

**European Association
of Establishments for Veterinary Education**



VISITATION REPORT

To the Department of Veterinary Medicine, University of Perugia, Perugia, Italy

On 18 – 22 March 2019

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Introduction

The school of Veterinary Medicine of Perugia was created in 1864. After several changes of name, it is now called the Department of Veterinary Medicine (DVM) (called the Establishment in this report) of the University of Perugia. The main buildings are located close to the city centre.

The main features of the Establishment are:

-) good integration within the city;
-) low number of undergraduate students;
-) several bilateral international agreements;
-) close collaboration with the adjacent 'Istituto Zooprofilattico Sperimentale';
-) organisation of an additional 3-year study programme in Animal Production in collaboration with the Department of Agricultural, Food and Environmental Sciences.

The first ESEVT Visitation took place in 1998. The second ESEVT Visitation took place in 2006 with a Re-visitation in 2008, resulting in Approval status.

The main developments since the last Visitation are:

-) new services provided in the Veterinary Teaching Hospital (VTH);
-) improvement of 24/7 emergency services, clinical rotations and ambulatory clinic;
-) renovation of several buildings;
-) amendment of the study programme;
-) evaluation by a national Quality Assessment System.

The major problems currently encountered by the Establishment are:

-) insufficient public financing linked to the economic crisis and to high cost of veterinary training;
-) difficulty in renovating old buildings and adapting them to modern requirements.

The ESEVT SOP 2016 is valid for this Visitation.

1. Objectives and Organisation

1.1. Findings

The Establishment has the mission to provide and produce knowledge and competencies in the field of veterinary science needed to develop high-level practitioners involved in the provision of veterinary professional and welfare for animals, public health, environmental defence and production.

Actions of the Establishment are guided by a three-year strategic plan, corresponding to the term served by the Head of the Establishment. The plan is supported by an updated SWOT analysis, detailing the current strengths, weaknesses, opportunities and threats. No indicators for implementation of the strategic plan were shown in the SER but were provided to the Visitation Team during the visit.

The objectives of the Establishment are formulated with regard to Teaching, Research and so-called Third mission actions (transfer of technology and knowledge). Contribution to lifelong learning of the profession is included in the Third mission.

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Final decisions in the Establishment regarding strategic plans, budget and overall teaching plans are taken in the Council of the Establishment (DVM Council), where all Professors, Researchers and representatives of Support staff and Students are members (15% of academic staff each). Currently, the Council consists of 90 members. Day-to-day running is done by the Head of the Establishment, supported by an executive board (Head, Vice Head, 2 full time professor, 2 associate professors, 3 researches and 1 member of support staff).

The Establishment is a Department of the University of Perugia. All requests regarding building, teaching and expenditure issues not provided by the Establishment autonomously, and approved by the Council, are reported by the Head to the Academic Senate of University and, if approved, they are then reported to the Administrative Council of the University for final application. The Academic Senate is the representative organ of the university community and contributes to the general government of the University, carrying out functions of general orientation, planning, coordination and connection of the institutional activities.

The Establishment is headed by Professor, DVM, Luca Mechelli. Heads of the Establishment are elected by staff for a three-year period. The Head refers to Rector of University of Perugia, DVM, Franco Moriconi. The Veterinary Teaching Hospital, which is composed of four units (Internal Medicine, Surgery Unit, Obstetric unit and Laboratory Diagnostic Unit), is headed by DVM, Professor Francesco Porciello.

The Establishment has a number of committees through which staff and students provide input to decision making with regard to teaching, research and working environment. Matters related to quality of teaching and QA process are dealt with in the Peer Didactic Committee (PDC), which has 14 members (7 academic staff and 7 students). The Degree course council (DCC) oversees the Veterinary Degree course and makes decisions based on proposals coming from the PDC or from members of the committee. It consists of all teachers and representatives of students (numbering 15 % of Academic staff). The DCC in charge of the curriculum is headed by Associate Professor, DVM, Andrea Verini Supplizi. A specific committee (Local Territory-Relationship committee), which is composed of senior members of staff, the president of the relevant local Veterinary Professional Associations and the director of the near-by Animal and Public Health Institution, allows external stakeholders to give input to the Establishment.

1.2 Comments

The Establishment fulfils the requirement of Standard 1.1-1.6. It has a main objective to provide research based veterinary training, it has a clear mission statement, it is part of a University, it has veterinarians in charge of the curriculum and the veterinary teaching hospital, and it has an organisation that allows students, staff and external stakeholders to give input to the Establishment. The Establishment is guided by a strategic plan backed up by a SWOT analysis and with indicators for successful implementation.

Additional comments on organisation are given in Chapter 11.

1.3 Suggestions for improvements

None.

1.4. Decision

The Establishment is compliant with Standard 1.

2. Finances

2.1. Findings

2.1.1. Description of the global financial process the Establishment

The Italian Ministry of Education, University and Research (MUIR) annually provides an Ordinary Functioning Budget (FFO) from which about 80% is used for the salaries of academic and support staff. The remaining 20% is divided equally among 16 departments. To these funds, a small amount is added, from the National Agency for the evaluation of the university system and research, based on measures of quality for research and periodic evaluation in teaching, research and commercial activities and quality assessment.

The revenues from commercial activities are independently managed by the DVM. From the mean revenues in the last three years (1.930.438€), 50% of the income is dedicated to supporting teaching and clinical activities, 45% for increasing academic and support staff, and also supporting and improving further commercial activities, and about 5% (about 96.500 €) is genuine revenue for University of Perugia.

2.1.2. Annual expenditure during the last 3 academic years (in Euros)

Area of expenditure	01.01.2017 31.12.2017	01.01.2016 31.12.2016	01.01.2015 31.12.2015	Mean
Personnel	606.334	743.472	624.089	657.965
Operating costs	953.787	975.739	940.908	956.811
Maintenance costs	21.944	55.172	73.058	50.058
Equipment	152.876	112.432	50.000	105.102
Total	1.734.941	1.886.815	1.688.055	1.769.937

Annual Revenues during the last 3 academic years (in Euros)

Revenue source	01.01.2017 31.12.2017	01.01.2016 31.12.2016	01.01.2015 31.12.2015	Mean
Public authorities	75.000	75.000	75.000	75.000
Tuition fee (Standard student)	0	0	0	0
Tuition fee (full student)	0	0	0	0
Clinical service	927.909	898.883	910.358	912.383
Diagnostic service	100.463	106.443	129.164	112.023
Other service	80.941	115.462	107.620	101.341
Research grants	614.448	584.272	724.960	641.226
Lifelong learning	32.700	38.535	37.759	36.331
Donations	60.810	232.151	70.650	121.200
Other service	4.518	9.063	4.205	5.928
Total	1.821.789	1.984.809	1.984.716	1.930438

Tuition fees are due to the University of Perugia.

Annual balance between expenditures and revenues (in Euros)

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ACADEMIC YEAR	TOTAL EXPENDITURES	TOTAL REVENUES	BALANCE
2015	1.688.055	2.059.716	371.661
2016	1.886.815	2.059.809	172.994
2017	1.734.941	1.896.809	161.848

2.1.3. Prospected expenditure and revenues for next three academic years

ACADEMIC YEAR	TOTAL EXPENDITURE	TOTAL REVENUES	BALANCE
2018 – 2019	1.945.000	2.055.000	110.000
2019 – 2020	1.985.000	2.065.000	80.000
2020 - 2021	1.930.000	2.000.000	70.000

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

According to the SER, there are numerous planned investments in the DVM in the next few years, mostly financed by the University of Perugia. Projects financed by DVM itself are the renovation of computed tomography, stainless steel equipment for the clinic and surgery of the Veterinary Teaching Hospital (financed in 2018 by the DVM to a total amount of 282.000 €), and two cages for wild animals (funded by Regione Umbria, amounting to 20.000 €). The DVM also bought 14 personal computers for the student study room and an electronic timetable, to a total value of 10.500 €.

2.1.5. Description of the process and implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the DVM

The DVM is staffed by appointed teachers, who actually have the delegated responsibility to promote and require expenditures for teaching, research or commercial activities. At the time of the Visitation, there were 35 external employees who act as academic staff, but they are in fact private practitioners who have the right to practice in their own practices.

The administrative secretary directly authorises expenditures lower than 20.000 €; all expenditures greater than 20.000 € are nominated by the administrative secretary but approved only by the DVM council. DVMC also approves all revenues from research projects. This is also the case for revenues from services provided by the Veterinary teaching hospital.

The financial year's end is 31th March. The management accounts are controlled and approved by the DVM council, and then put together with all other figures in such a way as to make a unique contribution to the accounts of the University of Perugia.

2.2. Comments

There are two main sources of income for the DVM in Perugia, namely: from MIUR and from providing general services for the public. This latter part of the income from different revenue sources is around 1.930.438 € per year in last three years (from 1.1.2015 to 31.12.2017).

Mean annual expenditure in the last three years from the service related income is clear, including costs for personnel, operating costs, maintenance costs and costs for equipment. In the last three years, mean expenditure for these items is 1.769.937€, which is guaranteed from the Establishment. The total amount of money necessary to sustain the Establishment is calculated at between 8 to 10 million € per year.

From the SER there are certain items in the annual balance where it is not very clear which amount is from the state (or MUIR) and which is from the DVM selling its own services.

It is clear that 858.191 € was directly paid by the official authorities and this amount is not included in any expenditure tables.

Although the amount that the DVM receives annually from the University of Perugia is not totally clear, according to the DVM it is sufficient only for general student services and the Veterinary Teaching Hospital requires the additional income that it earns in order to function effectively and support the clinical teaching. A significant amount of income to the DVM also comes from research activities.

2.3. Suggestion for improvement

It is clear that, at the present time, the financing of the Establishment is sufficient, but it is not guaranteed in the future. Therefore, it is necessary to establish the amount of money necessary for the effective and stable functioning of Establishment. In particular, the clinical and field services must function as instructional services and must be sustainable, independently of any oscillations of income from clinical services operations.

2.4. Decision

The Establishment is compliant with Standard 2.

3. Curriculum

3.1. General curriculum

3.1.1. Findings

The curriculum complies with the EU requirements as described in the Directive 36/2005. The curriculum adopted by the Establishment is in accordance with the Ministerial Decree (MD) no. 270, in accordance with MD 17/2010 and includes measures provided by previous MD 509 of 2009. MD 270 also contains a system for the accreditation and periodical evaluation of the universities.

The Establishment follows the National Quality Assurance System rules established by Italian Law 240 of 30 December 2010 and Legislative Decree 219 of 27 January 2012, the same law which led to the creation of the National Agency (ANVUR: “*Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca*”). The role of ANVUR in the evaluation system was established and detailed by Presidential Decree (DPR 76 of 1 February 2010) and a Ministerial Decree (MD 47 of 30 January 2013).

The “*Corso di Laurea in Medicina Veterinaria*” (LM 42) takes 5 years (and 300 CFU¹ with a workload of 60 CFU / year, corresponding to a total of 6773 hours / 5 years, one CFU is equal to one ECTS) inside the Establishment and covers all the EU-listed subjects in order to obtain the degree in Veterinary Medicine. Students graduate as “*il Laureato del Corso Magistrale in Medicina Veterinaria*”. They have regular examinations in all topics (a maximum of 30 examinations), during the courses, write a final thesis at the end of the curriculum and pass the national examination in order to be able to practise veterinary medicine. Analysing the current distribution we can observe: Basic subjects: 3181 hours; Clinical sciences: 2118.75 hours; Animal production: 718.75 hours; Food safety and Quality: 382.5 hours; Professional knowledge: 172 hours and Electives: 200 h / 5 years.

¹ The structure how the 300 CFU is composed by: 64 basic; 163 clinic; 12 integrative; 8 individual choice activity (ADE); 10 compulsory practicals and pre-“tirocino”; 30 “tirocino pratico” for access to the professional habilitation; 10 final exam; 3 English language (see 4.2.1. DC SUA 2017-2018).

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The Elective Teaching Activities correspond to 3 ECTS of self-directed learning activities or courses for veterinarians in the lifelong learning scheme in medicine, 1 ECTS of practical activities and 4 ECTS of clinical activities in the Establishment facilities or in agreed private practices. For all types of elective courses, 1 ECTS is equal to 25 hours of theoretical / practical lessons. Admission to Elective Teaching Activities (ADE) is online, and admission criteria are on a first-come-first-served basis.

Since the academic year 2017-2018, External Practical Training (EPT) has been added amounting to a total of 7.5 ECTS dedicated to food-producing animals, composed of 2.5 ECTS to activity at the slaughterhouse, 2.5 ECTS in animal production and 2.5 ECTS in clinical practice.

In the Establishment, the *Peer Didactic Committee* (PDC) (formed by 7 teaching staff and 7 students) supported by the *Quality Manager* (QA) analyses and discusses all questions & issues arising in connection with the curriculum (overlaps, redundancies, omissions etc.) as referred by the students and the academic staff. The PDC student representatives participate actively in the *Quality Assessment System* (QAS) of the Veterinary Medicine Degree course.

In-class attendance is mandatory for lectures. Practical groups are made up of a maximum 12 students and clinical groups are a maximum of 6 students. The hands-on practicals experiences are also mandatory 100%. Practical classes are taught in small groups.

Since 2015, clinical rotations have been introduced into the Year 3/2nd semester, and into the Year 4/1st and 2nd semester, and into the Year 5/1st semester. Also, disciplines such as parasitology and pathology have been included in *Professional Practical Training* (PPT). Clinical training is supervised in small groups and the students have additional supervised practical training, called "*Tirocinio*" which is a period of hands-on experience for the student (12.5 ECTS).

All practical activities are monitored and are checked in the student's logbook, where each practical skill is signed by the responsible teacher. This work is performed in part at the faculty and in part in extramural activities. This student is evaluating his experience during the EPT with a standardised questionnaire.

3.1.2. Comments

An analysis of the curriculum allows discussion of the balance between the practical/clinical vs. theoretical hours. In the curriculum, practical activities are slightly preponderant. In addition, the *Tirocinio* period is judged as consisting of enough hours to train a veterinarian with an acceptable balance between the theoretical and practical teaching. Supervised activities during the green weeks (at the teaching farm (AZD)), the red weeks (in the VTH) or with the ambulatory clinic are recorded in the *Logbook* of the student.

The SER indicates that the curriculum is enriched (from 2016-2017) annually, by stakeholders, members of Official State Examination Board, who are contributing to identifying possible learning and *Day One Competences* deficiencies or omissions found in young graduated veterinarians.

Adequate hands-on training is provided by the Establishment despite the recession and the consequences of the recent earthquake. The role of external (clinical extramural - EPT) tutors is assured by 7 agreed veterinarians practising in food-producing animals.

These activities are controlled by the PhD School *Health and Veterinary Experimental Sciences*, two Departmental Research Centres and 15 research groups (with published publications mainly

in the domains of: animal pathology, equine medicine, oncology, parasitology, pharmacology and therapy, microbiology, surgery etc.); those programmes correspond in general to a minimum of a 3-year course.

3.1.3. Suggestions for improvement

None.

3.2. Basic Subjects and Basic Sciences

3.2.1. Findings

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

The Teachers of Basic Subjects and Basic Sciences belong to the DVM. The majority of the teachers in the Establishment are veterinarians, and many of the teachers in the Basic Sciences also hold a veterinary degree.

Basic Subjects - Physics, Chemistry, Animal biology, and Biomathematics - are taught during the initial years of the degree course. Also, the ten subjects listed as *Basic Sciences* (EC Directive 2005/36/EC) – *Anatomy, Physiology, Biochemistry, Genetics, Pharmacology and pharmacy, Toxicology, Microbiology, Immunology, Epidemiology and Professional ethics* – are covered in Integrated Courses given during the first three years of the course. An annual evaluation of the programme of teaching is conducted by the *Peer Didactic Committee* (PDC) and the *Degree Course Council* (DCC).

Recently, Integrated Courses have been introduced where different, closely related subjects are taught (e.g. Anatomy, Clinical subjects, Toxicology).

The ratio of theoretical teaching to self-directed learning (130 ECTS for characterizing subjects) has been reduced from 15/10 hours to 13/12 hours in the effort to systematically support self-directed activities. In addition, staff provide online teaching material on the *UniStudium* platform.

From the SER, it is evident that the last meeting ("*Incontri di Filiera*" – *Supply Chain Meetings SCMs*), involving academic staff members discussing overlapping, redundancies, omissions etc., was in 2015, but students can provide feedback on identified overlaps, redundancies, omissions etc., through an online evaluation model completed at the end of each course (Appendix 6.1.d). There is also a mailbox where anonymously students can make suggestions or complain.

The study hours per student in the first three scholar years is: 1113 h of lectures; 31 hours of seminars; 1761 hours of supervised self-learning; 250 hours of laboratory and desk-based work; 16 hours of non-clinical animal work; 10 hours of clinical animal work with a total of 3181 hours. To this are added the curriculum hours taken as electives by the students, which correspond in basic sciences to: 50 hours of seminars and 50 hours of laboratory and desk-based work. In summary, Basic Subjects and Basic Sciences correspond to 64 ECTS (i.e. 21.33%) of the total curriculum.

3.2.2. Comments

The introduction of Integrated Courses allows a more comprehensive biomedical combination, which may replace fragmented presentation of some details. The number of hours allocated to Basic Subjects and Basic Sciences is adequate (but high enough, 3181 hours). The number of supervised hours of practical training (laboratory and desk-based; non-clinical and clinical work) for the Basic Sciences is relatively small.

Teaching of bio-safety and bio-security is included in several of the basic courses and students are not allowed to work in laboratories unless they have attended introductory lectures on safety precautions and regulations.

3.2.3. Suggestions for improvement

It is suggested keeping the change from traditional lecture-based teaching (Basic Subjects) towards more active student learning is continued so that the imbalance between theoretical training and supervised practical training in the first three years is corrected.

It is suggested to increase the total number, and especially the number of ruminant cadavers, available for practical training in anatomy.

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

3.3.1. Findings

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

Over recent academic years, an effort has been made to lower the number of lectures with the aim of providing more hours of clinical training. Curriculum hours for clinical subjects amount to 617 hours of lectures, 768 hours of supervised self-learning, 14 hours of laboratory and desk-based work, 142 hours of non-clinical practice and 578 hours of clinical work. These hours include teaching of clinical sciences for all animal species, including food-producing animals. There are no hours allocated to external practical training (EPT) in companion animals or horses.

From a total of 8 ECTS for elective topics, students will have to obtain 4 ECTS (1 ECTS = 25 working hours) from clinical sciences. These activities (spread over 3rd, 4th and 5th year), chosen by the student from a list of about 40 topics, are distributed on a first-come-first-served basis.

In year 5, all students perform a 6-month professional practical training (PPT) counting for 30 ECTS, of which 22.5 are performed in the teaching hospital and 7.5 in external practical training (food-producing animals). Students must have passed the exams of years 1 to 4, except for three non-clinical exams, before entering the PPT.

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

During year 3, groups of 12 students attend practicals in pharmacology and toxicology, pathology (dissections and slide discussion), semiotics, surgical pathology and clinical biochemistry. Activities involving direct contact with living animals are dedicated to all species. During year 4 and 5, students in groups of no more than 12, attend interactive problem-solving sessions for all clinical subjects.

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

There are a total of 478 hours spent by every student in clinical rotations in the companion animal (including exotics) and equine hospital. These core clinical rotations include the following activities: clinical rotation, basic and advanced red week and professional practical training (PPT). Clinical rotation takes place from 2nd semester of the 3rd year to the 1st semester of the 5th year. Groups of two to six students follow the clinical and diagnostic work of a teacher or a clinical team in the VTH, either in clinical services or in the unit for infectious diseases, diagnostic pathology and avian pathology. Students perform diagnostic tests themselves and

have to write a case report at the end of each training period. These reports are submitted through the online system and teachers comment and evaluate these reports through an interactive system. Students are trained to become progressively independent through these rotations. Further, the 2nd semester of the 3rd year contains the basic red week, in which students directly take part in hands-on, clinical-diagnostic and therapeutic activities under the supervision of academic staff. In the 2nd semester of the 4th year, an advanced red week is scheduled in the program. There are 24 hours to be spent by the student in 3 different 8 hours-shifts in clinical-diagnostic activities (visiting patient, diagnostic examinations, clinical treatments, monitoring hospitalised animals and emergency management in a 24/7 unit. During basic and advanced red weeks, students are rotating in groups of two students.

During the 2nd semester of the 5th year, every student does a six-month period of professional practical training (PPT), consisting of 30 ECTS, of which 22.5 are obtained in the VTH and 7.5 are obtained during EPT. To access PPT, students must have passed exams of year 1 to 4, except for three non-clinical exams. During this period students, in groups of four or less, rotate in the different clinical activities and also spend 3 night shifts in the VTH. From the 6 months PPT, 8.5 weeks are spent in clinical rotations with 4 weeks in surgery, 4 in internal medicine and 2 in obstetrics.

The objectives for the clinical training are determined as: communicate with owner and medical staff, collect history, complete report and write clinical record, make medical prescription, understand and apply SOPs, use information technology tools, write an invoice, know main administrative, legal and ethical aspects of this work.

3.3.2. Comments

The teachers show a very strong commitment to clinical teaching. Students are taught individually or in small groups during their clinical rotations, which makes the teaching very effective. Occasionally, animals are treated by teachers without the students as the students are busy with other activities in the clinics. This is the case for emergency cases as well as for cases scheduled during the day.

Overall, the clinical teaching activities allow the learning objectives to be met.

3.3.3. Suggestions for improvement

The schedules of the clinical rotations should be adapted to allow the students to better benefit from the number and the variety of cases admitted to the teaching hospital.

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

3.4.1. Findings

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

The EU listed subjects are covered by the curriculum hours in clinical sciences in food-producing animals. There is a nice balance between theoretical and practical training. As regards the teaching farm, students can learn basic knowledge in pre-clinical and clinical sciences for the main species. Agreements with practitioners, slaughterhouses and IZS allow students to perform every basic task. EPT is supervised by practitioners.

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

During year 1 and year 2, students attend the course named “basic green week” and “advanced green week” at the teaching farm (AZD). They acquire basic knowledge in handling, feeding and grooming animals, then in reproduction and monitoring health status in groups of 8.

Year 3 is dedicated to core clinical exercises in groups of 12, in pharmacology, toxicology, pathological anatomy, semeiotics, surgical pathology and clinical biochemistry.

Clinical rotations start in year 3, at the second semester.

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

Clinical rotations are organised with groups of six students and are assigned to the teacher and the medical team of each clinical area. For food-producing animals, teaching starts in year 3, second semester, and is carried out at the VTH for hospitalised animals, at the teaching farm and at agreed farms.

Poultry pathology is performed at the VTH and at agreed farms.

Ambulatory clinics consist of 5 days of 5 hours, visiting ruminants and swine farms. The students perform a general examination of the herd and of the individuals, with transrectal palpation for bovines and ultrasound of the reproductive tract.

Each student writes a report after every rotation.

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

This topic covers animal production and breeding, economics, animal husbandry and herd health management. It is a total of 152 hours of lectures and 210 hours of supervised self-learning. 325 hours are dedicated to laboratory and practical training. Each student spends two weeks in EPT in year 5 for preclinical training in food-producing animals. It is supervised by 7 practitioners, dedicated to bovines (6) to swine (2) and to small ruminants (1), selected by the EPT committee.

3.4.2. Comments

The subjects listed in the EU Directive are covered by the curriculum dedicated to food-production animals.

Hands-on training in the AZD farm, the VTH and commercial farms for poultry, allow the students to be prepared to enter in practice.

Practitioners are trained to be teachers and thus considered as Academic staff, through E-learning or lectures sessions, in order to fully support students in the ambulatory clinic.

Although a 24/7 service exists for food-producing animals, very few calls arrive at the VTH. That is why the practitioners, trained to supervise the mobile clinic, plan visits with pedagogical objectives to teach practical veterinary procedures. The groups of students, six in general, are often divided in two subgroups of three to improve the practical teaching for each student.

With the exception of ruminants, the AZD teaching farm does not provide enough practical exercises, specifically in horse or swine production, because of the low number of animals (4 horses, 3 sows and 1 boar). Fortunately, the ambulatory clinic and the rotations to many commercial farms compensate for this insufficiency.

3.4.3. Suggestions for improvement

The number of food-producing animals, especially horses and swine, should be increased in the AZD farm. Housing for swine could be updated, according to animal welfare recommendations.

3.5. Food Safety and Quality (FSQ)

3.5.1. Findings

Teaching in food safety and quality is very well organised and comprehensive. It encompasses food hygiene, food science and food microbiology, food technology including analytical chemistry, inspection and control of food and feed. A total of 382.5 hours of teaching are delivered to the students, and an elective module is offered.

Practical training is performed on station (microbiology and chemistry) and for small groups of students at food processing plants (dairy, meat processing, fish processing) for understanding of the technologies used, hygiene measures and application of HACCP.

Training in ante- and post-mortem examinations is delivered in a public, commercial slaughterhouse. The plant is well suited for this teaching as it contains three lines, one for cattle, one for small ruminants and one for pigs. All students visit a poultry slaughterhouse. Teaching in ante- and post-mortem examination is performed by academic staff, with contributions from the veterinary staff working at the plant. Students are introduced well to the working environment, and records of safety instruction before training were shown.

All students perform 2 weeks of EPT in food safety and technology.

3.5.2 Comments

The Establishment fulfils the requirements of Standard 3.5 with regard to teaching in Food Safety and Quality by providing training in the fundamentals of veterinary public health, food science and technology, the relationship between animal health, the environment and human health (one health) and use of HACCP in food production. All students receive hands-on training in meat inspection.

3.5.3 Suggestions

None.

3.6. Professional knowledge

3.6.1. Findings

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

In accordance with the curriculum, students must spend 568,5 hours on clinical practical training in all common domestic species, additionally 31 hours in animal production and 33 hours in subjects of professional knowledge, where veterinary legislation and communication skills are included and 856,5 hours of lectures and 102 hours of laboratory work in medicine and surgery (incl. anaesthesiology), diagnostic imaging, obstetrics, reproduction and reproductive disorders and propaedeutic, obstetrics, herd health management.

There are also 690 hours of elective clinical work and 25 hours of professional knowledge for each student.

In the curriculum, there is also quite a lot of time dedicated to supervised self-learning in clinical science and herd health management. During self-directed learning, students must learn for themselves with the possibility of consulting members of academic staff.

Clinical rotations under academic staff supervision start in the third year, second semester with 26 hours (including laboratory diagnostic, semeiotics and surgical pathology and infectious diseases).

In the fourth year, there are 109 hours (special pathology and internal medicine, veterinary radiology and nuclear medicine, pathological anatomy, food safety and quality, surgery, animal reproduction, avian pathology, animal welfare) and ambulatory clinics for food-producing

animals, for 25 hours. In the fifth year/1st semester there are 52h/student in emergency surgery and orthopedics, obstetrics and gynecology.

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

EPT is a part of the 5th year of studies and it is divided into two weeks of preclinical work and two weeks of clinical work with production animals.

All clinical work is under the supervision of academic staff, as veterinary practitioners are trained and on contract with the Establishment for their teaching role. All external practice is under supervision of academic staff.

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

Every student has their own logbook where all Day Once Competences are described. After finishing a task, this is certified by a supervisor. Supervisors are mostly staff of the Establishment.

Some work in mobile clinics is counted as EPT, but especially that in the field of production animals. Where there is a lack of patients, students perform practical hands-on training on healthy animals. They also perform routine procedures on animals in AZD and Casalina. All that work is strictly performed under the supervision of academic staff.

3.6.2. Comments

Clinical rotations outside the DVM (teaching farm and contracted farm Casalina) are minimal and it is questionable if these clinical rotations under academic staff supervision are really hands-on practice or more or less demonstrations for groups of students. It is true that groups of students are small (3 to 5 students) and students have the possibility of performing almost all the required Day One Competences in practice under the supervision of academic staff.

3.6.3. Suggestions for improvement

It is suggested to enhance hands-on extra-mural training in food-producing animals.

3.7. Decision

The Establishment is compliant with Standard 3.

4. Facilities and equipment

4.1. Findings

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

The Establishment is located on a campus of 5ha in close proximity to the historical centre of Perugia and is composed of the old building (A), the veterinary teaching hospital (VTH), the teaching pole (C) and the Food Science, Technology and Nutrition building (D). Other institutions, such as the Department of Agriculture, Food and Environmental Sciences, Botanical Garden and student dormitory are in close proximity to the DVM. The veterinary teaching farm (AZD) is at 15km from the main campus. Other farms managed by the Foundation for Agricultural Education provide the opportunity for extra-mural training in bovine, avian and rabbit species and are located between 5 and 20 km from the main campus.

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

-) lecturing, group work and practical work

There are 11 rooms for lecturing, accommodating between 28 and 216 students. The smallest

(28 students) is equipped with microscopes. All rooms have Wi-Fi coverage and are equipped with PC, data projector and screen, and audio amplification (except for the microscope room). Additional equipment comprises air conditioning, chalkboard, video and overhead projection, motorised screens. There are two rooms dedicated to group work, one of which has interactive whiteboards and accommodates forty people. Additionally, all units have their own meeting rooms.

In building A, there are 37 rooms in total dedicated to practical work such as: microscopy rooms, an infectious disease laboratory, dissection rooms, a pharmacology/toxicology lab, a physiology and internal medicine teaching lab, a biochemistry, haematology and clinical chemistry lab, facilities for animal feed analysis and laboratories for specific diagnostic techniques. All rooms are equipped appropriately for the intended use of the room. Further, there are 10 rooms equipped for various practical teaching activities in building D. Building C accommodates students in a pathology dissection room, with appropriate changing rooms, a computer room, a microscope room and room for work on mannequins and isolated body parts. Rooms are available in sufficient numbers and provide sufficient space for the numbers of students. Rooms are equipped with audio-visual equipment. All rooms are wheel chair accessible.

-) housing healthy, hospitalised and isolated animals

Premises for healthy animals on the main campus include one fenced area with a shelter for horses, four individual horse paddocks, sand ring, rubber ring and corridor for lameness examination, and one cow stall. Premises for healthy animals on the AZD side include 2 horse stalls and 2 horse paddocks, one small ruminant stall and 6 paddocks, one cow stall and 4 paddocks, and 1 pig indoor and 4 pig outdoor sheds. The indoor pig shed at the AZD farm which currently houses 3 sows and their piglets and the boar is composed of slit floor in the inside shed and dirt floor in the outside shed.

The number of places for hospitalised patients are 12 for horses, 3 for equine intensive care patients, 10 for cats, 26 for dogs, 7 for small animal intensive care patients, 3 for wild animals, 3 for exotics, 4 for ruminants and 3 for pigs. The isolations units have places for 2 horses, 3 small ruminants, 3 pigs, 2 cows, and 14 companion animals.

The number of places for healthy animals kept for teaching purposes is sufficient for the number of students. The renovation of the hospitalisation unit for cattle is planned, as is the renovation of the small animal isolation and chemotherapy units. The individual horse stable size is 7.2 to 9m². The overall number of places for hospitalised patients is sufficient for the current caseload. Some patients stay hospitalised over extended periods.

-) clinical activities, diagnostic services and necropsy

There are 8 consultation rooms used for companion animals, one for exotic pets and two for horses.

There is a companion animal intensive care unit. For obstetrical procedures, there is a surgery room and a room for artificial insemination of companion animals. The surgery unit comprises one room each for ophthalmology and otolaryngology, wound dressing, anaesthesia preparation and 3 surgery theatres for companion animals, 2 induction boxes, 2 surgery theatres and one farriery room for large animals.

The diagnostic services comprise one room each for small animal radiology, large animal radiology, CT, image viewing, US for repro, cytolab for repro, cardiology with US, dermatology/endocrinology, and endoscopy. Furthermore a blood bank service is active. There are 14 rooms for various diagnostic laboratory activities. There is one necropsy room and a laboratory for histopathology and neuropathology.

The number of rooms for clinical activity and clinical teaching, as well as for lab work and necropsy is sufficient. Rooms are specifically equipped for their intended use.

-) FSQ & VPH

The municipal slaughterhouse is located at 8km from the DVM campus. The capacities are 40/h, 30/h, 90/h, and 80/h for cattle, horses, swine and small ruminants, respectively.

-) study and self-learning, catering, locker rooms, accommodation for on call students and leisure

There are a total of 42 places in 5 rooms for study and self-learning.

Students have access to 4 vending machines and to a kitchen.

Locker rooms are located in various buildings and comprise a total of 191 individual lockers. There is also a locker room at AZD.

At the VTH, there are 2 rooms with either 2 or 4 beds and at AZD, there are 2 rooms with four beds. Toilets and showers are available in sufficient numbers.

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

There are two vehicles with 6 places, respectively, for the transport of students and the ambulatory activity. Cadavers and organs are transported in three vehicles, one of which is equipped with a forklift. There is no vehicle for the transport of life animals.

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

Table 4.1.3 (SER, p.47) and table 4.1.7. (SER, p.54) list the equipment of the rooms used for practical teaching and for the clinical activities, respectively. The rooms for practical teaching are equipped for their intended use. The equipment of the clinic is of appropriate standard and available in sufficient numbers to allow for best care practice. There is CT, but no MRI machine.

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

Appendix 6 of the SER provides a comprehensive list of risk reports and emergency plans for all buildings/units of the Establishments. Biosecurity rules are taught to the students through dedicated lectures for this topic.

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

Some facilities have recently undergone renovation, some renovation projects are planned or in progress. The merging of several university departments in the past has improved the availability of infrastructure and equipment. However, due to economic issues and earthquakes, some renovation work has been delayed.

Maintenance and upgrading of the technical equipment is the responsibility of every unit. The Establishment funds acquisition of more expensive equipment, when used for a multidisciplinary approach. Research funds are also made available for the purchase of multidisciplinary equipment. The coordinator of a unit produces a request form, which is evaluated by the Development, Building and Security Area of the university.

Students and staff are trained on biosecurity procedures. First year students attend mandatory training in biosecurity procedures. When starting their clinical rotations, students are reminded of biosecurity rules relevant to particular premises. Documents are available online. The staff is trained in security and biosecurity rules through specific courses. There is a procedure for formal risk analysis and publication of the reports produced. Major updating and implementation of biosecurity rules is under the University Security Office in collaboration with the DVM Security Delegate. The biosecurity standard operating procedures at AZD could benefit from refinement.

4.2. Comments

All rooms for didactic work are well equipped and well maintained allowing for optimal teaching and learning conditions. The various premises for housing animals are well maintained and clean. There are individual horse stalls that are relatively small, these should be reserved for housing smaller horses, foals and ponies. Some lintels are relatively low and some doorways are narrow, which requires extra caution for moving horses from one area to another.

Housing conditions for swine at AZD could be improved.

Currently, there are separate isolation facilities for dogs and cats, but unfortunately, they lack a clear separation for the flow of people coming in and going out. New isolation facilities are currently under construction. The new premises will provide conditions that allow better application of general biosecurity rules.

A project is also being carried out to construct a central pharmacy, as currently drugs are handled by every individual clinical service with different operating procedures. The patient management software programme, SIOVUD, allows the recording of drugs administered to individual patients, but the system is currently underused for the purpose of drug administration.

There are only two vehicles for student transport, which means that these vehicles are used all the time to cover the activities of the students outside the DVM. Additional vehicles for student transport would allow for more activities and more flexibility. There is no vehicle for the transport of large animals.

4.3 Suggestions for improvement

The Establishment is encouraged to complete the construction of the new isolation facilities for dogs and cats in order to comply with general biosecurity rules.

It is essential to install a system of standardised operating procedures for the acquisition, distribution, and administration of drugs in the VTH. Complete drug traceability needs to be guaranteed for all animal species.

The Establishment is encouraged to pursue the project of refurbishing facilities at the AZD in order to comply with modern husbandry guidelines and to allow for performing on-site autopsies for large animals. The Establishment is encouraged to refine biosecurity procedures for the AZD site.

4.4. Decision

The Establishment is compliant with Standard 4, except for Substandards 4.7 and 4.13.

The Establishment is partially compliant with Substandard 4.7, because of sub-optimal good pharmacy practices and sub-optimal swine husbandry and biosecurity procedures in the teaching farm.

The Establishment is partially compliant with Substandard 4.13, because of sub-optimal biosecurity procedures in the companion animal isolation facilities.

5. Animal resources and teaching material of animal origin

5.1. Findings

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

The presence of a 24/7 emergency service in OVUD, close collaborations with public facilities

like IZS and USL, agreements with local practitioners, slaughterhouses and the teaching farm AZD provide a wide range of opportunities to acquire Day One Competences.

Teachers also provide cadavers or tissues, and imaging of different clinical cases.

Animal mannequins, laminated models of different species are available to complete the training.

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

-) the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ

Despite the efforts of the Establishment, the number of companion animals, rabbits, rodents, birds and exotics for necropsy is rather low, and there is an important deficit in ruminants and pigs (see the ESEVT Indicators in item 12).

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

The AZD teaching farm, for equines and for ruminants and pigs provides healthy live animals for pre-clinical training.

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

The AZD (ruminants and pigs), and private farms associated with the ambulatory clinic (7 practitioners) provide a wide range of herds for visiting food-producing animal units.

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

Under the supervision of the DVMC and the PDC, the number and diversity of patients examined by each student is organised.

-) the balances between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, and between individual medicine and population medicine are appropriate.

The VTH and ambulatory clinic, offer a wide range and balance of diverse activities for the benefit of the acquisition of hands-on training in clinical disciplines.

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

OVUD is running a 24/7 service dedicated to small and large animals.

An on-duty and on-call service for CA is managed by 3 units (internal medicine, obstetrics, surgery)

The first evaluation is driven by the student under academic supervision.

For large animals, food-producing animals are managed by 7 dedicated academic staff, and horses by 12 academic staff.

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

Clinical rotations and PPT in companion animals and equine are carried out exclusively at the OVUD in groups of six students.

Clinical rotations and PPT for food-producing animals are carried out in the Establishment, but mainly at the AZD farm, in the Casalina university farm and private farms, under the supervision of academic staff, in groups of six students.

The ambulatory clinic involves 12 teams of six students, sometimes divided in two groups of three, working for 5 consecutive days. The activities depend on use of the on-call services by farmers, or specific appointments organised by food-producing animal practitioners.

The Day One Competences are covered by the total of these clinical training opportunities.

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

The SIOVUD has been working since August 2017. It collects medical data, prescriptions and estimates billing, and is controlled through login and password.

A medical, a teaching and a research area (still not active) is available.

The data are transferred into the electronic system from hand written documents dedicated to each patient, where we can also find some additional information.

It is possible to undertake multi-criteria research, in different species or different cases.

Data collected from the OVUD, and also from the ambulatory clinic, can be found in the software.

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

All staff must respect the European code for the professional veterinary practice, edited by FNOVI, and the European directive 2010/63/EU related to animals used for scientific purposes.

Animal owners must sign a specific consent form to confirm that they understand the pre-clinical and clinical activities performed on patients.

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

The teachers involved in preclinical and clinical training are in charge of identifying the needs for animals and material of animal origin to achieve the goals of the Syllabus.

Everything is published on the DVM website and UniStudium platform.

Students can express their specific requests through the evaluation report to the OVUD MC.

Finally, the DVMC remains the official organ which approves and communicates to staff, students and stakeholders the actions which are planned.

Through the LTRC, stakeholders receive information about the activities of the DVM, during the regular meetings.

5.2. Comments

The new SIOVUD is particularly appreciated by students and staff. The software is user-friendly, easy to use and to understand, particularly when applied to multi-criteria research for the completion of a bibliography or thesis.

The region of Umbria offers a large and diverse number of companion and food-producing animals. Practitioners who have received specific training in teaching are now part of the academic staff to help provide very effective training in pre-clinical and clinical activities, not only in the AZD or in the OVUD, but also in the university farm of Casalina, and in private farms.

However, the provision of cadavers, both healthy and sick animals, is insufficient.

The numbers of cadavers registered in the database do not reflect the needs of the Establishment to properly train students in anatomy or in pathological anatomy, particularly in ruminants and pigs.

The diversity of organs arriving at the Establishment for pathological anatomy does not replace the dissection of entire cadavers.

5.3. Suggestions for improvement

The IZS, close to the Establishment, performs a huge number of necropsies in companion and food-producing animals. They also carry out some necropsies for equines and cattle, in the field, for animals up to 400kg.

It is considered that there is every opportunity to correct the cadaver/necropsy deficiency, identified during the Visitation, by a formal agreement with IZS to let students perform some dissections or clinical training in pathological anatomy by themselves, under academic supervision.

These cadavers could be added to the numbers of animals dedicated to necropsy already in the register.

Taking into account biological hazards, following strict biosecurity measures, these activities would be very profitable to students in acquiring essential professional knowledge and skills.

5.4. Decision

The Establishment is compliant with Standard 5, except for Substandard 5.1.

The Establishment is not compliant with Substandard 5.1, because of an insufficient number of ruminant and pig necropsies.

6. Learning resources

6.1 Findings

The library at the Department of Veterinary Medicine is part of the Agricultural, Veterinary and Engineering library, structured and organised as part of the Perugia University Library Service. It is located on the premises of the Establishment.

The library is headed by a director (member of Support Staff). It is managed by a professional librarian and the Establishment supports the running of electronic resources by providing 1 FET Information Technology specialist. Trained students help with the supervision of other students in the use of the library.

Students have access to the library Monday to Thursday 8.30 to 18.00 and Friday 8.30 to 14.00. In addition, they can access study-rooms with computers supplied by the library 8.30-19.00 Monday to Friday. Students have access to electronic learning and information resources 24 hours 7 days a week through VPN approved computers. The library is open to the public, including external stakeholders. Wi-Fi is generally available in all teaching rooms and in other buildings that are a part of the Establishment. However, there are a few spots around the DVM, where coverage is limited or absent.

The resources available to the students through the library include books (2 copies of the most popular items), 54 periodicals as hard copy, e-books, and more than 13,000 e-periodicals of relevance to veterinary science. In addition, a large number of e-books and e-periodicals (65,000) are available in other disciplines covered within the University.

The library provides an introductory course in information technology to all students as part of the course in Epidemiology. It also provides a targeted seminar for all PhD students, and supports the education of teachers in the use of e-learning.

A formal structure is in place for teachers and students to influence the strategy of the library. Decisions relating to staff and student suggestions are made through the University library system.

The Establishment is responsible for the e-learning platform “UniStudium” used by University of Perugia. The platform, which is based on Moodle, is new, and the Establishment still characterises its use of the platform as immature, however, with a plan for improvements.

6.2 Comments

The Establishment fulfils the requirements of Standards 6.1-6.4 by providing state-of-art learning and information resources to students and staff with 24/7 access via the internet, by providing an introductory course in information searching to all students, by providing an e-learning platform coupled with a system for training teachers in the best use of e-learning, and by providing general access to Wi-Fi in all core facilities.

6.3 Suggestions for improvement

6.31 The Establishment should continue to monitor the quality of access to Wi-Fi in all teaching rooms, including the on-call rooms used for students for resting while on 24-hour duty in the teaching hospital.

6.4. Decision

The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare

7.1. Findings

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

Admissions are via a national system, overseen by the MIUR (Italian Ministry of Education, University and Research), with students allocated to the department and programme based on their performance in an admissions test and the number of places available (estimated at 45-55 for the next three academic years). The latter is determined by facilities and staff. Some attention is paid to students’ location preferences.

The allocation process is very protracted, with students reporting that they could ultimately gain a place at the Establishment many months after the commencement of teaching in the first year.

Places that become available in later years of the programme, through student attrition, can be filled with equivalent stage students from other Italian and foreign universities up to the original cohort number.

There is no separate category of “full fee” students in Italian Public Universities.

The Establishment publishes comprehensive information for future students through its website. This includes reference to the current EAEVE Visitation, and links to relevant documents.

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

Every year, the Head of the Department of Veterinary Medicine completes MIUR forms, referred to as “Potenziale formativo dei corsi di laurea”, in which the available premises, facilities, equipment, and animal material available, along with the numbers of academic and support staff, are reported. The MIUR confirms this information, and the student numbers are then decided centrally.

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

After admission, students who have less than half marks in both Biology and Chemistry must satisfy OFA (Additional Learning Obligations), through an online course covering their subject deficiencies and an additional examination. Failure means that a student can attend lectures but not to sit for related degree examinations in veterinary medicine.

Class attendance is compulsory, with a minimum of 70% of lecture and activity hours for every course being required. There are no limits to the number of times on which a student can attempt an examination, but they must take the preparatory examinations in sequence.

Students who do not pass all their exams within the prescribed period or who do not achieve any ECTS for 1 full year are identified and annually invited to take advantage of tutorial assistance given by the academic staff.

In line with Italian law (since 2010-2011), students must leave the degree course if they do not pay tuition fees or if they do not sit an examination for at least 8 consecutive academic years. The exception to this are students who need to discuss their degree thesis. In this case, a student may be re-enrolled on payment of the appropriate fees.

The Establishment reports the attrition rate as difficult to assess, and perhaps underestimated. For 2015-2016 and 2016-2017 the rate was 4.6% and 2.6%, respectively. For 2017-2018, the rate is anticipated to be 3.2%. In part this appears to relate to students in arrears, and students leaving and returning to the programme, which causes challenges to the Department when it comes to managing student numbers.

7.1.4. Brief description of the services available for students

The University has a clear policy for support of students with special learning needs, with a link to a message from the Rector's delegate explaining this on the Establishment's website. Learning support for students is available also through academic staff in the department.

The University offers a free counselling service for students, as well as basic medical care for students, allowing them to remain registered with their general practitioners in their home region, and free legal advice.

The University provides a number of additional services for students. These include: sport and cultural activities, student clubs, credit cards, shopping facilities, rent and transport.

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

Specifically in relation to student services, students elect delegates to the PDC, DCC and DVMC to represent their views. They report on their needs, submit complaints, and make suggestions through quality assessments and the evaluation report. In the Teaching building, the DVM also provides a box where student comments, complaints or needs are collected.

7.2. Comments

In relation to Standard 7, it was found that student selection is through a national system for Italy, and essentially out of the control of the Establishment. However, although this should have led to a very efficient matching system, it is surprising that the scheme is protracted, which leads to selection being one factor retarding the progress and negatively affecting student well-being.

Although from the 2016/2017/2018 data in the SER it appears that the rate of student completion of the veterinary programme is improving, it is found that the 2018 data have not been finalised. Adding the 2015 data, to provide three years of finalised data, tells a very different story. The total number of students completing on time and one year in arrears has steadily declined across these three years of data. The Establishment has various suggestions and data available for analysis that could provide insight into the reasons for this, and might inform any intervention. However, these data have not been analysed in a comprehensive and systematic way.

7.3. Suggestions for improvement

It is suggested that the Establishment adopts a more systematic approach to the analysis of student progress and attrition, by establishing through discussion with staff and students the various factors involved and the significance of each. Factors identified in the SER include assessment issues, student motivation and student mental health; in addition, during the Visitation the students themselves also identified choice to improve assessment grades by retaking and choice related to extra elective study, and staff identified changes in assessment regulations related to the ability to progress to future years, some of which had potentially made it easier and some harder to progress.

7.4. Decision

The Establishment is compliant with Standard 7.

8. Student assessment

8.1. Findings

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

The Establishment describes regulations and procedures. It indicates high-level learning outcomes based on the Bologna second cycle Dublin descriptors, but then links these to a timetable for course delivery. There is no clear evidence of an Assessment strategy “to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme”.

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

The primary method of student assessment is through an oral exam, in which theoretical knowledge, critical and associative abilities are tested.

Pre-clinical practical skills are assessed through practical activities performed during the course, written reports, and supervised work. Supervising teachers record their achievement by signing the student Logbook. Skills are also assessed during the final oral or practical exam. The Logbook registers the premises (LD; AZD; OVUD) and areas (PA; SV; SR; AC; TR) where activities are carried out under the supervision of academic staff.

Clinical practical skills are assessed daily by teaching staff during red weeks, “rotazioni cliniche”, Ambulatory Clinics and Professional Practical training and registered in the Logbook, or assessed during the final oral or practical exam. For other clinical practical skills students are required to write reports for activities carried out under the supervision of the academic staff or EPT providers.

An examining board verifies the achievement of course objectives related to knowledge, communication and practical skills, but it is unclear how this is achieved in terms of clear

criteria linked to effective standard setting and auditing of equivalence of standards across multiple oral encounters.

The nature of the assessments related to each unit of teaching is clearly described for students, who also comment on whether these were delivered as described. These data are discussed at the Peer Didactic Committee (PDC). However, there is no evidence that an analysis of assessment outcomes, in terms of pass rates, is discussed at the same time, and although the PDC report for 2017 indicates that “the evaluation activities appear to be suitable for distinguishing the levels of learning achieved by the students”, it is unclear how this conclusion could have been reached based on student feedback.

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

Post-Assessment feedback is available immediately for both oral and practical exams. This allows the teacher to explain learning deficiencies and suggest necessary improvements. Reviews and performance feedback are also provided for written examinations.

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

All proposals from students and teachers relating to assessments, their implementation and revision are directed at the PDC, which reports to the DCC for final approval.

8.2. Comments

The assessment strategy is relatively undeveloped, lacking clear links between the programme level learning outcomes and the timetabled and listed individual teaching unit assessments. Grading criteria are global and not related to the specific knowledge and skills being examined in each unit of study.

The methods described to review assessment outcomes seem to be more related to student feedback on the clarity of the descriptions of the assessments they are about to undertake rather than the results of the assessment process. Conclusions are drawn that assessments are effective in distinguishing different levels of achievement, but these do not appear to be based on any systematic analysis of relevant data.

8.3. Suggestions for improvement

It is strongly suggested that the Establishment develops an assessment strategy that ensures “coherence of the overall assessment regime...to allow the demonstration of progressive development across the programme towards entry level competence”. This should clearly indicate the sequential development of knowledge and skills, with assessments verifying how each unit of study and year of the programme supports student progress.

Although the requirements to pass are explicit at 18/30, this mark is not linked to clear grading criteria which allow students to recognise in advance the nature of the performance that is expected. It is suggested that criteria are established for each assessment that clarify for students what is meant by “sufficient” in each context so that they can confidently prepare and also develop the self-assessment skills necessary for lifelong independent learning.

The Establishment should develop an effective system for reviewing assessment outcomes both in terms of pass rates and the ability of individual assessments to differentiate between high performing and less able students. This will allow more informed judgements to be made concerning the validity and reliability of different assessment methods, allowing assessments to be progressively improved and refined.

8.4. Decision

The Establishment is compliant with Standard 8, except for Substandard 8.5.

The Establishment is partially compliant with Substandard 8.5, because of sub-optimal documentation and analysis of assessment outcomes.

9. Academic and support staff

9.1. Findings

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

In the academic year 2017/2018, there were 79.5 FTE employees in the DVM, where 58.5 are permanent staff. Among the 58.5 FTE academic staff members, only 60% had PhDs, but among part-time with 0.5 FTE are only 33% with PhD title. Among permanent staff, 87% are veterinarians and among temporary employed academic staff, there are 100% veterinarians.

Numerous post-graduate students are enrolled as temporary staff with specific work contract regularly perform structured practical and clinical training.

Concerning the pedagogic quality of teaching and their capability as teachers, most teaching staff participate in an e-learning platform, where communications and examination techniques are learned. The e-learning platform called UniStudium provides the delivery of bibliographic support and learning resources.

Selection and recruitment of academic staff is regulated by Italian law, but also departments are included in the decision-making process linked to the Strategic plan and the needs of the subject formatted by MIUR. According to the SER, the procedure of selection of university professors relies on scientific qualification criteria. Temporary staff members are selected according to special procedures inside the DVM.

Support staff members are recruited according to DVM priorities and financial possibilities. The selection of supporting staff is based on a public call for employment. The evaluation criteria are based on the curriculum vitae, previous experience and personal qualifications. There are also possibilities for intra and inter departmental movement of support staff. Support staff must go through written and oral testing, evaluated by academic staff.

Support staff members are constantly under education in biosecurity, first aid, alarm release and firefighting courses. On demand, further training courses are provided, such as heavy vehicle training, basic laboratory skills, administrative system updates, animal handling and keeping. For support staff there are numerous non-budget positions which are financed by research or contract grants, and there are also opportunities for employment as teaching staff related to students.

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

According to the SER and its appendices, and also ESEVT Indicators I1, I2 and I3, there are enough AS and SS for teaching students in the DVM.

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

The description of how and who is leading these processes is very, very short and unclear. There are certain processes led by the coordinator in charge of each discipline scientific sector. Requests are collected by the DVM head, discussed, revised and improved in the DVM departmental board and eventually included in the three-year strategic plan.

For temporary staff enrolled as SS or AS in teaching and research activities, discipline scientific sectors and the veterinary teaching hospital autonomously define their strategies, based on their own incomes.

All activities in enrolment and employment of new staff seem to be confused, and dependant on the amount of money they get for research.

9.2. Comments

It seems that the system of recruitment of new staff is not systematic and supported by the faculty regulations.

9.3. Suggestions for improvement

It is suggested that formal training must be in place for all staff involved with teaching, and that participation in this process for all members of academic staff must be mandatory.

This suggestion applies not only to permanent full-time staff but also to all part-time staff, residents, interns and other postgraduate students, as well as adjunct or off-campus contracted teachers. It is also obvious that there are too few residents and interns in specialist training, at national or international level. This must be promoted and supported.

It is suggested that the Establishment provides and utilises well-defined, comprehensive and publicised programmes for the professional growth and development of academic and support staff, including appraisal and informal mentoring procedures.

9.4. Decision

The Establishment is compliant with Standard 9.

10. Research programmes, continuing and postgraduate education

10.1. Findings

10.1.1. Research

In the Establishment, there are 15 Research Teams (Appendix 6.10) and two Departmental Research Centres: *one for the Sport Horse* – CRCS and *one for Animal Pain* – CeSDA. Limited economic support by the MIUR for research means that research calls are very competitive and highly selective, and thus almost inaccessible to the Veterinary Sciences domain.

Generally, students who show an interest in research are encouraged to participate in the activities of the labs, and students who choose to prepare a “research-based” dissertation (10 ECTS) are actively involved in research. Undergraduate students may also voluntarily join on-going research activities. From 2015, 59 funded researchers and scholarship recipients were registered at the Establishment.

All Academic Staff (AS) and their scientific outputs are subject to periodic evaluation of research quality (VQR), issued nationally by ANVUR in the aim of a “research-based” education.

Once a year, the PhD students of the Establishment organise a scientific meeting called the "Game of Research", where PhD students, research grant holders and contract researchers from the Establishment report the results of their scientific studies.

The Establishment has a doctoral school in Health and Veterinary Experimental Sciences; where doctoral positions are offered. The offer has decreased in recent years, due the low MIUR budget, but positions in collaboration with private companies (e.g. industrial doctorate) and positions reserved for international students are available. The doctorate in Health and Veterinary Experimental Sciences was initiated in 2013 with the XXIX cycle from the merging of three different PhD programmes.

In 2015, 28 students were registered in a PhD programme at the Establishment. This figure has been more or less stable since 2013. The new PhD programme is in line with the MIUR accreditation criteria (Decree 45/2013), so the Doctoral Programme is divided into three-year curricula differentiated in three thematic areas as follows:

- "Biotechnologies applied to Veterinary Sciences";
- "Veterinary Public Health and Food Hygiene";
- "Clinical Sciences and Veterinary Diagnostics".

The PhD programme usually lasts for 3 years, and requires the publication of scientific articles in international refereed journals. Twice a year, PhD students present their current research results in seminars and these are discussed with undergraduates and staff.

10.1.2. Continuing and postgraduate education

Currently in Italy, there is a legal requirement for mandatory Continuing Education (CE) for veterinarians. The number of attendees in continuing education courses provided by the Establishment from 2015 to 2018 was of 231. These attendees followed one of the following courses offered by the Establishment:

- "Theoretical-practical course of Veterinary Cytopathology";
- "Course of Abdominal Echography and Echocardiography in the Dog";
- "Training in Haematology and Cytology of dogs and cats"

The Establishment offers Master level degree courses in the following disciplines:

- dairy production management
- feed and food safety for human health
- sheep and goat medicine
- veterinary public health

The numbers of students enrolled in these master degrees was 63 in the past three years.

There are currently three EBVS recognised standard residency programmes (ECVP, ECVPH, ECAR) and two EBVS-recognised alternative residency programmes (ECVSMR and ECEIM) at the Establishment. The Establishment also provides neuropathology training for ECVN residents of other institutions. The total number of residents enrolled from 2015 to 2018 was 20.

10.2. Comments

For financial reasons, research funding from public sources has diminished substantially. In the Establishment, the participation of undergraduate students in research projects is rather limited. Involvement in research for undergraduates occurs in: "*research-based thesis*" and "*desk-based thesis*", but the percentage of students performing a research-based thesis is increasing.

The CPE programmes are organised for practitioners, PhD students, undergraduates and postgraduates, but no system for the whole can be observed. Research is fragmented as there are many different units of the Faculty with specific topics, interests and tasks as well as collaborations with outside partners so generally the research activities in the Establishment suffer from the lack of a structured platform. The DVM further lacks technicians trained explicitly in advanced research.

The SER states that there are several postgraduate students ‘registered’ as interns in the clinics. However, after clarification, these veterinarians are visiting veterinarians seeking clinical experience in a particular clinical discipline.

10.3. Suggestions for improvement

It is suggested that up-to-date topics (e.g. the veterinarian’s role in animal protection and welfare; resistance phenomena to antibiotic drugs; ethical aspects of the veterinary activity; EU veterinary legislation etc.) are introduced into the CPD programme. Also, more frequent meetings of the freshly graduated alumni for one-day courses on diverse “problem solving” topics could be of great help.

To increase the number of scientific publications and the visibility of the Doctoral School, more collaborations with external Research Groups are suggested.

The Establishment is encouraged to organise internship programs according to the EBVS definition of an internship, which “shall be a minimum of a one-year term of flexible rotating clinical training in veterinary medicine beyond the professional degree. It provides practical experience in applying knowledge gained during formal professional education, and offers an opportunity for recent graduates to obtain additional training in the clinical and basic sciences... This year of comprehensive broad postgraduate training and experience prepares a veterinarian for high-quality service in practice or for a decision on an area of specialisation”. The Establishment is also encouraged to further expand the possibilities of providing specialist training through EBVS recognised residencies.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance

11.1. Findings

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

-) has a culture of QA and continued enhancement of quality;
-) operates *ad hoc*, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;
-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities;
-) informs regularly staff, students and stakeholders and involves them in the QA processes;
-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;
-) is compliant with ESG Standards.

The Establishment introduced a QA system in 2013. This involves the interaction of three levels of stewardship: the University, the Department and the stakeholders, including students, academic and support staff, and practitioners.

The Quality Presidium, at university level, and the PDC and DVMC at Departmental level, together with individuals responsible for co-ordinating quality assessment processes, are all identified as playing key roles in quality assurance. At Departmental level the two main individuals responsible for collection and initial analysis of data relevant to degree course quality are: the quality manager for the degree course, sometimes referred to in the SER as the quality manager for teaching, and the quality manager for the Department of Veterinary Medicine. However, the flows between these different individuals and committees, the responsibilities undertaken by each, and the ways in which cycles focused on quality assurance and enhancement are completed, are not always clear.

External oversight is achieved through an annual report (SUA) sent to the ANVUR. The Establishment's SER indicates that "this is produced by the PDC, updated by the DC President and approved by DCC". The group responsible is described as a "specific PDC subcommittee", but this group includes the DC President, who, however, is not a member of the PDC but rather invited to be "in attendance". The DC President is also largely responsible for authoring the SUA with input from the Chair of the PDC. In the SUA, all the indicators provided by the AVA-ANVUR National QA system, active from 2013, are assessed as satisfactory or non-satisfactory. This allows longitudinal comparisons to be made. The Annual Report outlines the strengths and weaknesses of the DC and is communicated to the DCC by the DC President. After DCC approval, the document is sent to AVA-ANVUR which annually investigates achievements and continuity of quality standards in university teaching. This control is part of the QA system adopted by the MIUR and incorporates financial, teaching and research issues.

The annual verification must satisfy AVA standards. ANVUR collects the data, analyses it, and returns it to the DVM, giving, as the SER indicates, the DVM the potential to compare its results with expected values for different measures of quality.

The SUA is in addition to the Annual Report of the Degree Committee, recently replaced by a Degree Committee Monitoring Report, which is updated several times during the year, and periodic audit.

The main feedback on teaching quality is through student feedback forms. These data are collated by the Quality Manager for the degree course, and sent on to the PDC. Poor feedback results in the PDC meeting the teacher and discussing improvement plans. On occasion, this may involve a second meeting, if individuals do not take action to improve or the improvement is inadequate. These meetings with individual teachers are accommodated by extending PDC meetings, or adding additional PDC meetings.

An important contributor to quality is the standard of the documentation, both for internal use and publication externally. The two years of hard work that has gone into preparations for the Visitation is acknowledged, and also the difficulties of preparing a SER in a foreign language, in terms of choice of terminology and the potential for ambiguity as concepts become "lost in translation" are recognised. However, there is a lack of consistency in the use of role titles, ambiguity in places, and apparent contradiction between sections on the way processes work.

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

Quality Assurance and Enhancement for each individual Standard is largely covered in the appropriate section for that Standard. However, brief observations are made below where processes in use have implications for overall Quality Assurance.

Standard 1: While much of the quality assurance and enhancement work related to the design and delivery occurs in the relevant curriculum and quality committees (in the case of Perugia - the DCC and the PDC), it is important that this is well connected with the committees with overall responsibility for management of the Department of Veterinary Medicine. In discussion, it was clear that on occasion individual issues, with budgetary implications, could go directly to the Department Board, without consideration alongside other priorities at curricular level.

Standard 3: For comparative purposes, veterinary degree programmes are benchmarked across the EU at level 7 in European Qualifications Framework for Higher Education. However, there is some confusion over this, and there could be greater clarity in the linkages to the levels of knowledge and skills level 7 mandates in the overview documents related to the Perugia degree.

There is an appreciation that new material needs to be added to the degree programme with advancements in knowledge in veterinary science. There is also an appreciation that this necessitates removal of material if curriculum overload is to be avoided. This is being achieved within individual subject units, but there appears to be less flexibility in rebalancing the overall curriculum by adjustments made between subjects.

Standard 4: A key facility for work-based learning in a veterinary programme is the Veterinary Teaching Hospital. This is important for the development of the Day One Competences, as well as in setting an example of best clinical and business practices for this professional service. In addition to student feedback, a client feedback system has recently been introduced, and a preliminary review of forms (42) received so far is reported as yielding pleasing results. There is an appreciation of a number of additional areas that could yield data relevant to quality reviews, including: clinical caseload related measures and business efficiency related measures.

Standard 5: Although there is individual appreciation of animal welfare related to the use of animals in teaching, a policy on this is not available. Even with low student numbers, certain clinical cases and Establishment-owned animals might be at risk of “over-use”. This could be prevented by a policy outlining maxima for e.g. rectal examinations on a single animal, on the same occasion, or during a week of rotations.

Standard 8: The recent addition of anti-plagiarism software for checking student assignments will aid verification of genuine student achievement, as well as support the education of students on the importance of professionalism and integrity in science.

Standard 9: There are formal rules for promotion in the Italian academic system, but beyond this, the Establishment does not have any form of annual staff appraisal system. Balancing time between clinical, teaching and research commitments is admitted as an issue, so this becomes more an individual challenge than a collective process of more formalised workload allocation. Student feedback is the main mechanism for assessing the quality of teaching, and the absence of any appraisal systems means that there is no balancing peer review process.

The Establishment does not require academic staff to undertake formal training in teaching in order to receive a qualification for teaching in Higher Education. However, the University and the Department both recognise the need for teacher development in new areas for the curriculum, such as communication skills and technology enhanced learning, so the University is providing short courses both face-to-face and online, which are much appreciated by staff who have participated.

Standard 10: Although this Standard does look at overall research undertaken by the Establishment, for the purpose of an ESEVT Visitation important themes are the way this enriches student education, by exposure to researchers working at the forefront of their disciplines, and allows students to participate in research projects. Raw data were supplied relating to student projects undertaken, and their type (research or bibliographic), and publications and presentations made by a mixture of postgraduate and undergraduate students. However, although manual comparison indicated that a number of undergraduate projects had resulted in publications or presentations, these data were not analysed.

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

Based on AVA/ANVUR requirements, the QA strategy of the Establishment is defined by the University Quality Presidium. In the DVM, the QA strategy involves the Head, the QR for DVM, the QR for teaching, the Delegate for research, the Delegate for DVM security, the PDC and the DCC.

The QA strategy requires the DVM to put into effect a series of actions, cyclically, that result in a series of reports. The specific PDC sub-committee that includes the DC President produces an annual self-evaluation report (SUA) in which the results of the PDCA cycle are analysed.

Since 2018, SUA also includes a form to compare DVM data with that produced by other Regional and National departments of Italy. As a result of this document and the reported comparison, the DVM is able to clearly verify whether actions performed during the past year are useful and is encouraged to improve further. In addition, the Evaluation Unit periodically undertakes an audit as an external evaluation of the DVM.

It is not clear how the department influences the overall strategy, nor how the input of stakeholders is collected or used.

11.2. Comments

It is clear that the Establishment is on a journey in terms of the development of its quality assurance and enhancement processes, and there is evidence of evolution including relatively recent addition of collection mechanisms to supply data relevant for analysis. There are many instances of individuals demonstrating insight in terms of what needs to be accomplished, although this is often acknowledged as work in progress when the necessary data for collection and their analysis are discussed.

The Departmental Quality Strategy and policies are essentially those of the University. The Department therefore lacks a strategy of its own, that interprets the University's strategy into its context in a really meaningful way for all involved in the Establishment. This is recognised as related to the stage of development of these processes, but the Department would find it useful in terms of development of its quality culture to do more to annotate and personalise the University's Strategy in a way that fostered collective Departmental ownership.

Various organograms exist showing links between committees responsible for quality at University and Department levels, as well as the executive bodies of the University and Department, and individuals with quality management responsibilities for different areas. However, the PDCA cycle necessary to complete quality-related actions is often not clear. Clarity could be much improved with clear terms of reference for the different bodies, role descriptions for the individual quality managers, and descriptions of the delegations made to

different committees and individuals, together with diagrams indicating the way loops are closed.

A difficulty in any Quality Assurance System, particularly one in which a number of the measures are externally imposed, is the identification and collection of data related to Key Performance Indicators (KPIs) that are meaningful to staff in terms of performance verification and improvement. As the Department of Veterinary Medicine clarifies its cycles of quality assurance and enhancement, it needs to ensure that, rather than adding measures and increasing complexity, it refines its processes so that measures reported become useful both for external audit and the generation of targets for which managers at all levels are able to aim.

11.3. Suggestions for improvement

The Establishment should clearly indicate in its documentation how its overall degree course outcomes are linked to the European Qualifications Framework Level 7 generic descriptors in knowledge, skills, and responsibility and autonomy.

It is strongly suggested that the Establishment more clearly documents the Terms of Reference of its key committees involved in quality assurance, together with the roles of its different quality managers. This will allow loci of responsibility and accountability to be more easily recognised, avoiding duplication and clarifying the routes for information flow and decision-making on actions.

A consideration of what each of the stakeholders in the VTH would regard as a high quality hospital would allow identification of measures that could yield useful data for analysis of the range of factors that this reveals. In addition, it is suggested the hospital sets itself targets (KPIs) for the measures it chooses, such as a percentage of satisfied clients and average time for payment of accounts, as well as periods over which these will be achieved if improvement is needed. The VTH could use such measures as objective evidence of the quality of its services during external reviews, and also to market the quality of its services to its stakeholders.

In the longer term, it is suggested that the Establishment looks at how it “personalises” the University Quality Assurance Strategy to its unique context, with priorities for enhancement and clear target dates for their achievement. This would allow the Establishment to appreciate the full relevance and meaning of quality enhancement for all its areas of activity, and it could become an exemplar of best practice for the University and beyond.

11.4. Decision

The Establishment is compliant with Standard 11, except for Substandard 11.7.

The Establishment is partially compliant with Substandard 11.7, because of sub-optimal QA procedures at the level of the veterinary department.

12. ESEVT Indicators



ESEVT Indicators

Name of the Establishment:		Department of Veterinary Medicine of the University of Perugia (Italy)			
Date of the form filling:		October 31st, 2018			
Calculated Indicators from raw data		Establishment values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,167	0,16	0,13	0,041
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,760	0,87	0,59	0,170
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,603	0,94	0,57	0,036
I4	n° of hours of practical (non-clinical) training	1071,500	905,67	595,00	476,500
I5	n° of hours of clinical training	817,167	932,92	670,00	147,167
I6	n° of hours of FSQ & VPH training	264,167	287,00	174,40	89,767
I7	n° of hours of extra-mural practical training in FSQ & VPH	82,000	68,00	28,80	53,200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	50,764	70,48	42,01	8,754
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	0,574	2,69	0,46	0,110
I10	n° of equine patients seen intra-murally / n° of students graduating annually	6,271	5,05	1,30	4,973
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	3,260	3,35	1,55	1,715
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0,000	6,80	0,22	-0,223
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	11,822	15,95	6,29	5,527
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0,000	2,11	0,60	-0,595
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	6,938	1,33	0,55	6,391
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,380	0,12	0,04	0,335
I17	n° of companion animal necropsies / n° of students graduating annually	1,399	2,07	1,40	-0,001
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0,481	2,32	0,97	-0,490
I19	n° of equine necropsies / n° of students graduating annually	0,581	0,30	0,09	0,489
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,496	2,05	0,69	-0,197
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,159	0,20	0,06	0,096
I22*	n° of PhD graduating annually / n° of students graduating annually	0,109	0,15	0,09	0,021
1	Median values defined by data from Establishments with Approval status in April 2016				
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

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

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

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

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

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

Executive Summary

The School of Veterinary Medicine of Perugia was created in 1864. After several changes of name, it is now called the Department of Veterinary Medicine (called the Establishment in this report) of the University of Perugia.

The first ESEVT Visitation took place in 1998. The second ESEVT Visitation took place in 2006 with a Re-visitation in 2008, resulting in Approval status.

The SER was provided on time and written in agreement with the SOP 2016. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation. Ambiguities, contradictions and errors in the SER identified by the experts were communicated to the Establishment.

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

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

- ongoing enthusiasm of staff in supporting students in learning;
- commitment of university, veterinary department and individual staff to continuing improvement;
- very good relationship between staff and students;
- small student group size enabling efficient practical and clinical training;
- opportunities for undergraduate students to participate in research-based theses.

Additional commendations are given in the Visitation Report.

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

- partial compliance with Substandard 4.7, because of sub-optimal good pharmacy; practices and sub-optimal swine husbandry and biosecurity procedures in the teaching farm;
- partial compliance with Substandard 4.13, because of sub-optimal biosecurity procedures in companion animal isolation facilities;
- partial compliance with Substandard 8.5, because of sub-optimal documentation and analysis of assessment outcomes;
- partial compliance with Substandard 11.7, because of sub-optimal QA procedures at the level of the veterinary department.

Additional suggestions for improvement are given in the Visitation Report.

Item of non-compliance with the ESEVT Standards (i.e. Major Deficiency):

- non-compliance with Substandard 5.1, because of insufficient number of ruminant and pig necropsies.

Glossary

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: External Practical Training

ESEVT: European System of Evaluation of Veterinary Training

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

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

QA: Quality Assurance

SER: Self Evaluation Report

SOP: Standard Operating Procedure

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Standardised terminology

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

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

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

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

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

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

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

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

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

Decision of ECOVE

The Committee concluded that the following Major Deficiency was identified:

- Non-compliance with Substandard 5.1, because of insufficient number of ruminant and pig necropsies.

The Department of Veterinary Medicine, University of Perugia is therefore classified as holding the status of: **CONDITIONAL ACCREDITATION**.