



ÉCOLE NATIONALE  
VÉTÉRAIRE, AGROALIMENTAIRE ET DE L'ALIMENTATION  
SANTÉ ET ALIMENTATION AU CŒUR DE LA VIE

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EAEVE

RE-VISITATION REPORT



November 2016

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## INTRODUCTION

The previous full visitation took place on October 2014. ECOVE final decision (December 2014) decided the status establishment of “NON APPROVAL”, highlighting the following three major deficiencies:

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

Since 2015, Oniris has been fully committed to the correction of all deficiencies pointed out by the EAEVE experts to be fully compliant with EAEVE standards.

### Preamble

*In 2014-2015 ONIRIS went through a critical time with the departure of its General Director as a result of his controversial management and communication methods.*

*The new General Director, appointed in June 2015, has been proactive in restructuring the leadership team and communication within the School.*

# 1. CORRECTION OF THE MAJOR DEFICIENCIES

## 1.1. MAJOR DEFICIENCY 1: LACK OF IMPLEMENTATION OF BIOSECURITY PROCESSES

*During the visit, EAEVE team underlined a lack about Biosecurity and Health and Safety culture and implementation on the site. They suggested that Biosecurity training must be overseen by a competent person and a better culture of H & S initiated. Defect in biosecurity signage was also indicated and EAEVE team suggested that isolation areas were not properly signed nor working as expected. Their recommendations also related to repairs in large animal housing areas, re-organization of the surgical areas in the small animal VTH. An overall plan for the site for long term building upgrades should be developed.*

### 1.1.1. FACTUAL INFORMATION

From a Biosecurity point of view, EAEVE Team Experts have recognized the existence of a biosecurity Handbook at Oniris but were disappointed by the lack of information and implementation of staff and students, as well as the need to modernize some premises of the VTH<sup>1</sup> that were not in accordance with European standards.

**The required key actions** have been completed. All the actions carried out are part of a quality process of continuous improvement.

*At any time, students are placed at the heart of our concerns and many tools were developed (see table 1) to set up Biosecurity as a one of a pillar of teaching.*

In order to increase Biosecurity culture on site, a Biosecurity group was set up in 2014 (*appendix 1*). Team members were selected on the basis of their ability to implement Biosecurity at Oniris. The main objectives were: drawing up mandatory procedures for Biosecurity including dissemination of Biosecurity protocols to all staff and students, and implementing the required tools for these procedures.

In February 2015, Dr Clerfeuille (former VTH head) met Professor Claude Saegerman, head of the Biosecurity Unit at University of Liege, in order to understand the organization of the ULg's Biosecurity Unit. This experience enabled Oniris to better organize the corrective measures.

In September 2016, the Biosecurity group was adapted to include more VTH technical staff (*appendix 1*). Monthly meetings were scheduled. The main purposes of the group are to introduce more Biosecurity procedures within Oniris, to share experiences and good practices and to recommend long term premises upgrade. The setup of a permanent group should establish durable Biosecurity awareness within the site. Biosecurity would thus be perceived as a collective goal. Heads of the group and members have been selected for their skills in Biosecurity and their knowledge in organization and operation of the VTH. The group diversity should allow better communication among staff (faculty and support staff).

**Since October 2016**, Jean-Michel Cappelier, Professor of Hygiene and Food Safety, ECVPH<sup>2</sup> diplomate, has taken the responsibility of the Biosecurity group for Oniris. He is assisted by Anne Gogny, DVM<sup>3</sup>, hospital practitioner, ECAR<sup>4</sup> diplomate. All the corrections made related to Biosecurity and corresponding comments are detailed in table 1.

### 1.2.2. COMMENTS

Comments are included in the table 1.

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<sup>1</sup> VTH : Veterinary Teaching Hospital

<sup>2</sup> ECVPH : European College of Veterinary Public Health

<sup>3</sup> DVM : Doctor in Veterinary Medicine

<sup>4</sup> ECAR : European College of Animal Reproduction

Table 1: key actions in Biosecurity since 2014

Deficiencies	Key actions/specific answers	Comments
<p><b>1. Lack of a health and safety culture on site</b></p>	<p><b>Setup of a working group "Biosecurity"</b></p> <p><b>The Biosecurity group</b> is composed of a Head and a Deputy Head, a representative from each main clinical track, the Director of Academic and Student Life, a representative from the occupational health and safety service and two representatives of support staff. The main objective of this group was firstly to comply with EAEVE expert remarks, and from now on it has become a permanent mission in order to continuously improve the culture and awareness of Biosecurity of the site.</p>	<p>The tasks of this group are manifold and include:</p> <ul style="list-style-type: none"> <li>- updating of the Biosecurity Handbook</li> <li>- application of Biosecurity rules</li> <li>- monitoring Biosecurity indicators</li> <li>- setup of a training program for students and VTH staff</li> <li>- ensuring compliance with Biosecurity rules throughout evolution</li> <li>- transforming the institutional mindset</li> <li>- establishing action plans in case of crisis</li> </ul> <p>An external audit of VTH is scheduled in December 2016. Professor Didier Lepelletier, DM, Head of Bacteriology and Hospital Hygiene Unit at the Nantes Hospital will perform this audit.</p>
	<p><b>Since the setup of the group, the following key actions have been carried out:</b></p> <ul style="list-style-type: none"> <li>- Each hospital service has been visited to identify domains to be improved.</li> <li>→The visits created the opportunity for each service to appoint a referent person in Biosecurity to check the application of internal rules, to trace back all remarks, difficulties and abnormalities to the Biosecurity group.</li> <li>→ A calendar of regular visits is scheduled on a 2-yr cycle in order to update procedures and to identify problems. These visits are part of the Quality Assurance system of Oniris.</li> </ul>	<ul style="list-style-type: none"> <li>- These visits allowed discussion about specific biosafety issues in each clinic, to identify relevant concerns and solutions. Biosecurity heads were well received by all VTH stakeholders and raised collective awareness about Biosecurity.</li> <li>- The collective reflection aimed to lead to a redefinition of VTH circuits as soon as possible, in accordance with the go-forward principle and the separation of dirty and clean circuits. A collective debate is in progress according to the overall plan of premises renovation conducted by the Directorate. This would also be an opportunity to setup a changing room for students and staff, as well as a break room for students inside the VTH, as wished for by the</li> </ul>

<p><i>Lack of a health and safety culture on site</i></p>	<p>→ Biosecurity signage has been upgraded (see point 6)  → The dissemination and provision of biosecurity rules have been improved (see point 7)  → A specific training program on security has been completed (see point 9)  → Beyond the correction of the deficiencies underlined during the EAEVE audit, the group initiated a whole reflection about the VTH activity reorganization according to Biosecurity Regulation</p> <p><b>Creation of a specific budget dedicated to Biosecurity</b>  When allocating specific funds, Oniris Administration recognizes Biosecurity as an essential component of the institution.</p>	<p>student community for several years.</p> <p>Procedures of purchases will be shortened by allowing each service to buy required equipment and materials. Examples:  - boot purchases and special work coat for the necropsy room  - purchase of equipment dedicated to transport carcasses to the necropsy room, purchase of specific material for room disinfection ...</p>
<p><b>2. Isolation areas</b></p>	<p>A functional isolation zone dedicated to large animals has been set up in existing premises according to EAEVE recommendations. This zone complies with European standards for Biosecurity.</p>	<p>In order to anticipate evolution of Biosecurity Regulation, a comprehensive reflection is in progress on the renovation of buildings and traffic flows within the school. In particular, the reflection concerns a specific building dedicated to large animal isolation area. A budget of EUR 380,000 is dedicated to the project.</p>
<p><b>3. Facilities Repair</b></p>	<p>Repairs have been made in equine clinics and in large animal reproduction housing area. The flooring has been replaced. The wooden doors have been changed.</p>	
<p><b>4. Surgical areas in the small animal VTH</b></p>	<p>Small animal surgical unit is currently under re-construction. Renewal started in May 2016 and will end in March 2017. All plans were reviewed (<i>appendix 2</i>).  The total cost of works is EUR 1 200,000.</p>	
<p><b>5. Overall plan for the site</b></p>	<p>The concern to improve premises is constant. Improvement plans are under consideration, including VTH facilities.  To date, the global renovation cost following the EAEVE visit is of EUR 986,848.</p>	<p>This modernization involves a high financial investment and should be included in a global modernization plan.</p>

<p><b>6. Review of Biosecurity signage and instructions</b></p>	<p>The following actions have been implemented:</p> <p><b>Update of Biosecurity Handbook</b> in consultation with hospital stakeholders (see point 1) (completed)</p> <p><b>Display of technical notes</b> in all clinical units of the VTH (see point 7) (completed);</p> <p><b>Implementation of a signage</b> covering the traffic plan for public with 3 different zones: without color (free circulation), orange color (restricted circulation – forbidden circulation for client without staff) and red color (forbidden circulation - Circulation reserved for staff with specific outfit).</p>	<p>The different signs, traffic instructions, technical manuals have been reviewed and validated by all VTH clinics.</p> <p>This collectively permitted to standardize the biosecurity signaling and to identify more rational traffic plans in the VTH.</p>
<p><b>7. Biosecurity policies</b></p>	<p>The following actions have been implemented:</p> <p><b>Increasing the number of tools providing an access to the S.O.P (completed)</b></p> <p>→ Creation of a specific <b>Moodle page</b> dedicated to Biosecurity (<i>appendix 3</i>), containing all the required information and technical notes. Target: all students, interns, staff. When: permanent access. How: download pdfs. Where: on the dedicated Moodle page.</p> <p>→ Creation of a <b>specific intranet site</b>. Target: all VTH staff, students interns (<i>appendix 3</i>). When: permanent access. How: online. Where: <a href="http://biosecurite.oniris-nantes.fr">biosecurite.oniris-nantes.fr</a> available on-site.</p> <p><b>Increasing the display of technical notes in clinics (continuous improvement)</b></p> <p>→ The distribution of existing documents is facilitated by the creation of a catalogue of technical notes, reviewed by competent clinical staff, accessible to each clinical staff.</p> <p><b>Displaying of general information about S.O.P and location of the reference documents (completed)</b></p> <p>→ <b>Information</b> at the administrative welcome of students and new VTH staff.</p>	<p></p> <p>- Students: Information on the importance of Biosecurity in VTH, on reference documents and where to find them. Target: all students of each academic year. When: During the academic welcome session in September. How: oral presentation of a slide show.</p> <p>- Interns: Information on the importance of Biosecurity in VTH, on reference documents and where to find them. It highlights the importance of being exemplary. Target: Interns of small animal and equine clinics. When: During the academic welcome session in September. How: oral</p>

<p><i>follow-up to Biosecurity policies answer</i></p>	<p>→ The Facebook page "<a href="#">@VirtualVetOniris</a>" of the Clinical skills lab highlights all the tutorials from the Vimeo page (<i>appendix 3</i>) and exercises related to Biosecurity measures.</p>	<p>presentation of a slide show.</p> <p>- Contract practitioners in Hospital: Information on the importance of biosecurity in VTH, on reference documents and where to find them. It highlights the importance of being exemplary. Target: Interns of small animal and equine clinics. When: at the signing of their contract in September. How: oral presentation of a slide show.</p> <p>Facebook page: 500 subscribers</p>
	<p><b>Involvement of hospital staff in Biosecurity procedures (update of SOP Biosecurity Handbook) (completed)</b></p> <p>Target: VTH staff. How: Individual interviews with representatives of each clinic. Summary of abnormalities, improvement proposals, appointment of corrective actions, report writing and validation of the report by representatives of each clinic. Then update of the Biosecurity Handbook.</p>	
<p><b>8. A process to sign Biosecurity documents</b></p>	<p><b>Since 2015</b>, signed commitment of VTH staff to read the Biosecurity Handbook and to implement recommended procedures. Target: contract practitioners and VTH staff. When: At the signing of their contract in September. How: Signature of a specific contract.</p>	<p>Next step is a signed commitment for students (for the next academic year 2017-2018).</p>
<p><b>9. Biosecurity Training</b></p>	<p>Biosecurity training will be coordinated by the heads of the Biosecurity group.</p> <p>In addition, a competent person identified in each clinical unit is responsible for making a talk to students at the start of all clinical rotations, emphasizing the main rules specific to the clinical sector activity.</p> <p>In order to limit individual initiative, three Teaching Units (TU) on Biosecurity will be created: at the end of the first year (BioS 1), during the second year (BioS 2) and at the end of third year (BioS3). Each teaching unit consists of one hour lecture and a list of specific skills to validate yearly. This procedure is in progress. Extended delay is due to the internal process of TU validation.</p> <p>→ For TU BioS1, BioS2 and BioS3, the validation is performed by a computer exam including multiple choice, short-answer questions and</p>	<p>The repetition of the talks is installing durable changes in student behavior and a culture of biosafety.</p> <p>The yearly list of skills is built from the all the Teaching Units involved in Biosecurity education (See <i>appendix 4</i>). This will highlight all the specific knowledge taught throughout the syllabus and will underline what specific competencies are required for students. The syllabus (<i>appendix 4</i>) shows enhancement of skills from the 1st year to the 5th year of studies: from basic knowledge (1-yr, 2-yr) to simulated exercises (3-yr) then real situations in VTH (4-yr, 5-yr,</p>

<p><i>follow-up to Biosecurity Training answer</i></p>	<p>scenarios. Validation also includes the verification of student participation in self-learning questionnaires and practical exercises through the digital passport.</p> <p>→ During the 4th year, the training provided by the talks specific to each clinic will be validated by the supervisors who will appraise, along with clinical skills, behavior of students during their clinical rotation.</p> <p>→ Maintaining a continuous assessment based on the clinical behavior of students allows them to be aware, at any time of their training, to mandatory biosecurity rules.</p>	<p>Interns).</p> <p>Required skills are validated by the Biosecurity group.</p> <p>Clinical training is previously subjected to the validation of specific competencies in Biosecurity. So, at the end of the 3rd year, all students must have validated all the Biosecurity ECTS credits.</p>
	<p>In addition to this disposal, other tools have been implemented:</p> <p><b>Mandatory Conference "Biosecurity: a virtuous circle"</b> (Pr C. Saegerman, Head of Biosecurity at the University of Liège). Target: all students and Interns, all VTH staff. When: permanent online-access on the dedicated website (<a href="http://biosecurite.oniris-nantes.fr">biosecurite.oniris-nantes.fr</a>). Quiz to check that all students viewed the conference. Control at the start of 4th year of study in Farm Animals and Public Health (<i>appendix 3</i>).</p>	
	<p><b>Creation of questionnaires "Contaminator" (since 2015) (completed)</b></p> <p>Target: 3rd year Students. When: permanent access. How: unlimited access. Where: the questionnaires are available on the Biosecurity Moodle page. Control: attendance check-up and self-evaluation at the end of 3A (integrated exam to the TU "Préparation à l'activité hospitalière" N106). (<i>appendix 3</i>)</p> <p><b>Set-up of practical exercises focused on biosecurity and human safety</b></p> <p>Target: all students and interns. When: free access on slots of midday and evening (in total 16h per week). How: supervised self- training. Where: in the clinical skills lab "Virtual Vet". (<i>completed</i>)</p> <p><b>Control (in progress):</b> Constitution of a digital passport on basic skills, validated all year round.</p>	<p>The questionnaires "Contaminator" are available for all students (from 1 to 5 year of study and formally controlled at the end of the 3th year - before clinical semester) and all staff (not checked for staff).</p> <p>The questionnaires show routine situations with errors. Errors have to be identified by the student. A feedback response is given after each answer (<i>appendix 3</i>).</p>

<p><i>follow-up to Biosecurity Training answer</i></p>	<p><b>Creation of video tutorials matched with biosecurity practices exercises</b> (<i>completed</i>)</p> <p>Target: all students, interns, staff. When: permanent access. How: viewing streaming. Where: on Vimeo page (<a href="https://vimeo.com/channels/1076159">https://vimeo.com/channels/1076159</a>) (<i>appendix 3</i>).</p>	<p>Subtitling of videos in English (deployment: June 2017).</p> <p>Project of matching the video tutorials in Moodle by a QR-code, to facilitate their viewing when performing corresponding exercises in the CSL Virtual Vet.</p>
	<p><b>The level of information and skills in Biosecurity of clinicians has been increased using</b> (<i>continuous improvement</i>)</p> <p>→ Creation of a Handbook of technical notes, regularly improved, distributed to all VTH staff;</p> <p>→ Creation of a Health and Safety at Work Handbook (Guide "La sécurité et les risques professionnels dans nos écoles"). This handbook is specifically dedicated to all new personnel when signing their employment contract. How: distribution in the welcome pack.</p>	
	<p><b>Training of VTH staff</b></p> <p>Annual training is organized. It takes place just before the start of the academic year to allow the contract staff to be trained.</p>	<p>To ensure continuous improvement of biosecurity level, each VTH staff should have validated a specific internal training at least once every 4 years</p> <p>This training takes the primary role of supervisors to students into account. An exemplary behavior is indeed essential in order to set an example for our students.</p>

## 1.2. MAJOR DEFICIENCY 2: LACK OF CLEAR OBJECTIVES AND STRATEGY/TIMEFRAME/INDICATORS TO REACH THEM

*During the visit, the EAEVE team was concerned that there were no common goals and no clear strategy communicated to staff and students nor was there an overall strategy for research. They recommended that a clear strategic plan was elaborated, shared and implemented with all staff and students.*

### 1.2.1. FACTUAL INFORMATION

Since June 2015, Oniris has been substantially reorganized by the new General Director. A new Management Team was appointed and its missions are strategically guided by the triad of RTI (Research-Teaching-Innovation) (*appendix 5*). The restructuring should allow better communication among all staff.

The Directorate (General Director, the Deputy Director, the Secretary General, the Dean for strategic Research projects, the Dean for strategic Teaching projects and the Delegate for Projects cross coordination) meets on a weekly basis. The Board (the Directorate, Head of Research Support Service, Dean for Academic and Student Affairs, Academic Think Tank, VTH Head and Head of Business relationships) meets every two weeks. The Extended Board also meets regularly. It encompasses Board members, Teaching Department Heads and Research Unit Heads. The agenda always includes time to exchange about Oniris news from Teaching Departments and Research Units. A time of collective work in small groups is systematically planned to develop a collective strategy and promote cross-team work.

In the current organization, the Delegate in charge of the cross coordination of projects provides project management support to the members of the board. He organizes the planning of projects in keeping with the strategic targets of the institution, ensures their consistency regarding the RTI triad, and contributes to the design of the participative approach. He organizes the Board and Extended Board meetings.

Oniris is administered by a Board of Trustees composed of 32 members. The Board of Trustees defines Oniris strategic orientations in academic, research and innovative areas. It is responsible for all aspects of educational, administrative and financial operations. The budget is discussed then voted every year by the Board of Trustees. Among members, 4 are student representatives and 16 members are from outside the institution including representatives of the veterinary profession. The members of the Board of Trustees have changed recently. The president and the vice-president of the board are elected among outside members. A former student, Dr Cyril Berg, DVM, was elected vice-president.

***The composition of the Board of Trustees testifies both an important participation of veterinary profession and students to Oniris steering.***

Students are also involved in the Education and Student Life Council. This council examines all questions about educational and academic organization and discusses various related issues, and it makes proposals to improve curriculum and student welfare.

Veterinary profession (6 representatives) and students (6 representatives) are members of the development council (CP) for the Veterinary Education. Other members are 6 faculty representatives. This council meets at least once a year. It debates and makes proposals towards curriculum improvement. Students and professionals are encouraged to express proposals about education and student life. Proposals are then presented to the Education and Student Life Council.

***The 2015-2016 academic year was dedicated to building a new strategy.***

The first step was to set a shared identity. An external audit was carried out during the summer of 2015 to clarify the shared system of values, the results of which were shared with the whole staff during a general meeting in September 2015. Events were organized to help people get to know each other. A strategic map was jointly built by working groups during Steering meetings, including the main missions, values, topics and application fields. It aims at helping the staff identify each department or unit scope and the shared scopes (*appendix 6*).

At the beginning of 2016 the General Director set guidelines for a new strategy taking all topics and application fields into account, the motto of which was “Being Excellent Together”. These guidelines were shared first with the Steering Committee and then with all staff during a general meeting. The strategic framework [*note stratégique*] is published on the intranet devoted to all staff. The strategic plan was then elaborated in several phases.

A first analysis [*rapport d'auto-évaluation HCERES*] was conducted beginning of 2016 in a multi-level perspective thanks to the national external assessment process (HCERES). The research units had to go through this audit one by one during the 2015-2016 winter. The Dean for Research Strategy gathered all Research Units Heads to share their strategies and met each Research Unit team to have a debate over this strategy. At the institution level, the teaching departments, research units, main support services and students were asked to lead a collective strategic reflection over the Spring 2016, including a SWOT matrix and perspectives at their level as well as at the institution's one. The Board subsequently elaborated a strategic plan using a SWOT analysis for the whole institution, based on the RTI triad (Research-Teaching-Innovation). Teaching departments, Research Units and students were consulted to validate the analysis. The strategy is published on the intranet devoted to all staff.

The strategic plan should now be declined in several timelines and indicators [*plan d'actions*]. This phase has been in progress and should be completed in February 2017. Until now, only short term strategic actions have been planned and reviewed with the Extended Board.

The implementation plan [*projet d'établissement*] (*appendix 7*) is being collectively elaborated in the autumn of 2016 by working groups in the Extended Board. Department Heads and Research Unit Heads are in charge of the consultation process with all staff related to the strategic plan.

In accordance with quality assurance policy, annual reviews with all staff will now be planned. The objective of annual reviews is to periodically examine the consistency, adequacy and effectiveness of the organization of the institution. This management review allows checking actions decided and the ability to achieve them. It also allows to take changes occurring in Oniris ecosystem into account, to review the adequacy and, where appropriate, the necessary resources (human, material,...). Finally, it is an opportunity to review opportunities for improvement.

### 1.2.2. COMMENTS

In 2015, a strategic plan was developed in order to support the teaching staff with the change of educational methods. This strategy encompasses:

1) The Oniris educational theme day, organized twice per year. During the theme day, no teaching is scheduled to allow all faculty members to participate. The theme day is a special moment of exchange and sharing of practical demonstrations and experiences on educational methods between teachers and by teachers (methods such as e-Learnings, Coaching, Virtual training...). On March 2015 the day gathered 70 participants. Next day will be setup in November 2016.

2) A virtual platform dedicated to educational methods has been opened for the teaching staff. It gathers, for instance, the different summaries of the discussions related to the Educational theme day, articles related to different learning methods, examples of innovative educational creations...

3) A training programme for teachers composed of 12 short training sessions. These sessions are organized on different themes such as Pedagogical scenarios (or lesson plans), flipped classrooms, how to use a quizz, how to use the Moodle platform...

The Director and her team have identified the need to assist the teaching staff with the help of a pedagogical engineer. We are currently discussing the hiring of a Pedagogical engineer in 2017.

### 1.3. MAJOR DEFICIENCY 3: LACK OF CONSULTATIVE PROCESSES IN DECISION MAKING WHICH LEADS TO A DISCONNECT BETWEEN THE EXECUTIVE AND THE STAFF/STUDENTS

*The EAEVE team felt that decision-making is too centralized without transparency. They recommended a more consultative approach to staff and students in order to build a common goal. EAEVE Team also underlined a lack of dialogue with staff leading to confusion, disempowerment and poor morale.*

#### 1.3.1. FACTUAL INFORMATION

The thirteen Research Units and five Teaching Departments (among them three on the veterinary campus) are the cornerstone of our organization; their Heads are part of the Extended Board. A digital space gathers the planning of meetings, agendas, records and minutes of the meetings. Synthetic documents are provided so that the Teaching Department Heads and Research Unit Heads may use them with the staff.

On the veterinary campus, in the three Teaching Departments (one for pre-clinical sciences, one for veterinary public health and farm animals production and one for companion animal and equine clinical sciences), new Heads were appointed in December 2015/January 2016. Department steering has been organized with one Head and Deputy Head. Four of them are structured in pedagogical Units (Up). Each department has set its own dynamics and organization. Regular meetings are scheduled with staff, at least 6 per year. Department meetings are a place of free exchange among faculty members and the support staff. Department Heads transmit and discuss all the proposals from their department with the Directorate.

The objective of the new organization is to be **agile and adaptive**, promoting a project-based work approach and improving internal communication. There is therefore a need to clarify everyone's role. Job profiles and specific mission description have been updated at all levels of hierarchy. Special attention has been given to update job profiles and descriptions of all faculty members.

Strong emphasis has been made on the decision-making process, leading to several actions. Many of them were implemented last year and would now need a higher degree of formalization. Thus, one of the first accurate collective actions was the transparent arbitration of new faculty member positions with clear procedures for selection then prioritization of needs.

- Increasing information meetings to warn about new projects (announcement of implementation of HCM policy, establishment of working groups, partnership projects, etc ...)
- Several working groups have been set up on various projects: school project, HCERES, contract staff management charter. The list of all working groups and member associated to work is published on the intranet dedicated to staff.
- A specific commission composed of the General Director, Teaching department Heads and the Dean for research Strategy has been set up in 2016 to select lecturer's positions (See 1.2).
- A "Harmonization Commission" was created to standardize staff promotions within Oniris (See 1.3).

- Transparent internal offer for the acquisition of new pedagogical investments or facilities and set up of a Commission to select projects.
- Since early 2016, full delegation of all financial resources for Teaching to each Teaching Department. The budget monitoring is done by the Management Control Service under the responsibility of the General Secretary.

To enhance communication towards students, a monthly meeting is organized with representative students from each Curriculum to debate about current issues. For each meeting, an agenda is set and minutes are written and provided to all students.

The procedure is the following:

- One week before the meeting, student questions are sent to the General Director;
- The General Director solicits academic or administrative staff according to the topics;
- During the meeting, all the questions are debated;
- Minutes are then written by the students and validated by the General Director before publishing.

In addition to the recurrent organization of Extended Board meetings, the General Director now organizes a general meeting for the all staff at least twice a year to present issues in progress, outcome assessments of the previous months, the next main issues, and to have discussions between the Directorate and staff.

The General Director is committed to chairing General meetings and meetings for all levels of staff and personnel, including the students. Yearly, the General Director takes part into meetings with each Teaching Department and Research Unit.

### 1.3.2. COMMENTS

Oniris statutes are under revision and an engagement letter has been written for all members of the Steering Committees, and Heads of Teaching Department and Research Units.

A charter of project management within a working group is being elaborated to help the group to interact appropriately with the Directorate, the Teaching Departments and Research Units as well as with the instances. The decision making process and the role of the instances themselves are being clarified under a quality process.

## 2. CORRECTION OF THE MINOR DEFICIENCIES

### 2.1. MINOR DEFICIENCY 1: ACADEMIC TEACHING AND SUPPORT STAFF

*The EAEVE team had some disquiet about a lack of communication within Oniris, a lack of understanding to the promotion criteria and they felt that more support should be given to staff at the start of their careers.*

#### 2.1.1. FACTUAL INFORMATION

To improve communication within Oniris, several actions have been undertaken in 2015/2016:

- Creation of two communication supports, both internal and external, by the Communication Service to better highlight individual success stories and share the main events of the different departments: Tempo and De Facto.

- To improve full information about decisions, short records of the decision are published on the intranet within eight days after each meeting. The full reports are also published on the intranet devoted to all staff.

A broad restructuring of the intranet has been decided by the General Director, from September 2017. The Oniris website is currently undergoing complete revision by working with its all stakeholders, including students. The Communication Staff is working proactively on it and has already conducted brainstorming workshops.

### *Career development*

The new management team decided to develop an objective and open procedure for career development including fair procedures for appointment, tenure when applicable, promotion, and dismissal procedure for all staff.

### *Support of staff promotion*

To meet support staff's wish for a greater visibility and consistency about career development, and to ensure a better success at the national joint committees' level, a "Harmonization Commission" was created early 2016 to standardize and clarify staff promotions within Oniris.

The process approved by the Staff Technical Committee is the following:

- Step 1: At the opening of the annual promotional professional campaign by the line Ministry, each Administrative Head is requested to propose the eligible staff.
- Step 2: The Human Resources Service centralizes the answers into a single file. This file is used to make a first sorting on the basis of several administrative criteria.
- Step 3: The Harmonization Committee meets and considers reports made by Administrative Heads on professional criteria. This committee performs the final classification. The sorting criteria were discussed with the consultant of career mobility of the Ministry, and based on criteria adopted by the National Commissions.
- Step 4: Staff and Administrative Heads are then notified of the final ranking.

Late 2015/early 2016, an important issue was conducted to perform a contract staff management agreement. This document is devoted to standardize recruitment practices and staff management, and to give contract staff a better readability on their rights and duties. It has been written, negotiated with staff representatives and adopted by the Board of Trustees. The agreement is published on the intranet devoted to all staff.

### *Faculty members*

The tenured faculty members are initially recruited as probationary officials. Before being established in a position, a new colleague undergoes a two-year probation period. During this period he/she must demonstrate an acceptable standard of performance in teaching and research areas. At the end of this period, he/she has to write a self-evaluating report. This report is evaluated by the Tenure Commission composed of faculty members. After recruitment, faculty members have a position of associate professors and can then be promoted to the full professor grade in submitting a report to another internal Commission of the school (Ranking Commission for Professor Grading). In France, all candidates must previously have habilitations to supervise research which is a specific university degree. This internal Ranking Commission for Professor Grading is composed of one president and 4 assessors, proposed by the dean and approved by the Teaching Council. They represent both Research and Teaching, and the Commission may be modified each year so that its members have neither conflict nor link of interest with the candidates to a promotion. The Commission evaluates performance of each candidate and makes a ranking list. The criteria include diploma, seniority, teaching and research activities, external activities and impact, internal management activities, and the

future project of candidates. The General Director then recommends ranked faculty members to the Line Ministry, which then decides the number of seats offered.

By regulation, teacher evaluation and career development is performed through a written self-evaluation report every 4 years by a national Committee called CNECA. This Committee is composed of representatives of faculty members from different national establishments. The evaluation is based on peer review.

In 2015/2016, a new transparent standard procedure for hiring new faculty members was set up. The call for candidates is published on the internet website. A specific commission is in charge of the selection of candidates based on a report and an interview. The commission is composed of members of the Board, members of the teaching department and the research unit in which the candidate is likely to work and one representative from the Human resources service.

### 2.1.2. COMMENTS

The Human Resources Service has reinforced control of professional assessment reports to ensure that each Administrative Head maintains an adequate communication about working conditions with support staff and considers the wishes about job prospects and evolution.

The Welcome procedure and the staff Welcome Booklet have been revised and updated. The staff Welcome Booklet is published on the intranet devoted to all staff. On-site visits and conferences are organized for new staff to make them as comfortable as possible with their new working environment.

The non-tenured employees can benefit from a permanent work contract after completing seven years, based on specific criteria namely the specialty taught and financial resources of the school. The maintaining of these positions is also constrained by the job-ceiling.

Newly appointed faculty members are strongly encouraged to go through science education training offered by the Ministry of Agriculture.

### 2.1.3. SUGGESTIONS OF IMPROVEMENT

The HR service will be reclassified into Direction of Human Resources early 2017 when the recently hired Director of Human Resources is nominated. The main objectives are to increase responsiveness to manage the individual situations and to initiate modernization of the Direction of Human Resources.

## 2.2. MINOR DEFICIENCY 2: CURRICULUM/TEACHING QUALITY AND EVALUATION

*Conclusions of the EAEVE team recommended regular reviews of the curriculum as a whole and that students should be aware of the EAEVE Day One skills they should attain on qualification.*

### 2.2.1. FACTUAL INFORMATION

Veterinary education is subject to periodical national reviews. This review is based on the standards defined at the National and European levels. The whole curriculum was extensively revised in 2001, 2005 and 2007 (published in 2008). A new project of revision is in progress under the supervision of IAVFF. This new revision is based on the Day-One-Competencies of the EAEVE and includes both Faculty from the 4 French Vet Schools and professionals.

Day-One-Skills (now Day-One-Competences) have been posted on Moodle (<http://ent-prod.oniris-nantes.fr/mod/resource/view.php?id=27450>) and have been available for all students since 2015. Large information was made to all students about Day-One-Competences at the beginning of the new academic year 2015-2016. Presentations are available on Moodle for all students.

### 2.2.2. COMMENTS

On the Chantrerie campus, a study is in progress as part of AFUL association. This study involves Nantes University, on-site establishments (including Oniris) and the city of Nantes. The objective is the rationalization of resources available for student on the campus, taking into consideration sustainable development. This project includes restauration facilities, transports...

## 2.3. MINOR DEFICIENCY 3: FACILITIES

*The EAEVE Team recommended adapting facilities to the student numbers and that Wifi must be more widespread.*

### 2.3.1. FACTUAL INFORMATION

#### *Facilities*

There is a constant quest for facilities improvement: continued technological enhancement of classrooms, multifunction teaching laboratories, and computer lab/learning resource areas; renovations to improve classrooms quality.

A process of renovation of existing facilities was started in 2010. A memo, published in September 2016, aims to identify the facility renovation needs in order to plan works and subsequent funding.

Recently, the number of seats in each amphitheater on the vet site has been adapted to meet the need for extra seats due to the increasing number of students (EUR 18,967).

The Library has been adapted to welcome a larger number of students (EUR 29,661).

Access for disabled people is being implemented following a stated program.

#### *Wifi*

Wifi access has been extended within Oniris. Three phases have been scheduled: 2015, 2016 and 2017. Phases scheduled in 2015 (EUR 30,000) and 2016 (EUR 30,000) are completed. The last phase will be conducted in 2017 (EUR 20,000). Wifi is now available in all teaching and free-access zones. Wifi will be available in VTH in 2017.

Identity federation has been setup. It allows remote access to all bibliographic resources outside Oniris.

Eduroam installation is being finalized. This system allows wireless connection in member institutions (including all European universities). Conversely, this system allows connection of visitors whose institutions are members of Eduroam wireless network.

## 2.4. MINOR DEFICIENCY 4: ANIMALS AND TEACHING MATERIALS OF ANIMAL ORIGIN

*The EAEVE was surprised about the number of laboratory animals used in basic sciences (physiology and pharmacology). The EAEVE Team suggested developing a strategy plan to ensure that the number of cases in the small animal hospital stops falling. They also recommended to maintain equine caseload and to stop non-vets inducing anesthesia.*

## 2.4.1. FACTUAL INFORMATION

### *Laboratory animals*

Since the on-site visit, there was a significant reduction in the use of live animals in basic sciences (especially physiology and pharmacology), regardless of increasing student number. This was rendered possible thanks to the use of modern teaching methods (commented videos, virtual lab animals...) as well as simulators (skin pads, home-made models for venipuncture...).

For pharmacology practical works, there was a reduction in the number of animals used with parallel development of alternative methods using computerized simulation softwares.

Animals are also used to provide teaching in animal ethics and animal welfare (animal handling and restraint, route of drug administration ...).

From 2013, two rooms were renovated and equipped to develop a comprehensive learning system using «virtual» models without using live animals (Clinical Skills labs - CSL). These rooms are equipped with modern technologies, including robotic pets for clinical emergency care teaching. The two CSL, "Virtual Vet" and "Virtual Critical Care", are unique tools to foster autonomous learning and hands-on teaching (Total cost: about EUR 300,000). The Virtual Vet room is equipped with multiple workstations with manikins and inert models. The student can practice repetitive gestures until the complete control of the technical skills. In addition to educational value, the interest of this approach is ethical by decreasing of number of living animals used for training purposes.

### *VTH Caseload*

We will take a special care to maintain the caseload for teaching, that reached 27,765 consultations (all species and disciplines combined) between the 1<sup>st</sup> of September 2015 and the 31<sup>st</sup> of July 2016, that is a 9.3% increase compared to the same period in 2014-2015 (i.e. 25,398 consultations) and a 12.6% increase in comparison to 2013-2014 (i.e. 24,664 consultations).

To strengthen this increase, special commitments to the veterinary practitioners who refer patients to the veterinary teaching hospital are made (e.g. VTH information letter, public presentation of clinical cases and scientific topics...).

Numerous improvements and technical strengthening have been made since 2003 in equine hospital. Emergency clinic is now open 24 hours a day and seven days a week. The new building for the equine hospital funded by the Pays-de-Loire Regional Council opened in September 2015. This building is dedicated to emergency, intensive care and soft tissues surgery. The consequence was an increase of equine colic cases in emergency service (from 21 cases in 2013/2014 to 36 cases in 2015/2016). Nevertheless, after a slight decrease in 2013/2014 mainly due to the economic crisis, the number of caseloads in equine has now increased: from 1,995 cases in 2013/2014 to 2,174 cases in 2015/2016, i.e. a 9% increase.

### *Anesthesia*

The anesthesia team has been recently reinforced by a permanent position (assistant professor, ECVAAB boarded). Four vets specialized in anesthesia are daily involved in the VTH.

Every anesthesia induction is directly under the supervision of a DVM, either a junior or senior vet in anesthesia or a senior vet in charge of the service where the anesthesia is induced.

## 2.4.2. COMMENTS

*Self-learning teaching:* The next Educational theme day will be organized on the concept of "Different self-learning teaching methods in a virtual learning context". The theme day will take place on November 29, 2016.

*VTH:* Since 2003, a wide structuration the VTH has been undertaken with objectives of de-compartmentalization, pooling of tools, mutualized operating rules, improvement of services (extension of opening hours, emergency services). Some improvements were made in direction to referring veterinarians (strengthening of expertise, establishment of technical platforms). At present, the VTH is a solid pillar of clinical training with a dedicated budget. We developed the clinical teaching by strengthening the sectors deficient in human resources and/or materials. Renovations were made, new buildings have been built and equipped, and faculty members were trained or recruited, to strengthen our teams with board certified colleagues. The effort also focused on the student supervision by technical staff.

*Animal welfare:* We are highly concerned about animal welfare, and strategies to decrease live animal use are regularly developed without compromising teaching quality. Medical simulation (see above) is a very efficient tool to reduce the number of live animals used in teaching.

## 2.4.3. Suggestions of improvement

*VTH caseload:* In order to maintain caseloads for teaching, a client satisfaction survey was conducted from January to March 2015. 155 questionnaires were completed. The overall satisfaction level was 99.2% (very satisfied: 75.9%; satisfied: 23.3%), only 0.8% of the clients were not satisfied.

During the last 12 months, 24.1% of clients did not recommend the VTH to a friend whereas 69.0% made 1 to 5 recommendations and 1.7% more than 20 recommendations. Moreover, 58.1% of clients said they did not plan on trying a new vet clinic, showing an acceptable level of loyalty. This survey helped the continuous improvement of VTH services.

## 2.5. MINOR DEFICIENCY 5: CLINICAL FACILITIES AND ORGANIZATION

*The EAEVE Team recommended some repairs or facilities renovation and that a full site plan should be made for future development and updating of old facilities with timelines. They suggested that more attention to animal production issues should be devoted during farm visits.*

### 2.5.1. FACTUAL INFORMATION

#### *Clinical facilities*

Since January 2016, extensive renovation rebuilding of surgical facilities for small animals has been performed. The spaces and modern equipment will be commissioned in March 2017. (Budget: EUR 1 200,000). Poor floors in equine hospital (internal medicine) and in some large animal areas were repaired in 2015 and 2016.

For 6 years, Oniris has spread out broad investment to renovate VTH facilities:

- 2011: rehabilitation works of small animal medicine consultations
- 2012: building of a new necropsy room
- 2013 : rehabilitation and expansion of the reception desk
- 2014: building of the equine PRI (emergency service) and bunker of the particle accelerator
- 2015: Repair of the Equine and large animal reproduction hospitals floors
- 2016: installation of the particle accelerator

The VTH always needs renovation and/or expansion to provide additional clinical services (i.e. Equine emergency services), there is a need for additional rounds rooms, and dedicated space for students ... Such work is in continuous progress.

#### *Full site plan*

An internal call has been made in November 2016 to identify all the needs in premise renovation and have a global reflection on the space allocation within Oniris. The new space allocations and renovation will include the implementation of new teaching methods and the need for additional rooms and dedicated space for students. All the needs will be centralized, analyzed and prioritized after consultation by the Board of Oniris at the beginning of 2017.

An internal call has been also made in early 2016 to identify all needs for replacement or acquisition of facilities or equipment in order to update teaching resources. After consultation in all teaching departments, platforms and research units with a deadline at the end of 2016, a 2016/2021 investment plan will be implemented to update audiovisual equipment, IT and pedagogical equipment.

#### *Production animal issues*

During the 4<sup>th</sup> year, visit at farms of students are organized in 2 different contexts: (i) during the four-weeks rotation of bovine medicine, students follow a vet practitioner for one week and work is effectively focused on bovine diseases; (ii) during the 3 other weeks of bovine population medicine, students are faced with animal production issues, notably production losses induced by mastitis of parasitic diseases; each population medicine case is supervised by teachers of bovine medicine, parasitology and animal science.

#### 2.5.2. COMMENTS

The overall infrastructure (i.e., mechanical, plumbing, electrical, and telecommunications) reflects the building's age and design (more than 80 % of buildings are over 15 years old). Nevertheless, there is a constant evaluation of this infrastructure and associated support facilities, and regular renovations have been made with particular emphasis on instructional spaces and research laboratory space for many years.

## 2.6. MINOR DEFICIENCY 6: RESEARCH

*The EAEVE team felt there were no common goals and no clear strategy communicated to staff and students nor was there an overall strategy for research. They also suggested a lack of administrative support for faculty undergoing research applications.*

#### 2.6.1. FACTUAL INFORMATION

##### *Overall strategy plan*

As of September 2015, several actions were set up for building a shared vision of scientific policy:

- Directors of Research units sit on the expanded Board established by the new Directorate every six/eight weeks.
- From September 2015 to January 2016, Research staff and Directorate met during a presentation day of Research Units and visits to each laboratory organized for the forthcoming Higher Education Evaluation Agency (HCERES) assessment. Meetings with research laboratories are planned for 2017.
- Directors of research units were asked for the development of the establishment's project/research objectives. Brainstorming workshops were held to define indicators and actions to implement.

- Since 2014, student and research staff have met yearly around posters during Research Passport meeting, to promote research activity within the school and to open student's mind towards research.

#### *Follow-up of research units*

All HCERES evaluation reports were submitted to Oniris Scientific Council for debate in 2016. Each Research Unit needs to elaborate a research prospects for the next five years. Heads of Research Unit will then present their action plan during a meeting scheduled in November 2016.

#### *Administrative support*

To provide administrative support to research units, the Directorate for Research and Doctoral Studies was implemented in 2010. Composed of research contracts division, this service provides support in the negotiation, drafting and validation of research contracts. Another division related to project engineering advises and support faculty members in finding financing. In addition, the University of Nantes offers trainings and helps setting up European projects such as H2020 program.

## 2.7. MINOR DEFICIENCY 7: MISCELLANEOUS

*The EAEVE team would encourage Oniris to work with the Ministry of Agriculture to ensure that future core funding relates to the number of students and does not decrease on a per head basis. The team is also pleased that Oniris has started a quality assurance approach to teaching and encourage them in this endeavour.*

### 2.7.1. FACTUAL INFORMATION

Oniris is under the direct supervision of the Ministry of Agriculture that is, in fact, under the direct responsibility of the General Directorate of Studies and Research (DGER) of the Ministry of Agriculture.

The DGER regulates the number of new students every year in each school as well as the yearly student fees. Oniris may only submit an advisory opinion to the DGER about the number of students and core funding.

The development of Quality Assurance in Teaching started in 2014. Several procedures have been formalized such as teaching evaluation. Please refer to the Quality Assurance S-E-R.

### 2.7.2. COMMENTS

As part of the overall process of continuous improvement engaged by Oniris, the Secretary General has focused on two main missions related to the core funding:

- Legal certainty by recruiting an Officer of Legal Affairs (January 2016). Her mission is to advise about and to control all contracts and agreements performed by Oniris.
- Reinforce the budget, financial and accounting security, by assigning a full-time officer in the internal control of revenue and expenditure chain. Moreover, the officer participates in budget preparation, monitoring of cash and proposes renovation of the expenditure processes.

### 3. ESEVT INDICATORS

#### 3.1. FACTUAL INFORMATION (UPDATED DATA BASED ON THE LAST THREE ACADEMIC YEARS)

Raw data are in table 2 and calculated ratios in table 3.

Except ratios I7, I12 and I14, all the calculated ratios are above the minimal EAEVE values. Ratios I3, I4, I5, I8, I9, I10, I11, I16, I18 and I20 are higher than EAEVE median values.

#### 3.2. COMMENTS

**Indicator n°7:** this number of yearly clinical hours is calculated only for the 4th year students. For the Small Animal track, there are 1200 hours of clinical rotations on site, for Equine track, 605 hours on site and 350 hours out site, and for Farm Animal track, 40 hours on site and 350 hours out site.

**Indicator n°9:** these figures only relate to the extra-mural training in slaughterhouse and hygiene practices in collective restaurant and in food production pilot plant. Practical training in meat inspection is entirely performed on site (please see I6).

**Indicator n°14:** we do not have an extra-mural veterinary teaching hospital. The number of cases for small animals is higher than EAEVE median values (I8: 210.40 vs. 70.48) indicating an important exposure of students to clinical cases in small animal rotations.

**Indicator n°16:** similar remark as for companion animals. All the equine clinical activity is located on site. There is a minor field clinical activity dedicated to sport horses. The student exposure to equine cases is high, about 3 times the median EAEVE value (I10: 19.09 vs. 5.05).

Table 2: Raw data from the last 3 full academic years	Year -1	Year -2	Year -3	Mean
n° of FTE academic staff involved in veterinary training	81,1	78,6	74,8	78,2
n° of undergraduate students	543,0	515,0	503,0	520,3
n° of FTE veterinarians involved in veterinary training	70,8	67,6	66,4	68,3
n° of students graduating annually	102,0	119,0	106,0	109,0
n° of FTE support staff involved in veterinary training	137,8	124,0	126,5	129,4
n° of hours of practical (non-clinical) training	963,0	963,0	963,0	963,0
n° of hours of clinical training	1200,0	1200,0	1200,0	1200,0
n° of hours of FSQ & VPH training	256,0	256,0	256,0	256,0
n° of hours of extra-mural practical training in FSQ & VPH	49,0	49,0	49,0	49,0
n° of companion animal patients seen intra-murally	24630,0	22570,0	21602,0	22934,0
n° of ruminant and pig patients seen intra-murally	360,0	400,0	398,0	386,0
n° of equine patients seen intra-murally	2174,0	2073,0	1995,0	2080,7
n° of rabbit, rodent, bird and exotic patients seen intra-murally	601,0	355,0	669,0	541,7
n° of companion animal patients seen extra-murally	0,0	0,0	0,0	0,0
n° of individual ruminants and pig patients seen extra-murally	1100,0	1000,0	1100,0	1066,7
n° of equine patients seen extra-murally	30,0	30,0	30,0	30,0
n° of visits to ruminant and pig herds	88,0	87,0	89,0	88,0
n° of visits of poultry and farmed rabbit units	19,0	19,0	19,0	19,0
n° of companion animal necropsies	165,0	171,0	185,0	173,7
n° of ruminant and pig necropsies	314,0	313,0	312,0	313,0
n° of equine necropsies	18,0	15,0	9,0	14,0
n° of rabbit, rodent, bird and exotic pet necropsies	318,5	275,0	341,5	311,7
n° of FTE specialised veterinarians involved in veterinary training	17,0	17,0	19,5	17,8
n° of PhD graduating annually	11,0	21,0	19,0	17,0

Table 3: calculated ratios

	Establishment values	Median values <sup>1</sup>	Minimal values <sup>2</sup>	Balance <sup>3</sup>
n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,15	0,16	0,13	0,02
n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,63	0,87	0,59	0,04
n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,19	0,94	0,57	0,62
n° of hours of practical (non-clinical) training	963,00	905,67	595,00	368,00
n° of hours of clinical training	1200,00	932,92	670,00	530,00
n° of hours of FSQ & VPH training	256,00	287,00	174,40	81,60
n° of hours of extra-mural practical training in FSQ & VPH (please see page 21)*	49,0	68,00	28,80	<b>20,20</b>
n° of companion animal patients seen intra-murally / n° of students graduating annually	210,40	70,48	42,01	168,39
n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	3,54	2,69	0,46	3,08
n° of equine patients seen intra-murally / n° of students graduating annually	19,09	5,05	1,30	17,79
n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	4,97	3,35	1,55	3,42
n° of companion animal patients seen extra-murally / n° of students graduating annually	0,00	6,80	0,22	<b>-0,22</b>
n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	9,79	15,95	6,29	3,49
n° of equine patients seen extra-murally / n° of students graduating annually	0,28	2,11	0,60	<b>-0,32</b>
n° of visits to ruminant and pig herds / n° of students graduating annually	0,81	1,33	0,55	0,26
n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,17	0,12	0,04	0,13
n° of companion animal necropsies / n° of students graduating annually	1,59	2,07	1,40	0,19
n° of ruminant and pig necropsies / n° of students graduating annually	2,87	2,32	0,97	1,90
n° of equine necropsies / n° of students graduating annually	0,13	0,30	0,09	0,04
n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,86	2,05	0,69	2,17
n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,16	0,20	0,06	0,10
n° of PhD graduating annually / n° of students graduating annually	0,16	0,15	0,09	0,07
<i>Median values defined by data from Establishments with Approval status in April 2016</i>				
<i>Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016</i>				
<i>A negative balance indicates that the Indicator is below the recommended minimal value</i>				

**\*Meat inspection is exclusively performed on site.**

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# APPENDIX

## APPENDIX 1

### BIOSECURITY GROUP (SINCE OCTOBER 2016)

NAME	POSITION IN THE GROUP	UNIT/DEPARTMENT
Jean-Michel CAPPELIER	Biosecurity Group Head	Food Hygiene and Food Safety ECVPH diplomate
Anne GOGNY	Deputy Head Companion Animal representative	Companion Animal Reproduction ECAR diplomate
Sebastien ASSIE	VTH Directorate	Farm Animal Medicine
Olivier GAUTHIER	VTH Directorate	Small Animal Surgery
Olivier GEFFROY	VTH Directorate	Equine Surgery Diplomate ECVS/ACVSMR
Laetitia JAILLARDON	VTH Directorate	Clinical Pathology ECVP diplomate
Caroline LELAIDIER	Director of Academic and Student Life	Academic Affairs
Nathalie RUVOEN	Preventive Medicine	Infectious Animal Diseases and Zoonoses ECVPH diplomate
Caroline TESSIER	Equine representative	Equine Surgery Diplomate ECVS/ACVS
Nora CESBRON	Farm Animal representative	Farm Animal Medicine
Marion FUSELLIER	Transversal units representative	Medical Imaging
Mickaëlle LARHANTEC	Occupational Health and Safety service representative	Occupational Health and Safety service
Caroline BERDER	Oniris Laboratory representative	Research Engineer LDHVet
Maggy DAUNAS	VTH Support Staff representative	Small Animal Emergency and Hospitalization
Samuel NINET	VTH Support Staff representative	Experimental Animal Housing

**Missions:**

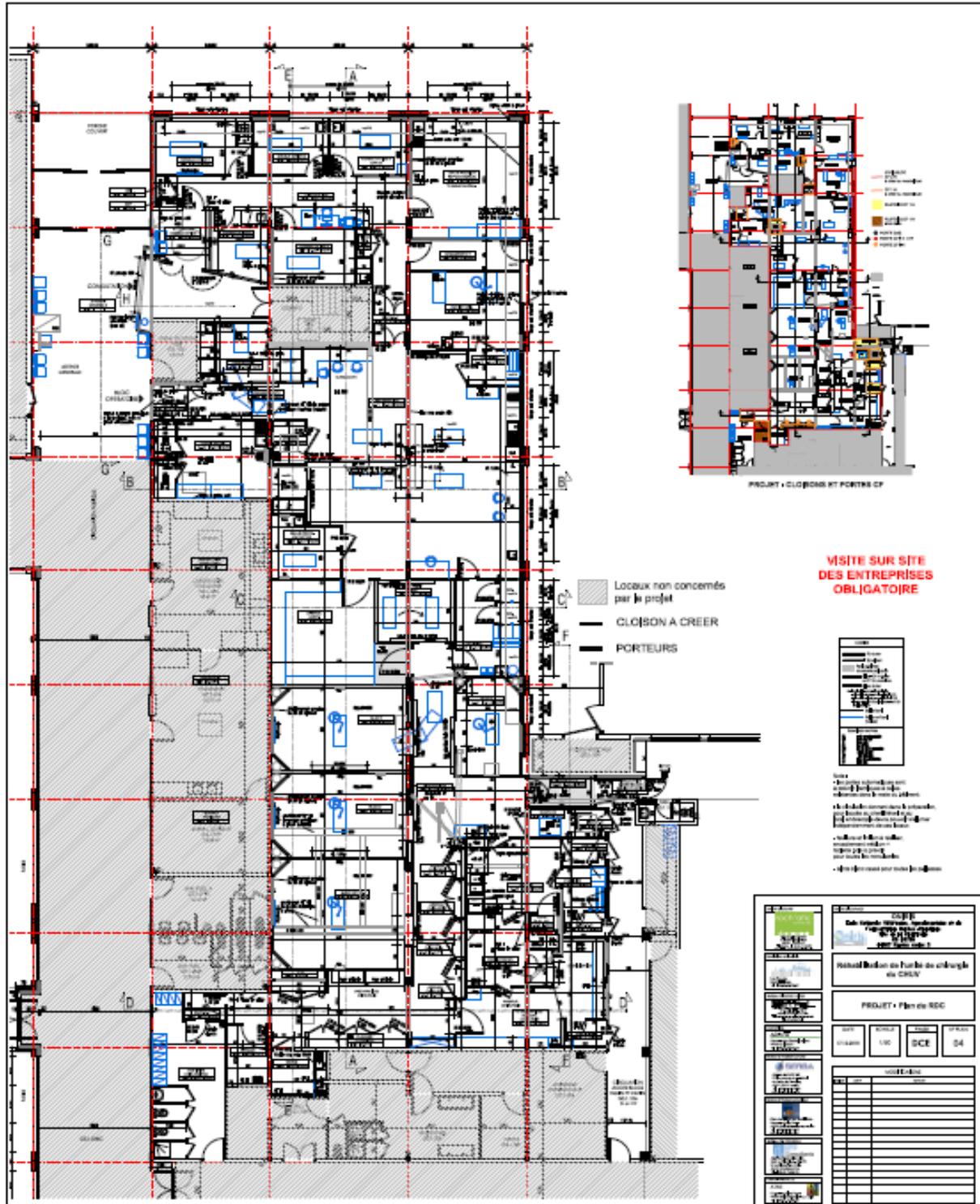
- *Updating of The Biosecurity Handbook*
- *Application Of Biosecurity Rules*
- *Monitoring Biosecurity Indicators*
- *Setup of a Training Program For Students and VTH Staff*
- *Ensuring Compliance With Biosecurity Rules Throughout Evolution*
- *Transforming the Institutional Mindset*
- *Establishing Action Plans in Case Of Crisis*

**FORMER BIOSECURITY GROUP: FROM 2014 TO SEPTEMBER 2016**

NAME	POSITION
Fabrice Clerfeuille	VTH Director
Francis Fieni	Director Assistant for Clinical Affairs
Frédérique Naudin	General Secretary
Lucile Martin	Director of Veterinary Academic Affairs
Nora Cesbron	Farm Animal representative
Anne Gogny	Companion Animal representative
Anne Couroucé	Equine representative
Caroline Berder	Oniris Laboratory representative
Nathalie Ruvoen	Preventive Medicine
Mickaëlle Larhantec	Occupational Health and Safety service
Violaine Lamy	Quality Assurance
Olivier Girard	Head of Site Maintenance
	Intern – Small Animal
	Intern - Equine
	Intern – Farm animals
	4th year student

# APPENDIX 2

## NEW SMALL ANIMAL SURGICAL UNIT



## APPENDIX 3

### BIOSECURITY TOOLS

Biosecurity web site: <http://biosecurite.oniris-nantes.fr/>



Moodle page: <http://ent-prod.oniris-nantes.fr/course/view.php?id=739>

The screenshot shows a Moodle course page for 'Biosécurité'. The browser address bar displays the URL [ent-prod.oniris-nantes.fr/course/view.php?id=739](http://ent-prod.oniris-nantes.fr/course/view.php?id=739). The page header includes the ONIRIS Nantes logo and navigation tabs: '1- SE FORMER', '2- S'INFORMER', '3- COLLABORER', and '4- FORMATION CONTINUE'. The course breadcrumb is 'Accueil > Catégories > 1.03- Vétérinaires > Enseignements Transversaux > Cours > Biosécurité'. The main content area is titled 'Biosécurité' and contains several sections: 'Section 1' with 'Contre-visite AEEEV - 27 & 28 février 2017' and 'Présentation étudiants Accueil administratif, septembre 2016'; and 'Section 2' titled 'Bases et définitions' with 'Classification du niveau de risque infectieux', 'Document général de procédures de Biosécurité du CHUV Oniris 2015', and 'Evaluation conférence de Pr Saegerman (conférence en ligne sur <http://biosécurité.oniris-nantes.fr>)'. The left sidebar contains 'LISTE PARTICIPANTS', 'ACTIVITÉS' (Forums, Glossaires, Jeux, Ressources, Tests), and 'ADMINISTRATION'. The right sidebar shows a 'CALENDRIER' for November 2016 and 'NOUVELLES'.

Vimeo page : <https://vimeo.com/channels/1076159>

The screenshot shows a Vimeo channel page for 'Virtual Vet' on the channel <https://vimeo.com/channels/1076159>. The page displays a list of videos related to biosafety procedures. Each video entry includes a thumbnail, a title, the creator 'de ONIRIS', the upload date, and view/like counts. The videos listed are: 'Drapper un chien en vue d'une laparotomie' (03:05), 'Revêtir une casaque chirurgicale' (03:47), 'Préparer un assistant muet' (03:20), 'Jeter une aiguille dans un collecteur' (02:09), 'Porter un masque chirurgical' (01:28), 'Effectuer un lavage simple des mains' (02:15), and 'Ouvrir un emballage contenant du matériel stérile' (01:33).

Facebook page: @VirtualVetOniris



### Example of question

**Question 7**

Incomplet

Noté sur 1,00

Marquer la question

Modifier la question

Ce vétérinaire commet une erreur qui expose l'équipe de soins à un risque. Où se trouve cette erreur ?

Indiquez les coordonnées de la case concernée sous la forme suivante : lettre suivie du chiffre sans espace (exemple : A1).



Réponse :

Vérifier

### Answer and feedback

Réponse : dd

Vérifier

Les aiguilles présentes sur la table exposent le chien et le vétérinaire qui l'ausculte à un risque de blessure par piqûre et à un risque de contamination par des agents pathogènes.

N'importe quel animal examiné peut avoir des réactions ou des mouvements brusques, qui ne sont pas toujours prévisibles. Un déplacement brusque de l'animal sur la table peut conduire le chien à marcher sur les aiguilles, ou le vétérinaire à se piquer accidentellement en cherchant à contenir le chien.

On n'est jamais assez méfiant avec les aiguilles. Pour illustration, le témoignage du Dr C. Duvécu, vétérinaire en Loire-Atlantique : "Un jour, j'ai pu pratiquer une entérotomie chez une petite chienne Jack Russel qui avait avalé avec gourmandise l'aiguille à broder que sa propriétaire, grande fan de ce loisir, venait de poser sur l'accoudoir de son fauteuil".

**Moralité : il faut toujours jeter les aiguilles dans une boîte à déchets piquants / coupants (= petites boîtes jaunes) immédiatement après usage.**



La réponse correcte est : B4

## APPENDIX 4

### BIOSECURITY COURSES AT ONIRIS

Biosecurity syllabus	Lectures (1)	Practical works (2)	Tutorials (3)	Clinical works (4)
<b>Total per student (all curriculum)</b>	<b>53</b>	<b>17</b>	<b>71</b>	<b>120</b>

1A				(1)	(2)	(3)	(4)
Depart	N°	Course	Head				
BPSA	N51	Biologie intégrative et biotechnologies animales	L. Martignat	- Biosécurité, prélèvements biologiques, qualité des prélèvements		2	
SAESP	N52	Animal domestique, génétique et bien-être	F. Beaudreau	- Identification des animaux /traçabilité = élément indispensable à la mise en place de mesures sanitaires (biosécurité)	x		
	N53	Animal, Ecosystèmes et territoire	S. Bastian	- Réservoir – faune sauvage - Gestion des effluents d'élevage	x		x
	N56	Immunologie, bioagresseur et hôte	E. Moreau	- Epidémiologie des maladies infectieuses	4		
				- Prophylaxie sanitaire (Ex peste porcine)	3		2
- Prophylaxie médicale (Ex parvovirose canine)				3		2	
- Modélisation de la diffusion des agents pathogènes						2	
BPSA	N63	Bactériologie et virologie générales et médicales	J-L. Pellerin	- Bactériologie médicale	7	15	
				- Virologie médicale	4		
				- Immunité anti-bactérienne et Immunité anti-virale	2		
				- Pouvoir pathogène des bactéries	4		
				- Bactériologie et Virologie médicales			27
<b>Total 1-yr</b>				<b>29</b>	<b>17</b>	<b>35</b>	<b>0</b>

## 2A

Depart	N°	Course	Head		(1)	(2)	(3)	(4)
SAESP	N72	Dangers pour la santé publique	M-F Pillet	- Monographie des dangers, caractéristiques de comportement, épidémiologie				
				- Mesures de protection/prévention pour zoonoses contact				
				- Identification des catégories de déchets : activités de soins, sous-produits animaux, des risques associés (physiques, chimiques, biologiques) et réglementation associée : un polycopié d'enseignement, 2 séances de TD avec études de cas papier			4	
				- Polycopiés				
SC	N74	Propédeutique	M. Fuselier	- Radioprotection	6			
SEASP	N82	Ruminants 1	A. Agoulon	- BPH de la traite (+ réglementation) et qualité du lait – infections intra-mammaires				
<b>Total 2-yr</b>					<b>6</b>	<b>0</b>	<b>4</b>	<b>0</b>

## 3A

Depart	N°	Course	Head		(1)	(2)	(3)	(4)
SAESP	N92	Ruminants 2	C. Peroz	- Mesures de biosécurité pour éviter introduction, diffusion et maîtriser les foyers pour les dangers sanitaires de catégorie 1			10	
		Maladies réglementées des ruminants		- Polycopié Maladies réglementées des ruminants (inclus mesures de prophylaxie/biosécurité)				
SAESP	N101	Porc et lapin	C. Belloc	- Porcs : Présentation des mesures de biosécurité pour éviter intro/diffusion et maîtriser foyers des dangers sanitaires de catégorie 1 /MI	1			
		Concepts généraux et application des bonnes pratiques d'Hygiène en élevage – lien avec la sécurité des personnes et des denrées		- Lapin : Présentation des mesures de biosécurité pour éviter intro/diffusion et maîtriser foyers des dangers sanitaires de catégorie 1 /MI	1			
				- Diagnostic différentiel des maladies porcines et mesures de biosécurité à appliquer			2	

SAESP	N102	Qualité et sécurité des denrées alimentaires	J.-M. Cappellet	- Méthode HACCP en théorie, en exercice d'application sur site (exemple d'application : restauration collective centrale) avec prélèvements de surface ; traçabilité	4		3	
				- Démarche qualité	1			
				- Identification des sources de la contamination microbienne : air, surfaces, homme et mesures de contrôle/surveillance et maîtrise (port du masque, gants, nettoyage-désinfection, prélèvements de surface, filtration air ...) avec travaux pratiques – en couplage avec mise en œuvre d'un audit hygiène			2	
				- Méthode des 5M couplée à HACCP - illustration sur site (restauration collective centrale)			4	
				- Maîtrise du microbisme : Bonnes pratiques d'hygiène des personnes, des gestes de la protection vestimentaire, mise en œuvre sur sites			1	
	N103	Maitrise santé des populations animales	N. Ruvoen	- Protection sanitaire des élevages (2H de TD) / réglementation			2	
			- Visites sanitaires d'élevage dans les différentes espèces de production et carnivores			2		
			- HACCP appliquée à la gestion de troubles de santé animale – application et exemple sur cas papier pratique (diarrhées de veaux en élevage bovin laitier)			2		
SC	N104	Maladies du Cheval	A. Couroucé-Malblanc	- Maladies infectieuses	4			
				- Diarrhées	1			
	N106	Préparation à l'activité hospitalière	C. Ibsch	- Règles de biosécurité applicables à chaque secteur clinique				
				- validation QCM (Contaminator) avant entrée en 4A				
SAESP	N107	Volailles et poissons  Concepts généraux et application des bonnes pratiques d'Hygiène en élevage – lien avec la sécurité des personnes et des denrées	S. Calvez	- Maladies réglementées et autres maladies infectieuses des volailles : présentation des mesures de biosécurité pour éviter intro/diffusion et maîtriser foyers des dangers sanitaires de catégorie 1	1		2	
				- Maladies réglementées et autres maladies infectieuses des poissons : présentation des mesures de biosécurité pour éviter intro/diffusion et maîtriser foyers des dangers sanitaires de catégorie 1	1		2	
				- 1 <i>polycopié</i>				

SC	SI1/S I2	Stage infirmier 1 et 2 (inclus dans UV N106)	C. Ibisch	- Fonctionnement global de l'hôpital				104
				- Règles de biosécurité applicables à chaque secteur clinique				
				- abord de l'animal, comportement et contention				
				- Examen clinique				
				- Réalisation des prélèvements urinaires et sanguins				
				- Règles de radioprotection				
<b>Total 3-yr</b>					<b>14</b>	<b>0</b>	<b>32</b>	<b>104</b>

#### 4A

Depart		Head	Course	(1)	(2)	(3)	(4)
SC	Reproduction AC	A. Gogny	- Importance de la biosécurité et modalités d'applications (vidéoconférence)	2			
			- Règles de biosécurité applicables à chaque secteur clinique				4
			- Gestes de base, Préparation du chirurgien, gestion des déchets (Ateliers biosécurité salle d'enseignement préclinique Virtual Vet)				4

#### 5A

Depart		Head	Course	(1)	(2)	(3)	(4)
SC	Reproductio n AC	A. Gogny	- Règles de biosécurité applicables à chaque secteur clinique				1
			- Gestes de base, Préparation du chirurgien, gestion des déchets (Ateliers biosécurité salle d'enseignement préclinique Virtual Vet)				4

#### Interns

Course	Head	Course	(1)	(2)	(3)	(4)
Biosécurité	A. Gogny	- Appliquer et faire appliquer les règles de biosécurité au CHUV				1
		- Règles de biosécurité applicables à chaque secteur clinique				1
		- Gestes de base, Préparation du chirurgien, gestion des déchets (Ateliers biosécurité salle d'enseignement préclinique Virtual Vet)				1
Conférenc es des internes	F. Roux	- Les maladies nosocomiales	2			
<b>total</b>			<b>4</b>	<b>0</b>	<b>0</b>	<b>16</b>

## APPENDIX 5

### ONIRIS ORGANIZATION OF STEERING COMMITTEES (SEE FIGURE 1)

The new organization is the following:

**[Direction] Directorate** (*rectangles in blue color*) is composed of:

- The General Director, responsible for the overall management of Oniris. Three services are under the direct supervision of the General Director: Communication, Quality Assurance and International Relations. She/he directs all the administrative, financial, material, educational and scientific operations. He/she chairs various internal committees. She/he is assisted by a deputy director.
- The Deputy Director, in charge of strategic Innovative projects to develop partnership with businesses and research and development, including Continuing Education, supervision of technological facilities such as the veterinary hospital, food pilot plant and platforms.
- The Secretary General liaises with the Deans and the Deputy Director to create synergy for optimal functionality.
- The Dean for Teaching Strategic Projects, in charge of supervising and development of Graduate programs as well as undergraduate level offerings.
- The Dean for Research Strategic Projects, in charge of implementing a strategy for scientific excellence. She/he leads the 13 research units as well as doctoral programs.
- The delegate in charge of the cross coordination of projects provides project management support to the members of the board. He organizes the planning of projects in keeping with the strategic targets of the institution, ensures their consistency regarding the RTI triad, contributes to the design of the within participative approach. He organizes the board and extended board meetings.

**[Comité de direction] Board** (*rectangles in blue and green color*) includes Directorate and:

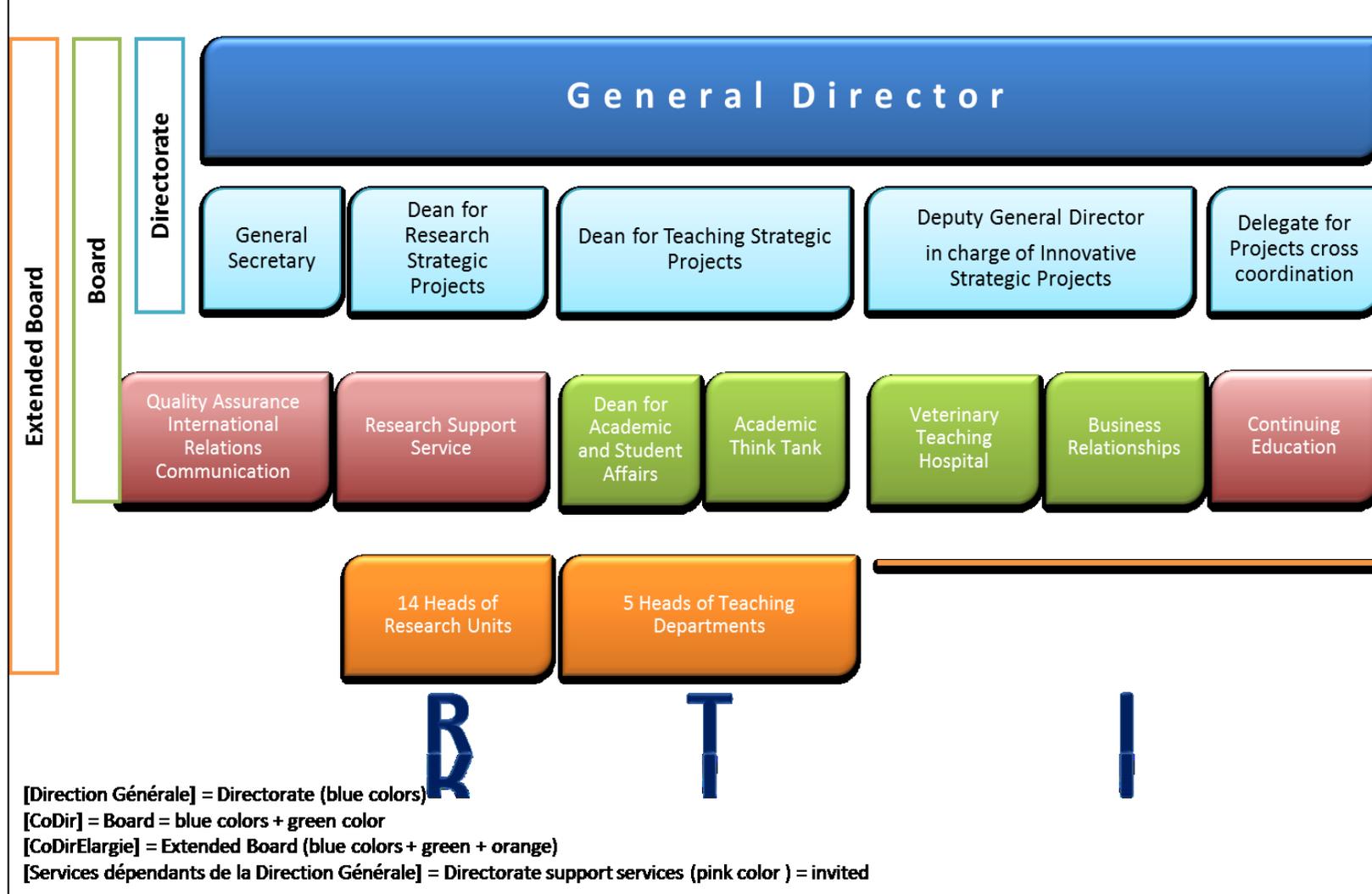
- The Dean for Academic and Student Life
- The Academic Think Tank
- The VTH Head
- Head of Business Relationships

**[Comité de direction élargi] Extended board:** (*rectangles in blue, green and orange color*) includes Directorate, Board and:

**Heads of Teaching Departments:** The 5 teaching departments are the pillars of Oniris' organization. Each department has a head/deputy head. The department heads are free to meet with faculty members and personnel as they wish. The department heads liaise between members of each department and the senior management team. All 5 departments are responsible for Curriculum design of all degrees, specializations, and continuing education programs.

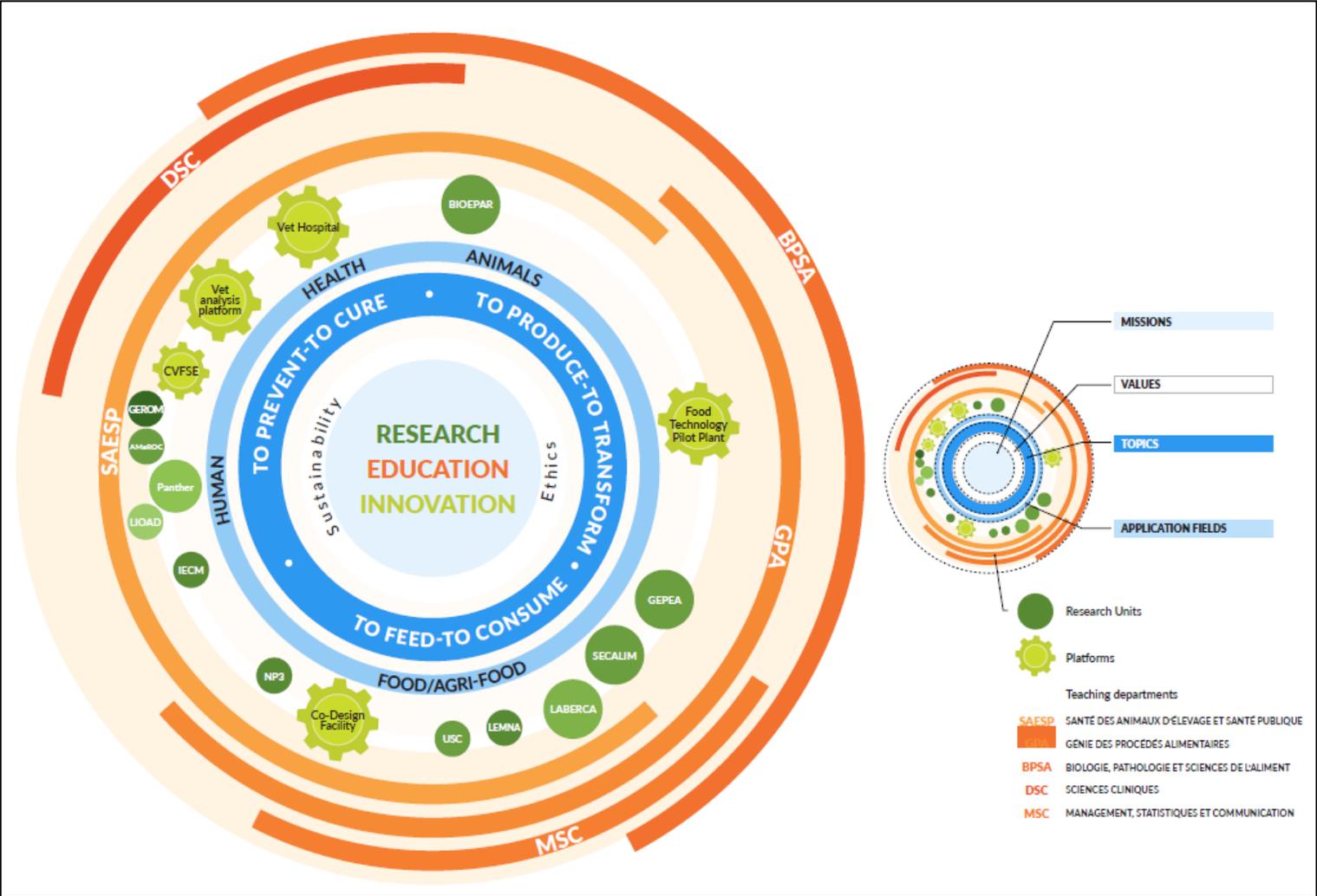
**Head of Research Units:** Research Departments of the previous organization have been canceled. The 13 research units are now separate entities with one head (director) per unit.

Figure 1: Organization of steering committees



APPENDIX 6  
ONIRIS STRATEGIC MAP

Figure 2: the strategic map



# APPENDIX 7

## ONIRIS IMPLEMENTATION PLAN [PROJET D'ÉTABLISSEMENT]

### CONTENTS

#### **1. To steer the school for increasing national and international visibility**

- 1.1. A dynamic and shared steering
- 1.2. Implementation, follow-up, communication and evaluation of the school project
- 1.3. To provide activity feasibility
- 1.4. To carry out quality process and care about biosecurity rules

#### **2. To train high qualified engineer and veterinarians to meet the needs of agriculture, agri-business and health**

- 2.1. To make our syllabus more visible at the National and International levels
- 2.2. To lead students to academic success and to find a job
- 2.3. To provide with excellent teaching
- 2.4. To network with other academic institutes
- 2.5. To open student mind to social responsibility

#### **3. To sustain outstanding research for tomorrow changes**

- 3.1. To propose an efficient organization for research
- 3.2. To strengthen our networks with collaborators
- 3.3. To increase our leadership in research

#### **4. To play a key role in innovation**

- 4.1. To introduce innovation at the heart of syllabus
- 4.2. To foster partnership with businesses and research and development
- 4.3. To help professional insertion
- 4.4. To be key player for education all along the life