

**European Association
of Establishments for Veterinary Education**

**Association Européenne
des Etablissements d'Enseignement
Vétérinaire**



**REPORT ON THE STAGE 1 EVALUATION VISIT TO ONIRIS (NANTES ATLANTIC
NATIONAL COLLEGE OF VETERINARY MEDICINE, FOOD SCIENCES AND ENGINEERING),
NANTES, FRANCE**

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INTRODUCTION

The 'Ecole Nationale Vétérinaire de Nantes' was first established in 1979.

The establishment has been visited by EAEVE in November 2003 and has been approved by an ECOVE decision.

Since January 2010, it has merged with an engineer school in order to create Oniris, the Nantes Atlantic National College of Veterinary Medicine, Food Science and Engineering.

Since the previous visitation, modern buildings and equipment have completed the available facilities in order to improve education (e.g. equine clinical facilities, necropsy room, and rooms for innovative learning methods), research (e.g. the Centre for Veterinary Public Health & Food Safety and the Veterinary Institute of Preclinical Research) and services (e.g. radiotherapy and imaging facilities).

This establishment currently provides 3 degrees, i.e. Veterinary Medicine, Engineer in Food Sciences and Engineer in Health Biotechnologies.

The current thematic range includes veterinary medicine, animal and public health, biotechnologies and food domains.

One of the peculiarities of the establishment is to contribute efficiently to the implementation of the One Health concept, either in education, research and services.

Although the establishment has not yet applied for a stage 2 evaluation, a quality assurance policy is being implemented.

1 OBJECTIVES & STRATEGY

1.1 Findings

The SER asserts that the establishment has a strategic plan with a list of objectives and indicators. Its implementation is monitored by several committees.

Although this strategic plan was not included as an annex of the SER, it was sent upon request to the expert group.

The main mission of Oniris is to train high-level professionals able to tackle international challenges in Health and Nutrition.

The main objectives of Oniris are subdivided into 6 items:

-) To develop new educational innovations and improve the skills of graduates in veterinary and engineering courses (e.g. via e-learning, self-learning, lifelong learning);

-) To enhance the development of the research system and the education-research connection (both at the under- and post-graduate levels);

-) To increase the attractiveness of Oniris as international campus (e.g. by enhancing student and staff mobility, by developing double degrees with foreign universities and by increasing onsite English-speaking modules);

-) To develop the added-value of interconnection between the two Oniris curricula (i.e. veterinary and food sciences engineers);

-) To adapt the tools of college's governance to new higher education and research challenges (through a quality assurance policy);

-) To strengthen the Oniris partnerships (mainly in the 'One Health' concept).

The strategic note of Oniris describes the proposed strategy to reach these objectives with, in few cases, the expected timeframe, e.g. an ISO9001 certification of educational activities in 2017.

Parts of the academic staff complain about the lack of a global strategy. If implemented such a strategy would increase the attractiveness of the establishment in order to recruit highly motivated staff whilst improving the collaboration between departments and sub-units.

1.2 Comment

It appears that the main objectives are stated in the strategic note which has been developed by the Executive Board but appears to have only been distributed to some staff thus not all are aware of its contents. However information on how the objectives can be reached, the timeframe to achieve them and the indicators to monitor their implementation are only partly available for students and stakeholders and thus they do not appear to feel part of the process or the goals.

Although the establishment provides several degrees and is involved in several transdisciplinary centres, it appears that high quality and up to date veterinary education remains a priority, both at the under- and post-graduate levels.

In the team's opinion, the requirements regarding Objectives & Strategy as they are laid down in Annex I of the SOP are not met because of the lack of a global and complete strategy plan.

1.3 Suggestions

It is strongly suggested that a SWOT analysis and a long-term strategic plan (i.e. the objectives, the strategy to achieve it, the proposed timeframe, the way to monitor its implementation) is discussed with the staff and is made available on the website of the establishment, as an annex of the SER.

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An overall strategy for research should be developed which should help to ensure and improve external funding.

2 ORGANISATION

2.1 Findings

Oniris is not part of a university. It is an autonomous establishment under the authority of the French Minister of Agriculture and in particular it's General Directorate of Studies and Research.

Oniris is administered by an Executive Board composed of representatives of staff, students, professional organisations and the Ministry of Agriculture. It is chaired by the President of the Region 'Pays de Loire'.

The Director, who is currently a veterinarian, chairs the Executive Committee (which includes the heads of Administrative Affairs and of the Teaching Hospital) and the Steering Committee (which includes the heads of the teaching and research departments). Four deputy directors assist the Director in his task.

Other committees are formally structured and meet regularly, i.e. the Teachers' Council, the Curriculum and Students Affairs Council, the Scientific Committee, the Animal Ethics Committee and the Development Council.

The decision-making process is quite effective but a clear lack of transparency is occurring. Indeed based on the several meetings and visits, it became clear to the team that there is a deficit in democracy, a poor communication between the executive and the staff/students and a lack of a communicated global strategy. As a result, based on comments of staff members, there is a threat of isolation and fragmentation of the sub-units, instead of working together for a shared objective.

In France, the number of students per class, the number of permanent staff and the amount of the tuition fees are fixed by law on a yearly basis at the level of the Ministry of Agriculture. As a result, the establishment does not have a real autonomy to adapt the ratio teacher/student in order to ensure a high quality veterinary training, especially at the practical and clinical level. For instance, the establishment is currently not allowed to employ any additional permanent staff, even if it is absolutely necessary for implementing the curriculum.

The veterinary section of the establishment includes four teaching departments:

- Clinical Sciences
- Farm Animal Health and Public Health
- Process Engineering, Food sciences, Pathology & Biology
- Management, Statistic and Communication,

and four research departments:

- Animal Health Control & Public Health
- Human Health, Biomedical Research & Animal Models
- Food Quality & Safety
- Food Process, Management & Sustainable Development.

The duties and responsibilities of the heads of department are well described in a mission statement which is updated at each new appointment.

Based on comments from the staff, the three 'veterinary' departments are not really coordinated amongst themselves. As a result, some lack of collaboration and redundancies occur (even inside a department, e.g.

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several sterilisation units for surgery), apparently because of historical reasons and lack of strategy for structured collaboration in the future.

The veterinary activities of Oniris are concentrated in one location, i.e. the Chantrerie site.

The other location, i.e. the Géraudière site which is 10 km apart, is mainly dedicated to the food-sciences curricula.

The merger of the previous veterinary school with an engineer school has undoubtedly provided a bonus, at least in term of FH/VPH education and research and mutualisation of some buildings, equipment and staff. However many staff members and students do not yet perceive this merge as a bonus.

There are three principal committees that include student members within the establishment. The first committee, the curriculum and student affairs council (CEVE), has 22 members, 8 of the committee members are students from various years who are elected by their peers. This committee meets twice a year to discuss the yearly timetable, the training period and exam organisation. Some motions are passed immediately, whilst other suggestions are passed on to another council for further discussion.

The second committee is called the Student Office and is composed of 25-30 students. This committee deals with the more social aspects of student life, such as sports team fees and organising events. Again the committee members are elected by their peers and they meet weekly on the Chantrerie site to discuss the current agenda.

2.2 Comments

Oniris has the advantages of being an autonomous establishment (eg simple structures, , flexibility, high visibility of the veterinary activities) and the disadvantages of not being part of a broad university (eg less credible voice during negotiations, narrower student environment, less possibilities to share expensive teaching, IT and technical equipments, more difficult collaborations with other faculties). However it appears that decision-making is very centralised and there is little consultation with staff or students on issues to be discussed or how/why those decisions are reached. This has led to a number of key staff feeling confused and disempowered within their roles. It also appeared to the team that the students also felt that they had a lesser role than should have been expected with the organisational set up as it.

However Oniris has initiated structured collaboration with engineers and local medical schools.

The departmental structure at present means that staff work within their groups but do not approach work in a collaborative manner. There is a feeling of isolation by many. There appeared to be no feeling or understanding of a common goal.

The recent increase in the number of admitted students (+24%) without subsequent increase of the public funding for staff and running costs is worrying. This could represent a serious threat for the quality of the education and research provided by the establishment in the near future.

It appears to the team that whilst CEVE should be an effective means for the students to evaluate certain aspects of the course and suggest future changes, it is currently difficult for this to happen without an acting student vice chairman.

In the team's opinion, the requirements regarding Organisation as they are laid down in Annex I of the SOP are not met because of the lack of transparency, communication and dialogue between the executive on the one hand and the staff and students on the other hand.

2.3 Suggestions

Decision making process should be less centralised and there should be a more consultative approach to staff and students in order to build a common goal and solve problems and improve morale of staff.

A student should be appointed to the vice president position as soon as possible.

3 FINANCES

3.1 Findings

The main sources of finance of the veterinary part of Oniris are currently (for the year 2013):

- funds allocated by the French Minister of Agriculture (13,8M€ for salaries and 3,5M€ for maintenance and running costs);
- tuition fees from undergraduate students (1M€);
- continuing education (0,7M€);
- grants from the Region 'Pays de Loire': (0,3M€ excluding the one shot funding for new buildings);
 - Research grants (3,1M€);
 - Services from Hospital & Laboratories (4,3M€);
 - Contract research (2,3M€);
 - Compulsory contribution from private companies ('taxe d'apprentissage') (0,17M).

Currently, the budget is well balanced between income and outcome and between teaching and research activities. The establishment has some financial margin for unexpected expenses. The budget seems to be well controlled, although it was a challenge for the experts to obtain clear and accurate data.

The public funding for running costs has recently been reduced by 2%, despite the fact that Oniris has to welcome a substantial increase of undergraduate students following a decision by the Ministry of Agriculture.

Tuition fees are around 2000€ for veterinary students plus around 200€ for social security expenses. Scholarships (range: 100-400€/month) and exemption of fees are provided to some students (up to 40% of them) on an annual basis and upon specific criteria fixed by the Ministry of Agriculture.

The establishment has a real autonomy in order to use the available funding. Most non-public incomes (except research grants) are mutualised and used for financing educational and research activities, running costs, new buildings and equipment.

However, despite its financial autonomy, the establishment is currently not allowed by law to employ additional staff, even if the funding is provided by an external grant.

3.2 Comments

It is worrying to note that the recent increase of the number of undergraduate students (+24% in the first year, which of course will affect all the study years in the near future) is not associated with a subsequent increase of the public funding. This is especially poignant given that the latter has actually been reduced during the last few years. Taking into account the level of the salaries in France, the fact that personnel costs represent an important part of the budget, and the fact that Oniris is not allowed by law to increase the tuition fees and to recruit new permanent staff, it is a threat for the future that Oniris could no longer be able to provide sufficient staff for adequate education and research.

Important efforts have been made by Oniris to attract additional funding from other sources (e.g. Regional funding, private chairs, clinical services). Although substantial, this complementary funding is not warranted

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on a long term basis and therefore cannot compensate for any decrease in the public funding which needs to be sufficient to guarantee the sustainability of high quality veterinary education.

In the team's opinion, the requirements regarding Finances as they are laid down in Annex I of the SOP are met.

3.3 Suggestions

It is strongly suggested that Oniris works with the 3 other French veterinary schools to ensure that the Minister of Agriculture links core funding for education to the number of undergraduate veterinary students in order to provide adequate staff and facilities for high quality education.

4 CURRICULUM

4.1 GENERAL ASPECTS

4.1.1 Findings

The curriculum in France complies with the Ministerial Decree of 20 April 2007 and is for 5 years, each academic year corresponds to 60 credits.

The completion of the four years allows the student to attain the diploma of DEFV, though this does not allow the person to work as a veterinarian and is not a registrable degree.

A number of the courses are given vertically through two or more years while the professional knowledge part of the course is delivered throughout the four years.

The fifth year is dedicated to the students gaining a deepening knowledge of one of the subjects through a tracking programme as well as spending 50% of their time on a professional thesis, which after their defence leads to the DVM degree, which allows them to work as a veterinarian. A student can study for a further year to gain a Masters degree.

Although the curriculum is set out by the Ministry of Agriculture, Oniris can amend the balance of the courses after discussions and voting from those committees involved in the curriculum development including the development council, board of studies and student life council and the teacher council and finally the Executive Board.

There is no regular review of the overall curriculum although parts can be amended after a period or after negative student feedback.

There is no apparent direct link of the curriculum to the Day One Skills of EAEVE and students were not aware of them either.

There has been a move over the past few years to develop more competencies needed to undertake a professional career through an integrated professional skills course.

Oniris encourages students to study part of their course aboard through one of the elective periods. 10% of the total course is taught in English, which helps to facilitate this. Recently the elective time previously allocated for preparing the TOFL exam has been cancelled. In compensation, an additional number of 16H upgrade has been scheduled for the first year students.

The majority of the courses are mandatory apart from a period of elective subjects and the minimum of 6 weeks spent on an externship.

4.1.2 Comments

The establishment has worked, in the past few years, to develop training for students in professional areas to allow for new graduates to develop skills for their long term development, this includes communication skills courses and some business skills with students working in the new Welcome Area to gain insight into client interaction.

They are encouraging internationalism throughout their course with staff having come from countries other than France.

There is a reasonable balance of theoretical training versus that of supervised practical training throughout the curriculum though the 3rd year remains particularly high in lecture hours.

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In the team's opinion, the requirements regarding General Aspects of Curriculum as they are laid down in Annex I of the SOP are met.

4.1.3 Suggestions

Regular review of the curriculum as a whole should take place as requirements can change over time.

Students should be made aware of the EAEVE Day One skills that they need to attain for graduation.

4.2 BASIC SUBJECTS & BASIC SCIENCES

4.2.1 Findings

Given the entrance requirements for NVS, the core curriculum at Oniris devotes few hours to the teaching of basic subjects, mostly to biomathematics. In line with the emphasis place by Oniris on internationalisation, the core curriculum does include a significant amount of teaching in English (90 hours) and additional training in English is offered as an elective.

The Basic Sciences are organized into Course Units, which are mostly multidisciplinary and many of which include case studies.

Teaching is conducted in all the Basic Sciences and includes supervised practical training and theoretical work.

A new building for the teaching of anatomy, necropsy and meat inspection was completed in 2012. This new facility contains a cool room and freezer room for the appropriate handling and disposal of animal carcasses and anatomical parts. A public rendering service collects and disposes of waste animal material twice a week and effluents are treated in a chlorination station. Sanitary guidelines are published in a document “Biosafety in the animal by-products sector – Autopsy, Anatomy and Meat Inspection activities”.

In Anatomy, the veterinary student at Oniris receives supervised practical training in first and second semester. Student group sizes in anatomy are 6 students. Live animals for anatomy dissection are euthanized on the day of arrival and the cadavers are used in teaching of gross anatomy over the following week. The animals examined include 6 dog, 22 ruminants (2 cows, 6 calves, 14 goats), 2 horses, 6 pigs, 40 rabbits, 40 birds and 48 fish. The main anatomy dissections are conducted in the new Necropsy building using both the anatomy and necropsy room (each 130 m²) for classes of 70. There are 10 dissection tables, a system of rails and hoists for large animals.

In Pathology, the veterinary students work in groups of 16 for their necropsy work. The necropsy room in the new Necropsy building is 130 m² and equipped with 8 necropsy tables, a system of rails and hoists.

Supervised practical laboratory work is performed in physiology, pharmacology, toxicology, microbiology and Animal Nutrition. The laboratory facilities for histology gave students access to a microscope. Supervised practical training in microbiology was performed in the histology laboratory. Animal preparations are used in the physiology and pharmacology laboratory courses. There are 12 and 16 hours of non-clinical animal work in physiology and pharmacology teaching, respectively. In physiology, rats, mice and rabbits are used. In Pharmacology, rats and rabbits are used.

4.2.2 Comments

For the teaching of Anatomy, the first year class is divided into two (70 students) or four (36 students) depending on the room(s) available for supervised practical training. The dissection area available for 70 students in the new Necropsy Building is limited and the class has to be divided between two rooms. At times the teaching is limited to one room if the necropsy room is not available for anatomy teaching. Audio-visual equipment is not available for the teacher to communicate with both rooms simultaneously. The use of necropsy area for basic anatomy training is not optimal particularly in relation to biosecurity.

The 2 laboratory facilities used for the practical work in histology, histopathology and microbiology and for physiology, pharmacology have more than 35 places each. The inadequate facilities available for microbiology in 2014 are to be replaced in 2015 with a new purpose-built teaching laboratory.

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Oniris has placed a large emphasis on new learning methods in its pre-clinical and clinical teaching but continues to use of live animals in the basic sciences laboratory classes. Modern teaching methods such as electronic simulation programmes or the use of manikins can also be effectively used in the basic sciences.

An appropriate balance between practical and theoretical work is supported by the R6 indicator that is above the lower limit guideline.

In the team's opinion, the requirements regarding Basic Subjects and Basic Sciences as they are laid down in Annex I of the SOP are met.

4.2.3 Suggestions

The establishment must reduce the use of live animals in physiology and pharmacology teaching by introducing more modern teaching methods.

4.3 ANIMAL PRODUCTION

4.3.1 Findings

Oniris does not have an experimental farm where students can learn how to manage production animals, indeed Oniris decided not to breed food-producing animals. The establishment has a cattle herd with 26 non-lactating dairy cows that is used mainly for clinics and to teach students how to handle cattle.

The establishment has arrangements with veterinary clinics that organize visits to farms where the students can be in contact with cattle, pigs, small ruminants, poultry and fish. All students have a specific training period of 1 week in 1st year with dairy and beef cattle. In the 4th year, all students have to visit dairy, beef cattle, pigs, poultry and fish farm; a veterinarian and teaching staff supervise the visit. A debriefing follows the visit.

In the 5th year students that choose the “Farm Animal Production Track” have to spend some weeks in farms and write a detailed report based on a problem solving approach that will be presented to the farmer.

Even if horses are not considered as production animals, students can frequent the equine teaching herd, consisting of twenty mares and one stallion, during the courses of “Approach as handle and restraint of horses”(2nd year) and “Equine reproduction” (4th and 5th year).

The main disciplines of animal production are taught, and comprise both theoretical and supervised practical training, but students do not follow a specific agronomy course, issues related to agronomy are taught in animal nutrition course. Forensic and state veterinary medicine is taught within clinical sciences. Education on animal welfare is taught.

4.3.2 Comments

The lack of an experimental farm cannot be considered a deficiency as students are trained in animal production topics in private farms that host students starting from 1st year.

Overall disciplines of animal production are well organized and cover all the aspects related to this specific field. They are taught to the students in an integrated way in order to give them a complete picture of large animal production. There are good links between animal production and clinics, and this approach allows students to understand how farm management, including also animal nutrition, can affect animal health.

A training period on cattle farms during the first year is a good tool to stimulate curiosity of students that have not previously had contact with food producing animals.

Oniris focused the teaching of animal production disciplines on issues important for the region where the Faculty is located.

The visits to the farm, especially for students of the 4th year, is mainly focused on clinical issues, i.e. mastitis in dairy cattle farms, as the veterinary clinics organize visits when a health problem occurs.

In the team’s opinion, the requirements regarding Animal Production as they are laid down in Annex I of the SOP are met.

4.3.3 Suggestions

More attention to animal production issues should be devoted during the visit at farms of students of the 4th year.

4.4 CLINICAL SCIENCES

4.4.1 Findings

The clinical curriculum is carried out in the VTHs. Students come into the clinics from 1st year through to 5th. They have different roles for each year.

In the 3rd year they start clinical based work under nurse supervision and in 4th year work alongside the veterinary staff. Time is divided as follows: 50% in companion animals and equine and 50% in animal production and public health. Students undertake some emergency work at weekends and during the day at different times.

Oniris does not provide any emergency service for production animals as they do not have an ambulatory clinic. Large animal teaching is covered both in hospitalised cases as well as in partner practices.

The equine emergency service has a dedicated service at all times and the service will shortly be enhanced with the completion of the equine emergency centre which will allow students to see more emergency surgery and allow for better biosecurity practises in equine surgery.

The 5th year of the programme offers tracking in 5 areas – companion animal, equine, production animals, public health and research.

5th years students undertake a thesis for 50% of their time. They can add a Masters degree to their degree if they stay for one further year after completion of the DVM.

4.4.2 Comments

There are sufficient cases in both the equine and small animal hospitals for the present student numbers. Although the number of ruminants is low, the students are well taught in practices so their clinical skills are sufficient to meet the standards.

In the team's opinion, the requirements regarding Clinical Sciences as they are laid down in Annex I of the SOP are met.

4.4.3 Suggestions

None

4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH

4.5.1 Findings

A total of 156 hours of training are given within the area Food Hygiene/Public Health. Of these 156 hours, 89 hours are theoretical training while 67 hours are supervised practical training. The practical training is almost equally divided between laboratory work and non-clinical work. In addition there are 2 hours of Clinical training.

The training is divided in the subjects: a) Inspection and control of AF or FAO And the respective feedstuff production unit (62 hours), b) Food Hygiene and technology (41 hours), food science incl. legislation (33 hours) and practical work (20 hours).

All practical training is performed at Oniris on animal products and carcasses coming from slaughterhouses. In addition to this the students are introduced to slaughtering procedures through films and they visit a cattle slaughterhouse to see all steps in cattle slaughter including all the steps and procedures where contamination may occur.

Only students on the farm animal track, visit a pig slaughterhouse. All students visit a catering establishment where they perform a HACCP analysis. Students are introduced to the concepts before the visits. In addition the students visit the food processing pilot plant at Oniris and are introduced to food processing technologies.

All students have furthermore practical training in milk hygiene at primary production when they are visiting cattle farms as part of the subject Farm Animal Health.

4.5.2 Comments

The courses seem to include comprehensive and relevant food safety issues related to both chemical and biological hazards including HACCP, risk analysis, hygiene and epidemiological tools for outbreak investigations. In addition food control, food technology and food science seem to be adequately taught.

Although the students only spend one day in a cattle slaughterhouse (and do not visit pig and poultry slaughterhouses) the entire package including preparation, evaluation and practical training at Oniris seems sufficient to provide the students the necessary competences.

In the team's opinion, the requirements regarding FH and VPH as they are laid down in Annex I of the SOP are met.

4.5.3 Suggestions

Oniris is encouraged to take more advantage of the food pilot plant infrastructure in the Veterinary Curriculum.

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

4.6.1 Findings

Apart from the final year tracking system, 9 subjects are offered as electives primarily related to language teaching.

4.6.2 Comments

The team was informed that the elective for preparing the TOEFL exam has been cancelled recently.

In the team's opinion, the requirements regarding Electives as they are laid down in Annex I of the SOP are met.

4.6.3 Suggestions

None

5 TEACHING QUALITY & EVALUATION

5.1 TEACHING METHODOLOGY

5.1.1 Findings

The veterinary curriculum is organized into Course Units that are multidisciplinary and involve staff members from different teaching units and education departments. Active student participation is promoted by a reduced use of lectures in favour of small working groups for directed studies and practical works. Modern educational technologies are used such as the e-learning platform Moodle. In Anatomy and Histopathology, digital teaching programs (Virtuoso[®], 3D4Vet) are incorporated into teaching. The acquisition of propaedeutic and technical clinical skills before arrival in the clinics and contact with live animals has been promoted by the equipping of a Virtual Vet[®] room (2014) and a Virtual Critical Care[®] room with manikins and inert models. The students are introduced to the safe and effective handling of live animals in their first two years of study at Oniris. In their third year, the veterinary student receives supervised training on live animals including laboratory animals. The fourth year of study is devoted to clinical teaching and in the fifth year the student completes all the essential technical and clinical procedures required for safe and efficient professional practice.

A description of the objectives of all courses and clinical rotations as well as the competencies and skills required for entry level veterinarians are detailed in all the student booklets and in the Moodle Platform according to the French national professional standards.

Handouts from teachers are available for the majority of courses in the veterinary curriculum. All handouts for courses are distributed for free to students.

Aspects of problem-orientated teaching are included in numerous courses with the use of case studies.

Research-based teaching is a strong element in the veterinary curriculum at Oniris, which develops a specific training of its students in research. Each student is issued with a “research passport” that validates skills acquired through research and innovation actions. The students receive training in research skills, are able to develop small research projects and are exposed to the research institutional framework through their curriculum of veterinary studies.

Courses and clinical rotations are evaluated by students through confidential forms submitted on the Moodle platform. The courses are evaluated at least once every three years. The courses are evaluated before the examination and clinical rotations are evaluated immediately at the end of the rotation. The examinations are also evaluated by the students on the Moodle platform. A summary of the evaluations are presented for the various educational committees including the Director of the Veterinary Education and Student Life, CP of the veterinary curriculum and CEVE. An unfavourable evaluation of a course results in a discussion between the Director of the Veterinary Education and Student Life and the academic staff member responsible for the course on improvements to the course for the subsequent year.

The balance between theoretical and practical teaching is above the acceptable lower limit (R6).

Veterinary students are on-call for day and night medical emergency duties and intensive care for 30 weeks in their 3rd year of study and for 40 weeks in their 4th year. During this period, a veterinary student spends from 5 to 7 days during each of the two school years with real-life clinical exposure. Veterinary students participate in courses in clinical communication in 3rd, 4th and 5th year. All 3rd year students participate in clinical simulations with trained stakeholders. In the 4th and 5th years, the students are directly and actively involved in the diagnostic approach and management of cases at the Veterinary Hospital.

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The results of the examination system ensure that students are equipped with Day-one skills although students do not appear to be aware of this actual term. The assessment of veterinary student performance in mastering the curriculum is measured by individual staff members by objective testing instruments in the didactic portion of the curriculum and by direct observation during the clinical assessment. Oniris provides students with access to new educational technologies such as manikins and inert models for the acquisition of practical and technical skills. Over time the student is able to build up a “passport” of basic skills that are checked during the 4th year upon arrival in the Veterinary Clinic and the student comes in contact with live animals.

5.1.2 Comments

Many of the new educational technologies and initiatives have recently been introduced to the veterinary curriculum. Virtuoso was installed in 2013, Virtual Vet room was opened in 2014, and Virtual Critical Care room is being established, as are initiatives based on the concept of “One World, One Health”. The implementation of modern teaching methodologies and their regular their evaluation should strengthen the curriculum.

Student evaluation of courses or clinical rotation takes place after each course or rotation.

In the team’s opinion, the requirements regarding Teaching Quality and Evaluation as they are laid down in Annex I of the SOP are met.

5.1.3 Suggestions

The establishment should develop a quality assurance approach to teaching with an annual cycle of evaluation, improvement and implementation.

5.2 EXAMINATIONS

5.2.1 Findings

Evaluation of students by external examiners is not practiced at Oniris. One compulsory session of examinations is organized for each course unit during the semester in which the course is taught. A remedial session is held before the next academic year for students who have not obtained all the 60 annual credits.

Teachers focus on reasoning during theory examinations that can be:

- written, oral or by computer,
- on competency evaluation during clinical and practical examinations,
- on case analysis during presentations of papers and reports in front of group of students.

In the first three years a numerical grade, on a scale from 0 to 20, is assigned for each examination, and credits are assigned if the score is higher than 10/20. In 4th and 5th year a non-numerical grade, A for competencies fully acquired and F for non-acquired competencies is used.

Students who have acquired 60 credits are admitted to the advanced year.

A student can take only one remedial session per course and per supervised practice teaching for a single academic year. At the end of the 4th year students must have acquired the credits of all courses, clinical rotations and externships, and they receive a Diploma of Fundamental Veterinarian Studies (DFVS) that allow them to work as an assistant a private veterinary clinics, but under supervision.

Each year can be repeated only once.

Several strategies are adopted to help students that have failed several courses, especially in the first year.

5.2.2 Comments

The examination system is effective in evaluating the level of knowledge acquired by the students in the different courses, and in keeping students on course. This is proven by the fact that in 4th year few students attend the second remedial session, and that no students repeat 5th year.

The system is organized to help students that had poor results to ameliorate their study performance.

In the team's opinion, the requirements regarding Examinations as they are laid down in Annex I of the SOP are met.

5.2.3 Suggestions

None

5.2 STUDENT WELFARE

5.3.1 Findings

The facilities on site for the students are vast. There is a large football/rugby field, two bars, a restaurant, and a large area called “the foyer” where the students can sit and socialise in their spare time. There are over 15 clubs set up for students to participate in, for example basketball, karate, cabaret, comic book club, music club and photo club, as well as student branches of professional organisations in farm animal, companion animal and equine.

There is a large administrative office, the Veterinary and Students Life Office, situated near to the main classrooms. This office manages enrolment, examinations and clinical rotations for all five years of study. The office is also responsible for allocating a tutor to each student for the duration of the course with whom students are able to discuss any academic issues, such as advice regarding research for their thesis. If a student has a problem on a more personal level, whether it is difficulty at home or with the requirements of the course, their first port of call is the Director of studies, who then liaises and puts the student in contact with the relevant help.

At the start of each year every student has a basic physical medical examination in which they are advised on various potential problems such as addiction/depression and offered further information if needed.

5.3.2 Comments

Due to increasing student numbers and restricted opening hours, it is common for queues in the student restaurant to be up to 45 minutes. There are no other facilities on site for students to prepare food, and so if students on the fourth year rotations miss the opening hours of the restaurant, they currently have nowhere to prepare food.

Other than the Director of Studies, there is no support system in place for students.

In the team’s opinion, the requirements regarding Student Welfare as they are laid down in Annex I of the SOP are met.

5.3.3 Suggestions

The instalment of a peer support system whereby students in the older years are matched with one or two first year students would be beneficial to offer additional support.

A communal kitchen for students to prepare and eat their lunch/dinner if the restaurant is closed or the students are on call in the evenings/at weekends.

6 PHYSICAL FACILITIES & EQUIPMENT

6.1 GENERAL ASPECTS

6.1.1 Findings

Since its creation in 2010, Oniris has two campuses: The Géraudière campus dedicated mainly to the food science curriculum and the Chantrerie campus dedicated mainly to the veterinary curriculum. The Chantrerie campus covers 26 ha and has 40,500 m² of buildings. In these buildings, 59% of space is allocated to laboratories, operating theatres and animal facilities, 19% of space is allocated to reception, classrooms and lecture theatres and 22% of space allocated to technical infrastructure.

More than 80% of the buildings on the Chantrerie campus are over 15 years old. Oniris has a renovation programme. A new necropsy build was completed in 2012 and a tutorial room and a practical room were renewed in 2013. To accommodate the additional 20 students admitted in 2013 additional rows of chairs have been added in the lecture theatres. These lecture theatres have a total capacity of 1,181 places but only 4 of the 7 have a capacity over 137 (student intake in 2013).

There are 6 premises available for practical work but only 3 have a capacity to accommodate groups of 35-40 students. The new necropsy building has separate areas for anatomy dissection and necropsy but both rooms are used for anatomy teaching.

Oniris has three 9-seat minibuses that are used for transport of students.

Occupational health and safety regulations are detailed in a document and these regulations are monitored by a Health and Safety Committee. Activities involving ionizing radiation are under the supervision of a radiation protection service. The teaching laboratories were well equipped and students had access to individual equipment such as microscopes.

6.1.2 Comments

The adequacy of facilities for teaching is questionable given the increase in student intake from 2013. The premises suitable for teaching practical laboratory classes with groups of 35-40 are limited. Oniris estimates that it will need to build 3-5 classrooms suited for groups of 35-40 students in the next years.

Oniris has invested in new facilities to allow for the development of new clinical services and laboratories. Three buildings are in the process of being completed. These are the Radiotherapy Centre, the new Equine Hospital that will be mainly dedicated to Emergency and Intensive Care and the Centre for Veterinary Public Health and Food Safety that will contain a teaching laboratory for microbiology.

Health and safety equipment such as eyewashes were not observed in the laboratories in basic sciences and biosafety signs were few.

In the team's opinion, the requirements regarding the General Aspects of the Facilities and Equipment as they are laid down in Annex I of the SOP are met.

6.1.3 Suggestions

The establishment should develop and build teaching facilities and data infrastructure to meet its teaching needs.

The establishment should implement health and safety rules and document implementation. All staff must be made aware of the H & S documents.

6.2 CLINICAL FACILITIES & ORGANISATION

6.2.1 Findings

Oniris possesses the expected clinical facilities for such an establishment. There are new buildings under way or just completed like the Welcome Centre. The clinical facilities are generally clean and well maintained.

The specialized laboratories are also opened to external bodies/practices.

There is no farm animal hospital though cases are taken in to treat before being euthanized.

There is an active reproduction facility for equine and cattle. The latter two housing areas were in poor repair and neither was in a tidy state.

There is a new clinical skills laboratory as well as manikins for use by students to illustrate specific scenarios e.g. emergency situations.

Oniris possesses a high range of advanced technology equipment: MRI, radiotherapy equipment, diode laser for equine surgery, scintigraphy equipment. A CT scan is planned to be bought in the future.

6.2.2 Comments

The clinical facilities are generally well organised. The specialists that provide education are well trained, with several European or American College Diplomates.

The age of some of the facilities (e.g. the surgical suites for companion animals) means that up to date methods of biosecurity are not able to be adhered to.

The flooring in the large animal hospital and reproduction areas is poor and requires attention. There was general untidiness in these housing areas.

Signage and instructions on biosecurity were lacking in many areas. This was particularly true in the two isolation units. The small animal unit had no sign on the door to indicate its function. The door was unlocked and no instructions for the students or staff attending in-patients were visible.

The equine isolation also did not have sufficient biosecurity measures in place and again there were no instructions for staff and students as to what was required to work in this area.

Much training on health and safety was left to staff within each area and on occasions for more senior students to teach the junior ones, the team did not feel this was sufficient. The team also did not feel that there was enough of a culture of H & S in the establishment and that it must be improved.

The construction of the new equine emergency building, which will be used by all equine services, will alleviate some of the space problems in this area.

In the team's opinion the requirements regarding Clinical Facilities and Organisation as they are laid down in Annex I of the SOP are not met because of a lack of implementation and teaching of the biosecurity rules.

6.2.3 Suggestions

Repairs should be undertaken in the large animal housing areas referred to above.

Plans should be prepared with timelines for completion to re-organise the surgical areas in the small animal VTH.

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An overall plan for the site, with suggested timelines, for long term building upgrades should be developed.

All biosecurity signage and instructions must be reviewed. The new biosecurity policies must be widely disseminated so all staff are aware of the H & S documents. A process must set up for staff and students to sign off the reading of such documents.

Biosecurity training must be overseen by a competent person and a better culture of H & S initiated. Training must not be left to students and/or some staff without a system to ensure the instructions are sufficient and correct.

7 ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN

7.1 Findings

The Establishment has access to a variety of animals for anatomy teaching including 22 ruminants as well as rabbits, pigs and birds. A number of live animals – rabbits, rats and mice – are used in physiology and pharmacology practicals – 100 rabbits and approximately 50 mice. Animals come from official laboratories, livestock producers and the Establishment.

The Establishment has a cattle herd of 26 non-lactating cows for use in animal handling classes, and for clinical training in reproduction. It also has 20 teaching mares and a stallion, used in both handling and reproduction teaching.

In the first year, students have to spend 1 week of training in cattle farms.

Propaedeutic teaching is carried out mainly in 2nd year with tutorials using live animals and small groups of students at a time.

Students in 3rd year become accustomed to clinical examination using live animals to gain basic clinical skills with dogs as well as some more exotic species. Manikins are being introduced where possible to cut down use of live animals.

There are few necropsies performed on horses and none on pigs onsite. Pig necropsies are performed on the farm visits of clinical training.

The establishment does not run a large animal hospital but cattle and small ruminants are bought in for students to examine. Cases are mainly seen in outside establishments.

Students of the 4th year have to spend a period in dairy and beef cattle, pigs, poultry and fish farms.

The equine VTH is open 48 weeks of the year and when open all day, they also provide an emergency service. Between 60-100% of cases are referred.

The companion animal VTH is open all year as well except in August. Consultations take place primarily in the morning though some services consult in the afternoons as well. 8 --10% of the cases are referred. An emergency service works at all times and covers the main hospital cases when it is closed.

Both Hospitals see reasonable number of cases, however according to the SER, these are declining year on year.

Students spend one half day during their 4th year working in the CVSFE treating wild animals brought in there though on occasions there may not be clinical cases to see. They can also volunteer at any time to work in this area.

Production animal numbers for necropsy have increased since last visitation, though equine cases are low.

7.2 Comments

The establishment offers a necropsy service, along with MSD laboratory, to veterinarians in the region, however these animals are not used in core teaching.

The general number of necropsies seen at the establishment is low and not growing with the increasing student numbers.

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The number of cases in most species seen for consultation and hospitalisation has been dropping over the past few years. Decreasing number of cases in all areas in a highly competitive market is challenging.

The number of equine cases seen is not high and teaching animals are used more than clinical ones. The new equine emergency clinic is aimed at helping this.

The clinical communication integrated offering is positive. There is a good integration between clinics and animal production issues.

It was commented that a non-vet was used to induce anaesthesia, which the team believe is against French legislation.

In the team's opinion, the requirements regarding Animals and Teaching Materials as they are laid down in Annex I of the SOP are met.

7.3 Suggestions

The use of live animals in the pharmacology and physiology practical classes must be reduced as a matter of urgency and other alternative, modern teaching methods used instead.

A strategy plan should be developed with implementation plans attached to ensure that the number of cases in the small animal hospital available for teaching does not continue to fall.

The caseload for equine should be also monitored and processes put in place to maximise the use of the new facilities.

All inductions of anaesthesia must be done by a veterinarian.

8 LIBRARY & EDUCATIONAL RESOURCES

8.1 Findings

Oniris has two documentation centres, one being specialised in veterinary sciences and located at the Chantrerie site. The latter is managed by 3,1 FTE librarians assisted by two students for the evening hours. The library is open 50 hours per week, has 600 square metres of space, 140 seats and 10 self service computers linked to a work station and to the relevant data bases (including 6000 books, 15000 e-titles, 96 e-subscriptions and 32000 references, i.e. mainly veterinary graduate theses). During the examination periods, the library is full of students, since few other rooms are available in the campus and the students can't access the e-books and e-periodics from outside the establishment.

The library is monitored by a User Committee composed of staff and students representatives.

Access to databases and bibliographic tools is taught during the first year of the veterinary curriculum.

The establishment has the willing to develop further the e-learning for the benefit of the users. Numerous learning resources (e.g. pdf documents, power Point presentations, videos, self-learning tutorials, self-assessment module) are already available for the students via the open source e-learning platform Moodle. It is rather new but more and more teachers and students use it, as shown by the comments and questions on the respective forum. This platform is also used to initiate a case log for each undergraduate student, although it is not yet compulsory nor used in all clinical disciplines.

8.2 Comments

The facilities and the services provided by the library and the e-learning platform are appreciated by the users. They are regularly updated in order to be in agreement with modern information and communication technologies (ICT).

The team felt that the current lack of Virtual Private Network (VPN), which would allow students and staff to access securely the establishment Intranet (and its e-bibliographic resources) from home and abroad, needed to be addressed.

The lack of seats in the library during some periods of the year will be worsened by the recent increase in admitted students and a plan should be made to deal with this.

Wifi is not available throughout the site.

In the team's opinion the requirements regarding Library & Learning Resources as they are laid down in Annex I of the SOP are met.

8.3 Suggestions

It is suggested to implement as soon as possible a roaming access (e.g. VPN) for staff and students to the e-books, databases and other learning resources and to adapt the number and size of seminar rooms to the increasing number of students. Wifi should be extended on the site.

9 ADMISSION & ENROLMENT

9.1 Findings

The selection process for vet students is set by the Ministry of Agriculture. The number of students to be taken by each of the NVS is also set by it and this number has increased this year by 20. This number of entrants will stay at this point for 4 years after which the Ministry will review it.

80% of students' first choice was to come to Oniris.

There are 4 ways for a student to be accepted into one of the NVSs. It is very competitive to enter a vet establishment and only the students with the highest marks in their exams are able to enter.

The students are of a high calibre. Entrance to veterinary studies at Oniris and other French veterinary schools is based on a competitive national examination following two years of study in one of the preparatory classes organised in 50 High Schools.

The majority of students entering Oniris have obtained a baccalaureate in Sciences and have studied the subjects of mathematics, biology, physics, chemistry, French and a foreign language. There are five competitive examinations (A-D) that a student may take to gain entry. The organisation of these competitions is under the authority of the Ministry of Agriculture. Oniris participates in the final determination of whether students are accepted or not once all the tests are finished and grades assigned.

Competition A accounts for about 80% of students entering the National Veterinary School system. These students have undertaken two years in BCPST preparatory classes in a secondary school and studied plant, animal and cell biology, chemistry, physics, geology, computer science and a foreign language. Students gaining entrance most often have a S Baccalaureate with honours (i.e., a general examination average of at least 14/20).

The incoming students to Oniris have adequate basic knowledge.

Oniris works with local high schools in providing tuition sessions for students of lower socio-economic status who may be able to study vet science.

The dropout rate from the course is very low and most students pass their exams.

9.2 Comments

There is concern that Oniris has no say on the number of students it must take while under constraints both on the reduction of the State grant and an inability to increase student fees.

In the team's opinion, the requirements regarding Admission and Enrolment as they are laid down in Annex I of the SOP are met.

9.3 Suggestions

None

10 ACADEMIC TEACHING & SUPPORT STAFF

10.1 Findings

The Director General is a DVM graduate appointed for a term of five years (one time renewable) by the Minister of Agriculture on the advice of the executive board. He has direct authority over all the institution's staff and students. He appoints the deputy director and heads of Department. The Secretary General is appointed by the Ministry of Agriculture.

The requests for contract staff are made in the form of turn-around file. Each recruitment is decided by the Directorate-General subject to the opportunity, financing opportunities and job ceiling.

The academic staff consists of 92.82 FTE veterinarians and 6 FTE non-veterinarians (6.07%).

Ratio of students vs. teaching staff is $615/98.82=6.223$

Ratio of support staff vs. teaching staff is $290.7/98.82=2.942$

All staff ratios exceed the recommended values. The current trend is for an increase in incoming students.

Oniris encourages academic staff to acquire additional skills and training. There is no structured review system as to their requirements. Support staff is encouraged to conduct ongoing training sessions within their respective spheres of competence and in more general areas.

Oniris is free to hire fixed-term staff (especially in research) when salaries are paid from other resources (grants, ..).

10.2 Comments

If the increase in incoming veterinary students is to continue, the staff numbers should be looked at again as their capacity to supervise students could be in jeopardy.

There are no Diploma holders in either small animal medicine or imaging which is a concern.

It was clear in discussions with staff that the promotion criteria for staff were not transparent. It was also clear that regular and routine discussions on capabilities or competences of academic staff did not take place. Neither was there support given, particularly to junior staff, to assist them in focussing their career and little support in general for items such as research grant writing. There appeared to be no direct line management of academic staff to evaluate performance and offer support promotion criteria.

In the team's opinion, the requirements regarding Academic Teaching and Support Staff as they are laid down in Annex I of the SOP are met.

10.3 Suggestions

All staff should be made aware of the promotion criteria and a dialogue with individual staff should be set up on an annual basis to monitor their activities and ensure appropriate focus for them.

A system to give junior staff in particular support at the beginning of their careers particularly in research grant writing should be instituted. A dialogue forum on career possibilities for all junior staff would be useful.

11 CONTINUING EDUCATION

11.1 Findings

Oniris is a vocational education facility. CE is co-ordinated in France through the CFVC.

Oniris has a dedicated department for CE with dedicated staff.

Academic staff is supported in the development and provision of courses to ensure these are organised to high education and administrative standards.

Oniris runs training programmes (Masters) in a variety of areas as well as specifically designed courses for professionals on request and for personal training programmes.

All training courses are assessed through either CFC points or questionnaire evaluations.

11.2 Comments

The range of courses is limited in a number of areas and some courses have only be held once, these particularly related to practical small animal courses.

The Establishment runs some very innovative courses as well e.g. beekeeping.

The revenue generated by these courses is considerable.

Many local practitioners do not appear to the team to use the establishment for their continuing education.

In the team's opinion, the requirements regarding Continuing Education as they are laid down in Annex I of the SOP are met.

11.3 Suggestions

Some market research could be carried out to ascertain what type of courses are required by local practices and then provide them thus boding these practices closer to the establishment as well as marketing the skills of the staff.

12 POSTGRADUATE EDUCATION

12.1 Findings

Oniris awards two post graduate research degrees; a Master degree and a PhD. Oniris is co-accredited with Rennes and Nantes Universities to award a Master degree that veterinary students can complete during their 5th year. The Master course allows students to carry out a six-month supervised research project in a laboratory.

Oniris is the only French veterinary school accredited to award a doctoral degree. Oniris is co-accredited with three graduate schools to award PhD, namely VENAM (Plant-environment-nutrition-agri-food-sea), BS (Biology-Health) and SPIGA (Science-Engineering-Geosciences-Architecture). Oniris is also associated with the graduate school called DEGEST (Law-Economics and Management Sciences-Sociology-Geography). There were 92 PhD students at Oniris in 2013 and 12% had a DVM diploma.

There are 10 EBVS-residency programmes approved at Oniris. The approved programmes are in the disciplines of Animal Reproduction, Bovine Health Management, Equine Internal Medicine, Porcine Health Management, Veterinary Comparative Nutrition, Veterinary Clinical Pathology, Veterinary Dermatology, Veterinary Pathology, Veterinary Public Health and Veterinary Surgery (large animal surgery). In 2012-2013, there were 13 residents engaged in training at Oniris and 34 American or European Diplomates on the staff (Appendix 7.5).

Oniris is accredited with three veterinary internship programmes. These programmes are in the companion animal clinic (16 medical interns per year), in the equine clinic (6 medical interns per year) and in bovine medicine (5 medical interns per year).

12.2 Comments

Oniris has not reached its full capacity in the intern programmes. The internship in bovine medicine has not received any students during the last three years.

In the team's opinion, the requirements regarding Postgraduate Education as they are laid down in Annex I of the SOP are met.

12.3 Suggestions

None

13 RESEARCH

13.1 Findings

Chapter 13 does not describe the research activities or volume of research at Oniris but describes the possibility for students to be involved in research through a 1) research passport 2) 6 month master project and 3) PhD – programme (currently 92 PhD students enrolled).

There are 4 research departments: 1) Dept. of Animal health control and public health 2) Dept. of Human health, biomedical research and animal models 3) Department of Food quality and safety and 4) Dept. of Food Processes, management and sustainable development. Each department has from 1 to 7 research units. These research units are mixed with INRA, INSERM, CNRS or in partnership with the IFREMER and ANSES.

All research units are assessed every 4th year by AERES. A research strategy of the establishment is provided by the Scientific Council and its implementation is supported by the Research Direction (DRED). Faculty at all levels are seeking external funding for their research but there is few administrative support for this activity.

Most professors and associate professors employed by Oniris have equal responsibilities in research and teaching. Thus professors and associate professors introduce research activities in their teaching. However, staff members from certain areas of clinical science find it difficult to allocate sufficient time to research since teaching and clinical work takes up most of the time. In addition, several junior staff members are unclear about expectations and career possibilities.

Each Oniris veterinary student can choose the research track and complete a master's degree during the 5th year (rather than choosing companion animals or equine) In addition to the teaching, the syllabus in farm animals allows students to carry out a six-month supervised research project in a laboratory. It seems that there are excellent possibilities for master students to do research projects within the different research units.

Oniris currently has 92 PhD students enrolled and thus contributes to training of scientists in the fields of biomedical research, farmed animal health, food safety and quality, nutrition food processes and environment. Also, in clinical sciences there are possibilities for PhD projects.

Generally the number of Veterinarians enrolled as PhD students are limited (around 10% of the total number).

13.2 Comments

Students are exposed to research throughout the course and it appears there are sufficient possibilities for students to be involved in research projects (of varying duration) particularly during the 5th year.

Several of the research units are evaluated as having a very high standard (A+). However there appears to be no global strategy for the research activities at Oniris and there seems to be no follow up on the research evaluations.

The minimum requirements including number and quality of publications necessary to advance from associate professor to professor are not clear among staff.

In the team's opinion, the requirements regarding Research as they are laid down in Annex I of the SOP are met.

13.3 Suggestions

An overall strategy for research including a strategy on how to ensure and improve external funding should be available.

Oniris should introduce a systematic follow up on the evaluation of the research units.

Provision of administrative support for faculty undergoing research applications is suggested.

EXECUTIVE SUMMARY

The SER report has been provided to the visiting experts on due time. Globally, it has been written in agreement with the SOP and provides most of the time the relevant information. However it was too long (144pg) although some requested information was lacking or inaccurate. Hopefully, the relevant data were provided to the experts during the visitation.

The visitation was relatively well prepared by the establishment and the liaison officer was easily and efficiently available when requested.

Although the provisional schedule of the visitation was not in agreement with the EAEVE recommendations, the on site visit was well organised and carried out in a cordial and professional atmosphere. During the visitation, the team was given full access to the information, facilities and individuals they asked for.

The team has identified areas worthy of praise, e.g.:

- Financial stability and non-state funding
- Communication skills throughout curriculum
- Transversal approach to 'One Health'
- New buildings being built
- Development of e-learning and modern teaching methods in some areas
- Skilled staff.

The team has also identified several potential deficiencies:

- The team was concerned that there were no common goals and no clear strategy communicated to staff and students nor was there an overall strategy for research
- The strategic plan originated by the Executive Board was not comprehensive enough
- It had not permeated down from the Board to the staff who were generally unfamiliar with it
- There was no implementation plan including timelines and performance indicators
- All of this has led to no buy-in from staff
- Decision-making is too centralised with a lack of transparency
- There does not appear to be adequate communication and dialogue regarding these decisions with staff, leading to confusion and disempowerment
- Student representation appears not to be adequately listened to or taken account of and the student position of vice president of the students' affairs committee should be filled
- The team would encourage Oniris along with the French vet schools to work with the Ministry of Agriculture to ensure that future core funding relates to the number of students and does not decrease on a per head basis
- There should be regular reviews of the curriculum as a whole

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- Students should be aware of the EAEVE Day One skills they should attain on qualification
- The team had major concerns over the biosecurity and Health and Safety approach on the site (lack of knowledge of the policy document and its implementation, lack of a health and safety culture on site, too much training and information for students left to individual teachers leading to inconsistencies, isolation areas in particular were not properly signed nor working as expected in this modern day and age)
- The team is pleased that Oniris has started a quality assurance approach to teaching and we encourage them in this endeavour
- This should lead to an annual cycle of evaluation, improvement and implementation
- Student welfare could be improved with longer opening of restaurant facilities to reduce queues and a personal cooking area with more general seating
- Consideration should be given to a student 'patron' system, which would offer support to new students from older ones
- Facilities need to be adapted with increasing student numbers (lecture theatres, library, eating areas)
- Lack of general Biosafety notices on or in buildings was noted
- Old fashioned lay out of the surgical theatre areas leads to poor out dated practises, which need to be addressed
- Some areas for large animals on site had poor flooring and are in need of repair
- A full site plan for future development and updating of old facilities with timelines should be made
- There are many animals coming to the hospitals to provide caseload for teaching, which should be maintained
- More attention to animal production issues should be devoted during the visit at farms of students of the 4th year
- The use of live animals in the pharmacology and physiology practical classes must be reduced as a matter of urgency and other alternative, modern teaching methods used instead
- A strategy plan for the VTHs should be developed with implementation plans attached to ensure that the number of cases in the small animal hospital available for teaching does not continue to fall
- The caseload for equine should be also monitored and processes put in place to maximise the use of the new facilities
- All inductions of anaesthesia must be done by a veterinarian
- The team was very surprised to hear about the high numbers of laboratory animals used in basic sciences, which must be replaced by teaching these subjects through other methods
- There is a need to provide a roaming/remote access (VPN) and intranet access for staff and students
- Wifi must be more widespread to meet modern needs
- There appeared to be a lack of understanding of all staff as to the promotion criteria

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- Dialogue with individual staff should take place for them to understand their prospects and the process for moving their careers forward
- Annual reviews with all staff should take place to monitor activities and appropriate focus for them
- More support should be given to staff particularly those at the start of their careers
- Poor morale is apparent in many staff mainly due to lack of communication
- The team felt departments working as separate units or as individuals rather than all working together towards a common goal which should be clearly enunciated and to which they felt part of
- The team has concerns that Oniris is not allowed to employ more staff when they are required
- The team has concerns that there was no systematic follow up on the evaluation of the research units
- There was a lack of administrative support for faculty undergoing research applications.

The potential major deficiencies suggested by the team are therefore:

- Lack of implementation of Biosecurity processes
- Lack of clear objectives and strategy/timeframe/indicators to reach them
- Lack of consultative processes in decision making which leads to a disconnect between the executive and the staff/students.

Annex 1 Indicators (ratios)

R1:	n°. undergraduate veterinary students	=	615	=	6.223	GUIDELINES <8.381
	n°. total academic FTE in veterinary training		98.82			
R2:	n°. undergraduate students	=	1025	=	6.948	GUIDELINES <9.377
	n°. FTE total Faculty		147.52			
R3:	n°. undergraduate veterinary students	=	615	=	6.626	GUIDELINES <11.057
	n°. VS FTE in veterinary training		92.82			
R4:	n°. of students graduating annually	=	110	=	1.185	GUIDELINES <2.070
	n°. VS FTE in veterinary training		92.82			
R5:	n°. total FTE support staff in veterinary training	=	290.7	=	2.942	GUIDELINES 0.505-1.907
	n°. total FTE academic staff in veterinary training		98.82			
R6:	Supervised practical training	=	2186	=	1.822	GUIDELINES >0.602
	theoretical training		1200			
R7:	Laboratory & non clinical animal work	=	1134	=	1.078	GUIDELINES <1.809
	Clinical work		1052			
R8:	Teaching load	=	4226	=	22.72	GUIDELINES 2.59-46.60
	Self directed learning		186			
R9:	Total n° hours vet curriculum	=	4226	=	27.44	GUIDELINES 8.86-31.77
	Total n° hours FH/VPH		154			
R10:	Hours obligatory extramural work in veterinary inspection	=	8	=	0.052	GUIDELINES 0.074-0.556
	Total n° hours FH/VPH		154			

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					GUIDELINES
R11:	$\frac{\text{n}^\circ. \text{ of food-producing animals seen at the Faculty}}{\text{n}^\circ. \text{ of students graduating annually}}$	=	$\frac{666.7}{110}$	=	6.061 >0.758
					GUIDELINES
R12:	$\frac{\text{n}^\circ. \text{ of individual food-animals consultations outside the Faculty}}{\text{n}^\circ. \text{ of students graduating annually}}$	=	$\frac{917.3}{110}$	=	8.339 >8.325
					GUIDELINES
R13:	$\frac{\text{n}^\circ. \text{ of herd health visits}}{\text{n}^\circ. \text{ of students graduating annually}}$	=	$\frac{150.7}{110}$	=	1.370 >0.326
					GUIDELINES
R14:	$\frac{\text{n}^\circ. \text{ of equine cases}}{\text{n}^\circ. \text{ of students graduating annually}}$	=	$\frac{1740}{110}$	=	15.82 >2.700
					GUIDELINES
R15:	$\frac{\text{n}^\circ. \text{ of poultry/rabbit cases}}{\text{n}^\circ. \text{ of students graduating annually}}$	=	$\frac{96}{110}$	=	0.873 >0.407
					GUIDELINES
R16:	$\frac{\text{n}^\circ. \text{ of companion animals seen at Faculty}}{\text{n}^\circ. \text{ of students graduating annually}}$	=	$\frac{22400}{110}$	=	203.6 >48.06
					GUIDELINES
R17:	$\frac{\text{Poultry (flocks)/rabbits (production units) seen}}{\text{n}^\circ. \text{ of students graduating annually}}$	=	$\frac{19}{110}$	=	0.173 >0.035
					GUIDELINES
R18:	$\frac{\text{n}^\circ. \text{ necropsies food producing animals + equines}}{\text{No. of students graduating annually}}$	=	$\frac{381}{110}$	=	3.464 >1.036
					GUIDELINES
R19:	$\frac{\text{No. of poultry/rabbits}}{\text{No. of students graduating annually}}$	=	$\frac{300}{110}$	=	2.727 >0.601
					GUIDELINES
R20:	$\frac{\text{Necropsies companion animals}}{\text{No. of students graduating annually}}$	=	$\frac{214.7}{110}$	=	1.952 >1.589

Annex 2 Decision of ECOVE

List of major deficiencies:

1. Lack of implementation of Biosecurity processes
2. Lack of clear objectives and strategy/timeframe/indicators to reach them
3. Lack of consultative processes in decision making which leads to a disconnect between the executive and the staff/students

Oniris (Nantes Atlantic National College Of Veterinary Medicine, Food Sciences And Engineering), Nantes is classified after Stage 1 evaluation as holding the status of: **NON APPROVAL**