VEE, primarily as a result of an allocation of 90 mainstream student admissions by the Ministry of Education since 2018. However, a 5-year average of only 83 first year students is registered. The 5-year average numbers of second, third, fourth and fifth year students is 76, 67, 69 and 78 respectively. There were 55-60 veterinary students graduating in the academic years 2017-18, 2018-19 and 2019-20, but 90 graduated in the academic year 2020-2021.

The VEE reports altogether only 4 permanent support staff, two in Clinical studies, one in Microbiology and one in Anatomy.

It is evident that there is a substantial and special need for the maintenance of buildings, particularly in the Veterinary Teaching Hospital, caused by damage during a historically exceptional heavy rainfall in September 2021.

7.2.2. Comments

The allocation of students to the VEE is controlled by the Ministry of Education and the VEE's

proposal that 50 students are appropriate for the facilities provided has not influenced the decision to allocate 90 students a year since 2018. An increase in the academic staff by 23 % since the 2017 evaluation has improved the academic staff situation to an acceptable level in this evaluation. However, there is a deficiency of support staff evidenced by the indicators (VEE's value of support staff/number of students graduating annually of 0.41 versus an ESEVT minimum value of 0.54) and the effect of this can be seen in deficiencies seen in the preparation of practical classes and the maintenance of laboratories including their equipment and the necessary implementation of laboratory safety measures.

7.2.3. Suggestions for improvement

It is suggested that the University on behalf of the VEE stresses the need for support staff to the Ministry of Education. The importance of the resources already obtained to provide an increase in academic staff must be acknowledged but they require appropriate numbers of support staff to assist them in their teaching programmes. Repairs to buildings need to be addressed in further resource allocation to maintain a healthy working environment and the professional impression of the VEE for staff and clients.

7.2.4. Decision

The VEE is partially compliant with Standard 7.2 because the resources allocated are suboptimal relative to the number of students.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

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

7.3.1. Findings

A thorough description of (a) the mainstream admission procedure and (b) the admission through additional streams is provided. In brief, only pupils that have completed the 6-year secondary education and have received the Lyceum degree can be admitted to the national examination for mainstream admission to university. This examination is legalised by the Parliament, organised by a national examination committee and takes place on the same date and using the same questions throughout the country. Students that aim to be admitted to the veterinary education are examined in Greek language, biology, physics and chemistry, and can apply for admission to as many faculties as they wish. However, the faculties all set a threshold level for entrance, the VEE has used the highest threshold possible throughout the years. The minimum marks required for mainstream entrance has been around 40% above the national average of the health science area and around 20% of the VEE's required threshold for a number of years.

7.3.2. Comments

It is clear from the description that the VEE is doing what they can to restrict the number of students admitted to the resources allocated.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

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

7.4.1. Findings

Seriously disabled pupils from Greek secondary education are admitted based on a list of medical conditions, must be diagnosed in a public hospital and confirmed by a medical committee of the Ministry and constitute up to a level of 5% of all admissions. The listed medical conditions are set jointly by the Ministry of Education and the Ministry of Health. The University of Thessaly has a special service (“Prosvasi”), managed by the staff of the Faculty of Special Education, that aims at improving disabled students' access at all Faculties, including the VEE.

7.4.2. Comments

A constant care is allocated to the students with special needs, starting from the level of the support and academic staff but also by the numerous committees of the VEE and University.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

The VEE 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.

7.5.1. Findings

Students are, by legal provision, allowed to progress to the subsequent study year if they have registered attendance during the previous term. The academic staff and the Committee for student affairs are taking an active role in recommending steps, including personal tutorials and long-term plans to encourage students to pass examinations and progress.

Admission and student support, mainly in the form of student welfare benefits are decided, communicated and administered at the national level. However, detailed information about student welfare benefits is available electronically and provided by university staff. Due to national law, there is no possibility for the VEE to change admission selection criteria (except by suggesting a minimum threshold for admission).

7.5.2. Comments

The progression of the students is independent of their success in the examination and there is no limit to how many times a student can attend lectures, clinical tutorials and practical exercises. Students who do not perform adequately several times can have their studies terminated.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

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

7.6.1. Findings

Recently, a law was passed in the Greek Parliament stating that students admitted in the academic year 2021-22 can be excluded 8 years after admission. This will take effect for students admitted between September 2016 to 2020 in August 2029, and for students admitted before 2016 will be applicable in August 2026. An appeal through the court system is possible.

7.6.2. Comments

A very clear and transparent appeal procedure is available, thoroughly described in the QA procedures.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision.

The VEE is compliant with Standard 7.6.

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

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

7.7.1. Findings

The central administration of the University of Thessaly has a section for student welfare that monitors and handles all student affairs matters. Further, the University has a student support service, organised by the Department of Psychology and Applications in Pedagogical Sciences, where the staff are available to discuss issues of progression and personal matters. This service includes psychologists and social workers at the VEE. The previously mentioned Committee of Students affairs takes part in discussions with the students on any matter that is of concern

to them.

Adjustment for disabled students is handled through the “Prosvasi” service.

Information on career opportunities can be obtained through the Unit or Employment and Career Centre at the University of Thessaly.

The Ministry ensures extensive student benefits such as free textbooks, subsidised broadband, reduced transportation fares, free medical insurance, free meals and housing facilities.

The society for all students at the VEE is the Student Union, which elects representatives to the Assembly and it has regular meetings with the Dean and Secretary regarding student matters. Further there is an IVSA branch organising international and national events.

7.7.2. Comments

None.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

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

7.8.1. Findings

Students' needs and wants including grievances are handled by (1) the academic staff responsible for the issue, (2) the relevant Head of Department/Service Section, (3) the Dean of the VEE in that order. Alternatively, the student may approach their representative to the Assembly.

At the University level, the Vice-Rector for Academic Affairs and the Rector can be approached if the previously mentioned contacts have not alleviated the problem.

In addition, an anonymous way of communicating complaints is via University's Ombudsman for students, which deals independently with specific student matters presented to him/her.

7.8.2. Comments

None.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE 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.

8.1.1. Findings

Assessment policies are at the department and individual discipline level with autonomy to decide methods and criteria for the process in all modules of the teaching curriculum before the veterinary degree is awarded. The students need to successfully pass all those exams. Different methods are applied (written, practical, clinical, and oral).

Staff members have the availability of pedagogy assessment training.

8.1.2. Comments

The students' assessment process has some exceptions, e.g. a final year student can be examined for any module of the previous sessions they failed either academically or by absence, whether taught in winter, spring terms or on any examination occasion (January-February, June, September). An attendance rate of practical teaching depends on the module, but at least 80% to 90% is compulsory before the examination can be taken, otherwise the students have to redo and attend supplementary practicals.

A set of prerequisite modules has to be accomplished by the students in order to proceed to the final, oral and clinical exams. The process is transparent, therefore the number of such students failing to take the examination is very low.

The overall ranks increase from the first year (72.3% year one, to year two 80.6%), but subsequently, as clinical training starts prevailing, this rate is decreasing but still remains quite high (73.8% year three, 74.1% year four, 69.9% year five).

8.1.3. Suggestions for improvement

Ways to assess the cumulative knowledge of the students and how they progress towards Day One Competences could be considered.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

The VEE follows the principles of marking methodology given in National legislation. The Grading scale is from 0 to 10 with 50% of the points considered to be a passing criterion (failing mark: < 5.0, 'good': 5.0 - 6.4, 'very good': 6.5 - 8.4 and 'excellent': 8.5 - 10).

The information acquired during the lectures is assessed by means of written examinations (multiple-choice questions, in essay questions or in both), while the practical skills are assessed by monitoring the student during the practical examination, in an appropriate way for each module and department.

Students are informed of assessment grading during the first year at induction period. This is repeated in advance of the examinations. There is a 5-step process for students to appeal the exam outcome.

If unsatisfied with their grades, the students may contact freely the member of academic staff or the Head of Department and ask for a detailed explanation of the assessment and the

examination. It has to be highlighted that various issues and complaints submitted by the students did never reach the Assembly of the Faculty, being solved beforehand.

8.2.2. Comments

Part of the student assessment by the teachers is explained within the framework of the QA procedures, where the students' opinion is considered. The examination periods during the academic year and their duration set at four weeks, is subject to national regulation.

8.2.3. Suggestions for improvement

The students could benefit from a clearer description of the intervals between two exams, independently on the module.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings

The VEE follows national legislation and University rules on the examination procedures. Both theoretical and practical examinations are used to assess students' skills and knowledge. Participation of 80%/90% level on practical teaching is required to enter the practical exam.

8.3.2. Comments

In spite of the fact that most assessment strategies and procedures are regulated by the Greek law, there is some autonomy at the VEE level, since the examinations procedures and their policies, the materials used (questions, material for examinations, schemes, etc.) are decided at departmental level, as a responsibility of the Heads of Department.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant, with the Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE 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.

8.4.1. Findings

The VEE does not particularly follow students' achievement at programme level but at individual subject level, passing is obligatory and checked to see that all subjects are passed before graduation. The strategy seems to be that when students pass the individual examination this guarantees their knowledge and skills and so at the end of the course when all exams are passed and the student graduates, she/he has all the Day One Competences needed without

specifically reassessing them at that stage. The students are encouraged to investigate topics of their interest and by discussing these during the practicals, thus improving the level of information for the group mates.

8.4.2. Comments

As the students have to pass all exams of all modules before their graduation, it is still unclear how much this process will eventually delay their graduation. During the academic years, the students have a chance to redo an exam once more and if she/he fails, they have to repeat the entire subject. Such provisions are not really clearly explained by Greek legislation for those students who have several examinations to sit at the end of year 5.

8.4.3. Suggestions for improvement

A clearer and more transparent schedule for the students, so that they exactly know what happens at the end of year five in case they have several exams to pass could be beneficial.

8.4.4. Decision

The VEE is compliant with the Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings

Assessments are often summative during the end of the term exam periods but formative methods are also used (for example logbooks in clinical studies). Courses taken in initial years should be evaluated before the students move to more complex clinical studies.

8.5.2. Comments

The educational objectives set by the VEE in all the training forms, are communicated to the students and must be acquired by the completion of the module. In every module, there are educational objectives (e.g., minimum expected skills to have been acquired after completion of the module). Dividing them into smaller education units allows the students to gradually focus on a small number of skills during the module.

Logbooks are available for examination, indicating which tasks the student performed and – allowing an evaluation by the teaching staff ahead of the examination. The minimum level of competence as listed in the ESEVT Day One Competences list ensures that all graduates are subject to assessment methodology in this respect.

8.5.3. Suggestions for improvement

The VEE may consider using OSCE type of examinations to check on the acquisition of Day One Competences by the students.

8.5.4. Decision

The VEE is compliant, with the Standard 8.5.

Area 9. Academic and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.

Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

All permanent academic staff are recruited based on holding a PhD degree in a subject related to the relevant post and department, which is legally required in Greece. Further qualifications are taken into account for selection and promotion. Eight members of the academic staff are also EBVS veterinary specialists and they have to be re-accredited every five years. All veterinarians are members of the Geotechnical Chamber of Greece, the licensing body for veterinarians in the country.

All permanent staff members have to be internally assessed every year by the University and every five years externally by the Hellenic Authority for Higher Education. All promotions are competitive and open to outside candidates, while external academic staff in other faculties or outside the VEE constitutes the majority of selection boards.

Training for teaching in higher education has been provided by the University and has been addressed for both permanent and temporary staff. In the next training session (November 2022) supervisors of clinical associates will also be invited. Training on information systems and technology as well as on QA procedures has also been organised. There are other possibilities to update knowledge using sabbatical leave (see further 9.3.1.) and participation in ERASMUS programmes.

9.1.2. Comments

Qualification and assessment of permanent academic staff members is legally based. Training for teaching and other subjects (IT) has been organised by the University.

Knowledge exchange is encouraged from the University (ERASMUS, sabbatical leave).

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

Standard 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 VEE's mission.

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

9.2.1. Findings

During the years 2017-18 to 2021-22, the number of FTEs academic and teaching staff (permanent and temporary) increased from 41.95 to 54.87. In the same period, the support staff increased from 19.00 to 23.20. In 2022, two staff members retired but their posts will be filled by the end of the academic year (2023). It is expected that for the next three academic years the academic and teaching staff of the veterinary programme will be stabilised at the current level (± 1.5 FTEs). The Ministry has indicated that no new posts for the support staff are foreseen. The VEE will try to cover shortfalls using temporary staff, possibly from other civil service units. Nevertheless, according to the ESEVT indicators, the number of academic and support staff involved in veterinary training is below the minimal required values.

The formal procedures for the selection, recruitment and the training of permanent and temporary staff differ as do methods of teaching and assessment of students.

For the permanent staff, the following order is set: Ministry, University (=Senate), Faculty (=Assembly), and Departments. Since the late 1990s, from 2017 six new posts have been allocated. After advertising in the press and on the internet, a selection committee of eleven members was recruited (five internal, six external).

After the meeting of the selection committee, three appointed rapporteurs submit a review to the members of the committee and the candidates with a proposed suitable candidate. The candidates may write a rebuttal to the report. After that, the selection committee takes into account the following issues: (a) curriculum vitae of candidates; (b) the report of rapporteurs; (c) the student evaluation of teaching abilities of candidates in a demonstration lecture, and (d) any formal response or rebuttal of candidates to the report of rapporteurs. A majority decision of the committee (6 votes) is required. After forwarding the dossier to the University and then, to the Ministry, the appointment is published in the government gazette. The new staff member starts.

For temporary staff members the procedure is quite simple: advertising and a report from the Head of Department to the Assembly, which takes the decision.

The procedure for the selection and recruitment of support staff is transferred to an independent authority, the Supreme Council for Civil Personnel Selection, which handles the complete procedure.

Academic permanent staff are only allowed to work outside the University under the following legal provisions: approval by the Head of School, for a maximum of two days a week and 7% payment of outside work income is paid to the University. Other permanent staff members are not allowed to work outside the University. For temporary staff, there are no legal restrictions.

9.2.2. Comments

The VEE strives to enhance the number of staff members, but is dependent on approval by the Ministry. In the last four years, the number of staff members has increased. There are strict procedures for the selection and recruitment of staff members.

9.2.3. Suggestions for improvement

It is suggested that the VEE investigates possibilities of obtaining other funding to support the increase in the number of support but also academic staff.

9.2.4. Decision

The VEE is not compliant with Substandard 9.2 because of insufficient numbers of permanent technical and support staff dedicated to clinical and practical education.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for

didactic and pedagogic training and specialisation must be available. The VEE must clearly define any systems of reward for teaching excellence in operation.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. They must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings

Academic staff with the rank of assistant professor are appointed for a three-year term and can be evaluated for tenure after that period. Associate professors and professors are appointed with tenure. Further, the following regulations exist for academic staff members, partly legally based:

- At least eight hours of teaching weekly
- Research and administrative duties are obliged
- Annually 30 days leave for attendance of scientific meetings
- Six-month sabbatical for each three year full time work
- Possibility of involvement of ERASMUS+ (finances)
- Annually € 350 travel grant for visiting scientific meetings

Frequently these opportunities cannot be used by staff members because their positions cannot be filled by colleagues during their absence.

At the level of the University, there is an award for teaching excellence, and some members of the VEEs staff benefited from this reward lately.

9.3.2. Comments

Staff members have the opportunity to extend their knowledge, each according to their own needs. Thirty days a year including a travel grant in combination with a 6-month sabbatical every three years gives a good opportunity for improvement of skills. The obligation for a minimum teaching task makes it clear that flexibility exists regarding time allotted for research and other tasks. A system for rewarding teaching excellence does exist at the level of the University.

9.3.3. Suggestions for improvement

It is suggested that policies are created to make it possible for staff members to use the opportunities that they are entitled to.

9.3.4. Decision

The VEE is partially compliant with Standard 9.3 because of a suboptimal use of opportunities by the academic staff to develop and extend their teaching, research and assessment knowledge.

Standard 9.4: The VEE 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 VEE's direction and decision-making processes.

Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

There are well-defined procedures for periodic assessment and promotion of permanent academic staff (see also 9.1.1.). Both yearly (internal) and five-years assessments (external) are in place.

- After three years of service, assistant professors are entitled to apply for (a) a new three-year term, (b) tenure or (c) promotion to associate professorship; if not successful, they are entitled to another application after one year, which if not successful, would lead to the termination of their appointment.
- After three years of service, associate professors are entitled to apply for full professorship; if unsuccessful, they are entitled to another application after three years and if that is also not successful, it would mean they are not entitled to apply for promotion anymore.
- Every five years, full professors are assessed by a committee of three external assessors in an evaluation of their suitability to continue to perform quality teaching, research and administration duties. Promotion procedures are fully open and competitive (i.e., external candidates are allowed). The promotion criteria have been set legally.
- During staff evaluations, there is always an opportunity for senior colleagues to discuss possible weak points and to provide possible suggestions for improvement. The evaluation always takes place in the presence of external rapporteurs.

Support staff are assessed internally every year by submitting a self-evaluation report, counter-signed by the head of the section. These reports are submitted to the University for detailed evaluation.

Promotion of support staff is, based on time of service and qualifications, carried out at periodic intervals, as per relevant legal provisions.

9.4.2. Comments

In the VEE, a well-defined procedure exists for evaluation of activities, and functioning of permanent academic staff. The promotion criteria are also clearly defined. The presence of external rapporteurs guarantees an optimal objective approach.

The yearly submitted evaluation reports of support staff are evaluated by the University. Promotion criteria are legally based.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision

The VEE is compliant for Standard 9.4.

Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

9.5.1. Findings

At the end of each academic year, students can, on a voluntary basis, participate in the procedures of assessment of teaching staff by answering a pre-set questionnaire. The assessment form consists of 35 questions divided in the module (general questions, homework), teaching staff, support staff, practical training, and at the end it contains five questions about the student (attending, homework and studying). The response rate of the evaluation during 2021-2022 was 7.5%. Results of the questionnaires are confidential and only reported to the Dean and the staff members involved. The Student Union is allowed to be involved with the

tenure or promotion of permanent staff members by submitting a formal report to the selection committee directly or indirectly, via the Dean.

Students are involved during assessment of academic staff for tenure or promotion. At the start of the final decisive meeting, the Dean of the VEE (who chairs the procedure) reads the assessment by the students of the staff under evaluation (this is mandatory). Moreover, it is also mandatory for members of the selection board to take into account the comments and the assessment of the students in the decision process.

9.5.2. Comments

In the VEE, students have the possibility to be involved with the assessment of teaching staff members using a questionnaire. Completing the questionnaire is voluntary. The response rate during 2021-2022 was 7.5%, which may be judged as quite low.

9.5.3. Suggestions for improvement

Further efforts should be made to enhance the response rate to the yearly questionnaires on the assessment teaching staff.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

10.1.1. Findings

There is a vast range of research carried out by academic staff covering the majority of the aspects of veterinary sciences. Major funded research programmes are ongoing on the following topics: fish aquaculture and morpho-anatomical disorders of fish, biotechnology, data analysis on diseases of companion animals, innovative technologies for detection and characterisation of *Enterobacteriaceae*, Bear-smart corridors and human-bear coexistence, control of mosquitoes and West-Nile Disease monitoring systems, improvement of fertility in dairy cows through identification of individuals with genetically regulated resistance to thermal stress, longevity and the welfare of sows, etc.

The research refers to basic, applied and clinical studies and the output is published in internationally refereed scientific journals (a list of 251 publications for recent years is provided as evidence).

All members of academic staff are active in research activities, they participate in groups within the VEE and supervise PhD students.

10.1.2. Comments

There is significant scientific research activity in the VEE meeting international standards for some subjects.

10.1.3. Decision

The VEE is compliant with Standard 10.1.

Standard 10.2: All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

10.2.1. Findings

Students are encouraged to use databases of staff publications to prepare reports, essays, presentations and case descriptions, and to participate in scientific conferences and seminars or in scientific meetings open to students. Methodologies for literature search and the possibilities offered by the University are explained to students by library and teaching staff.

Students are often assigned homework for which literature study is required.

They voluntarily participate in small scale projects under the supervision of members of staff and the results are presented during the annual veterinary student conference organised by IVSA Thessaly and IVSA Thessaloniki. Some students choose to spend the EPT period in research establishments of the Ministry of Rural development and Food.

In the curriculum there is one obligatory course on the significance of research in the module “career planning, veterinary surgery management and relevant legislation” taught in year 5; academic staff members organise seminars to deliver information about research interests and activities through presentations of the work carried out by PhD students.

The curriculum does not include a graduation thesis.

10.2.2. Comments

The participation of students in research activities is promoted in different ways. They are taught research techniques and the principles of evidence-based veterinary medicine.

10.2.3. Suggestions for improvement

The recognition of research activities performed by the students could be improved by its acknowledgment as added-value for diplomas or ascribing ECTs for it.

Further possibilities should be offered to the students to achieve scientific skills e.g. in biostatistics, methods for building a scientific protocol, principles and implementation of clinical tests, etc. such as following modules outside the VEE.

An avenue worth exploring as a basis for further postgraduate studies could be the possibility of generating a personal project or written bibliographic essay/review at the end of the course.

10.2.3. Decision

The VEE is compliant with Standard 10.2.

Standard 10.3: The VEE 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.

10.3.1. Findings

There are 3 training centres for European Veterinary Colleges within the VEE providing advanced postgraduate degree programmes:

- Aquatic Animal health
- Small Ruminants Health Management
- Veterinary Dermatology

The VEE also offers:

- Studies leading to a Doctoral degree (equivalent to Doctor of Philosophy), regulated by national Greek legislation

- A formal course leading to a ‘Postgraduate Diploma of Specialisation’ (equivalent to Master of Science) in the field of ‘Aquaculture - Diseases of aquatic organisms’, which, regulated by national Greek legislation, is the only formal postgraduate course in Greece and one of the few in Europe offering this subject.
- A formal course leading to a ‘Postgraduate Diploma of Specialisation’ (equivalent to Master of Science) in the field of ‘Udder medicine and surgery’, with two streams: ‘Farm animal udder health’ and ‘Companion animal udder medicine and surgery’. This is regulated by national Greek legislation (approved in July 2022 and starting in the spring term of academic year 2022-23). It will be the first such formal postgraduate training in Europe, using a multidisciplinary approach and operated by teaching staff from different veterinary VEEs in Greece.

6 PhD degrees were awarded in 2021-2022.

Postgraduate students have a supporting role in the training of undergraduate students and are regularly appointed as part-time teaching staff.

There are also numerous possibilities for students to follow postgraduate clinical (14 students registered per year on average) or laboratory training, of varying duration (3-24 months). These are popular with graduates and adequately cover the needs of the profession.

10.3.2. Comments

The VEE supports postgraduate studies, within the framework of European Colleges or others, leading to “European diplomate” status, Doctoral degrees or Masters equivalent Diplomas and offers numerous programmes of clinical and laboratory in depth training courses. It aims to answer specific professional demands with a Postgraduate Diploma of Specialisation in “Aquaculture-Diseases of aquatic organisms” and has innovated a new Diploma of Specialisation in “Udder medicine and surgery” using a multidisciplinary approach.

Continuing education sessions are also available on various subjects. A succession of short fixed-term contracts is used to maintain the postgraduate students as academic and research staff.

10.3.3. Suggestions for improvement

The VEE should continue developing methods to stabilise/improve the status of its postgraduate students. Development of courses in English should be considered in order to attract foreign students.

10.3.4. Decision

The VEE is compliant for Standard 10.3.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.

10.4.1. Findings

The VEE aims to create an environment for learning where research activities are promoted, explained and presented. Students are helped to develop their understanding of knowledge, how to apply this knowledge and finally, how to extend it.

The establishment of formal postgraduate courses in Greece is regulated by national legislation. After the initial decision of the Faculty Assembly and ratification by the Senate (University), the final decision is taken by the Ministry after consultation with the Hellenic Authority for Higher Education.

All postgraduate courses are periodically assessed, first as part of the periodic assessment of

hosting faculties (positive accreditation is needed for continuation of operation of postgraduate courses) and second on an individual basis by the Committee for Postgraduate Studies of the university and the Hellenic Authority for Higher Education (same procedures as for undergraduate courses).

10.4.2. Comments

The QA system is implemented and applied to research activities.

10.4.3. Decision

The VEE is compliant for Standard 10.4.

11. ESEVT Indicators

The two tables underneath represent the raw data for the last three full academic years at the VEE of Karditsa (the first table) and the calculated indicators (second table) from the Excel file provided by the VEE.

	Raw data from the last 3 full academic years	AY (2021-22)	AY-3 (2018-19)	AY-4 (2017-18)	Mean
1	n° of FTE academic staff involved in veterinary training	54.87	41.85	41.95	46.22
2	n° of undergraduate students	373	372	373	372.67
3	n° of FTE veterinarians involved in veterinary training	47.32	35.9	34.25	39.16
4	n° of students graduating annually	36	55	61	50.67
5	n° of FTE support staff involved in veterinary training	23.2	20.62	19	20.94
6	n° of hours of practical (non-clinical) training	1395	1395	1395	1395.00
7	n° of hours of clinical training	834	834	834	834.00
8	n° of hours of FSQ & VPH training	448	448	448	448.00
9	n° of hours of extra-mural practical training in FSQ & VPH	178	178	178	178.00
10	n° of companion animal patients seen intra-murally	429	435	384	416.00
11	n° of ruminant and pig patients seen intra-murally	64	78	101	81.00
12	n° of equine patients seen intra-murally	3	0	0	1.00
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	0	1	0	0.33
14	n° of companion animal patients seen extra-murally	1574	0	0	524.67
15	n° of individual ruminants and pig patients seen extra-murally	1457	1137	1144	1246.00
16	n° of equine patients seen extra-murally	107	22	25	51.33
17	n° of visits to ruminant and pig herds	74	81	81	78.67
18	n° of visits of poultry and farmed rabbit units	0	0	0	0.00

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

19	n° of companion animal necropsies	29	24	27	26.67
20	n° of ruminant and pig necropsies	30	41	42	37.67
21	n° of equine necropsies	0	0	0	0.00
22	n° of rabbit, rodent, bird and exotic pet necropsies	4	6	8	6.00
23	n° of FTE specialised veterinarians involved in veterinary training	8.04	9	9.25	8.76
24	n° of PhD graduating annually	6	5	5	5.3

Name of the VEE:		University of Thessaly, Faculty of Veterinary Science			
Date of the form filling:		August 2022			
Calculated Indicators from raw data		VEE values	Median values¹	Minimal values²	Balance³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.12	0.15	0.13	-0.002
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.77	0.84	0.63	0.143
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.41	0.88	0.54	-0.127
I4	n° of hours of practical (non-clinical) training	1395.00	953.50	700.59	694.410
I5	n° of hours of clinical training	834.00	941.58	704.80	129.200
I6	n° of hours of FSQ & VPH training	448.00	293.50	191.80	256.200
I7	n° of hours of extra-mural practical training in FSQ & VPH	178.00	75.00	31.80	146.200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	8.21	62.31	43.58	-35.369
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	1.60	2.49	0.89	0.709
I10	n° of equine patients seen intra-murally / n° of students graduating annually	0.02	4.16	1.53	-1.510
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	0.01	3.11	1.16	-1.153
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	10.36	5.06	0.43	9.925
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	24.59	16.26	8.85	15.742
I14	n° of equine patients seen extra-murally / n° of students graduating annually	1.01	1.80	0.62	0.393
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	1.55	1.29	0.54	1.013

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.00	0.11	0.04	-0.045
I17	n° of companion animal necropsies / n° of students graduating annually	0.53	2.11	1.40	-0.874
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0.74	1.36	0.90	-0.157
I19	n° of equine necropsies / n° of students graduating annually	0.00	0.18	0.10	-0.100
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0.12	2.65	0.88	-0.762
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.17	0.27	0.06	0.113
I22*	n° of PhD graduating annually / n° of students graduating annually	0.11	0.15	0.07	0.035
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

The indicators show an increase of the academic staff involved in training towards the last year examined (2021-2022). In spite of the fact that the balance is slightly in the negative range, this still represented a positive event, improving the coverage of students by academic staff supervision in different departments. Unfortunately, this is not the case with support staff, where the numbers are very low.

In the subjects taught, the n° of hours of practical (non-clinical) training increased to almost double, as did those in FSQ & VPH and extra-mural practical training in FSQ & VPH.

The number of examined companion animals is still low, but the clinical associates helped to improve and, when formalising more this contract, the VEE could observe an increase in the caseload. The number of intramurally seen cases (I 10 n° of equine patients seen intra-murally / n° of students graduating annually and I 11 n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually), are still low, but are compensated by an increase in the extramural activities in those species.

The number of necropsies still stays very low in all the species but the VEE is trying to implement alternatives by performing necropsies on different body parts.

The n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually (I20) is very low, such species being only seen at the VTH and not outside, except for some students – in the premises of the clinical associates.

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

Area 1. Objectives, Organisation and QA Policy	C	PC	NC
<p>Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace all the ESEVT Standards.</p>	X		
<p>Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.</p>	X		
<p>Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.</p>		X	
<p>Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and Standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE’s strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.</p>	X		
<p>Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE’s website must mention the ESEVT VEE’s status and its last Self Evaluation Report and Visitation Report must be easily available for the public.</p>	X		
<p>Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.</p>	X		
<p>Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.</p>	X		
Area 2. Finances			
<p>Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).</p>		X	

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

<p>Standard 2.2: Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.</p>	X		
<p>Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.</p>	X		
Area 3. Curriculum			
<p>Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.</p>		X	
3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)			X
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge	X		
<p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> ● ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework ● include a description of Day One Competences ● form the basis for explicit statements of the objectives and learning outcomes of individual units of study ● be communicated to staff and students ● be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	X		
<p>Standard 3.4: The VEE 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:</p> <ul style="list-style-type: none"> ● 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 	X		

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

<ul style="list-style-type: none"> perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 			
<p>Standard 3.5: External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH). Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.</p>	X		
<p>Standard 3.6: The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
Area 4. Facilities and equipment			
<p>Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.</p>			X
<p>Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.</p>			X
<p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students be of a high standard, well maintained and fit for the purpose promote best husbandry, welfare and management practices ensure relevant biosecurity and bio-containment be designed to enhance learning. 			X
<p>Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must 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, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.</p>			X

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	X		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.			X
Standard 4.7: The VEE 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		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
Standard 4.9: Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.	X		
Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.			X
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.	X		
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

<p>Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.</p>	X		
Area 7. Student admission, progression and welfare			
<p>Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.</p>	X		
<p>Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.</p>		X	
<p>Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.</p>	X		
<p>Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.</p>	X		
<p>Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE 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.</p>	X		
<p>Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.</p>	X		
<p>Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).</p>	X		
<p>Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards.</p>	X		
Area 8. Student assessment			
<p>Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE 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.</p>	X		

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

<p>Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.</p> <p>The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.</p> <p>Mechanisms for students to appeal against assessment outcomes must be explicit.</p>	X		
<p>Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.</p>	X		
<p>Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.</p> <p>The VEE 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.</p>	X		
<p>Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.</p>	X		
Area 9. Academic and support staff			
<p>Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.</p> <p>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.</p> <p>Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.</p>	X		
<p>Standard 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 VEE's mission.</p> <p>A procedure must be in place to assess if they 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.</p>			X
<p>Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.</p> <p>Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.</p>		X	
<p>Standard 9.4: The VEE 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.</p> <p>Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.</p> <p>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.</p>	X		

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

Standard 9.5: A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	X		
Area 10. Research programmes, continuing and postgraduate education			
Standard 10.1: The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
Standard 10.2: All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
Standard 10.3: The VEE 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 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.	X		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Executive Summary

Brief history of the VEE and its previous EAEVE Visitations

The Faculty of Veterinary Science, School of Health Sciences, University of Thessaly (FVSUT) (called the Veterinary Education Establishment (VEE) in this Report), was established in 1993 in Karditsa, the region of Thessaly in central Greece, an area which is vital for its agriculture, mainly the production of grain, cattle and sheep. The VEE provides education and services aiming to promote knowledge through research and to contribute to the development of the broader society. The VEE was evaluated and accredited in March 2021 by the Hellenic Authority for Higher Education.

The VEE is structured in 5 divisions, subdivided in 14 academic departments and a service section. Its campus includes 7 lecturing rooms, 17 laboratories, and 18 rooms in various clinical departments. Clinical training is carried out in the VTH and since July 2021 in the premises of the clinical associates.

The first EAEVE evaluation of the VEE in Karditsa was carried out in October 2017, when ten major deficiencies were found and the VEE was therefore classified as holding non-accreditation status.

Brief comment on the SER

An extended SER was provided on time to the Visitation Team along with the Appendices. The approach to some of the Areas indicated gaps which needed clarifications and raised questions to be clarified on-site; the questions were answered by the VEE on time, ahead of the visitation. The information requested and the documents asked for during the visitation were willingly provided.

Brief comment on the Visitation

The Visitation was very well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The programme of the Visitation was designed ahead of the visitation, in constant agreement with the Chairperson and the Coordinator, some changes being required on the spot and implemented upon request of the Visitation Team.

The visitors were greeted with enthusiasm and given all courtesy and assistance needed, had full access to all the information, facilities and individuals they asked for, in a very transparent manner.

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

- The commitment and enthusiasm of staff and students
- Positive interaction between students and staff of the VEE
- The strong support provided by the teaching staff to the students
- Aspiration to comply with national and ESEVT accreditation standards
- Well-developed commitment to teaching and learning
- Willingness to further improve the quality of student training
- The endeavour to improve practical and hands-on training

Additional commendations are described in the Visitation Report.

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

- Partial compliance with Standard 1.3 because the operating plan, including timeframe and implementation indicators, has suboptimal reference to the SWOT analysis.

FINAL REPORT AS ISSUED BY ECOVE ON 13 DECEMBER 2022

- Partial compliance with Standard 2.1 because of suboptimal provision of funding to sustain the requirements for the VEE to achieve its objectives.
- Partial compliance with Standard 3.1 because the current design of the curriculum is suboptimal in the provision of equal training to all students.
- Partial compliance with Standard 7.2 because the resources allocated are suboptimal relative to the number of students.
- Partial compliance with Standard 9.3 because of the suboptimal use of opportunities by academic staff to develop and extend their teaching, research and assessment knowledge.

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

- Non-compliance with Substandard 3.1.3 because the current design of the curriculum is insufficient in allowing the students to equally acquire Day One Competences.
- Non-compliance with Standard 4.1 because of inadequate compliance of the VEE with the EU legislation on the safe handling of chemicals.
- Non-compliance with Standard 4.2 because of inadequate maintenance of some teaching laboratories and clinical facilities
- Non-compliance with Standard 4.3 because of insufficient capacity of the livestock facilities, animal housing, core clinical teaching facilities and equipment to enhance learning.
- Non-compliance with Standard 4.4 because of insufficient exposure of the students to 24/7 emergency services.
- Non-compliance with Standard 4.6 because of inadequate isolation facilities for companion and farm animal species.
- Non-compliance with Standard 5.1 because of an insufficient number and variety of healthy and diseased animals and cadavers.
- Non-compliance with Standard 9.2 because of insufficient numbers of permanent technical and support staff dedicated to clinical and practical education.

Additional suggestions for improvement are described in the Visitation Report.

Glossary

DAFD: Department of Aquaculture and Fish Diseases
DOR: Department of Obstetrics and Reproduction
DPA: Department of Pathology
DS: Department of Surgery
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECCVT: European Coordination Committee on Veterinary Training
ECOVE: European Committee of Veterinary Education
ENQA: European Network for Quality Assurance in Higher 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
HAHE: Hellenic Authority for Higher Education
HEAL: Hellenic Academic Libraries
IT: Information Technology
IVSA: International Veterinary Students' Association
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
SWOT: Strengths, Weaknesses, Opportunities, Threats
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that the following Major Deficiencies had been identified:

1. Non-compliance with Standard 3.1.3 because the current design of the curriculum is insufficient in allowing the students to equally acquire Day One Competences.
2. Non-compliance with Standard 4.1 because of inadequate compliance of the VEE with the EU legislation on the safe handling of chemicals.
3. Non-compliance with Standard 4.2 because of inadequate maintenance of some teaching laboratories and clinical facilities.
4. Non-compliance with Standard 4.3 because of insufficient capacity of the livestock facilities, animal housing, core clinical teaching facilities and equipment to enhance learning.
5. Non-compliance with Standard 4.4 because of insufficient exposure of the students to 24/7 emergency services.
6. Non-compliance with Standard 4.6 because of inadequate isolation facilities for companion and farm animal species.
7. Non-compliance with Standard 5.1 because of an insufficient number and variety of healthy and diseased animals and cadavers.
8. Non-compliance with Standard 9.2 because of insufficient numbers of permanent technical and support staff dedicated to clinical and practical education.

The Veterinary Education Establishment (VEE) of the University of Thessaly (Karditsa) is therefore classified as holding the status of: **PENDING ACCREDITATION**.