UNIVERSITY OF THESSALY
SCHOOL OF HEALTH SCIENCES
FACULTY OF VETERINARY MEDICINE

RE-VISITATION
Self-Evaluation Report
Karditsa, Greece 2025

Re-visitation

Self

Evaluation

Report

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Forewords and acknowledgements

This re-visitation self-evaluation report (RSER) has been prepared in accordance with the provisions of the European System for the Evaluation of Veterinary Training (ESEVT)-SOP 2019, of May 30, 2019 (as amended in September 2021).

We sincerely thank our colleagues for their contribution in addressing the major and minor deficiencies identified by ECOVE in December 2022 following the visitation conducted in October 2022, and all contributors who spontaneously agreed to provide factual data and specific information for the preparation of the RSER, but especially the members of EAEVE Re-visitation Committee of the Veterinary Education Establishment (VEE) of Karditsa.

We extend our gratitude to the dedicated staff and students who made great efforts to provide the EAEVE experts' team a well-prepared campus and a well-organized visitation.

Our special thanks go to the Rector of the University of Thessaly for the unconditional support of the VEE in achieving this important endeavor.

Professor Vasileios Papatsiros
Dean of the Faculty of Veterinary Medicine, University of Thessaly

Introduction

The last EAEVE Visitation at the VEE of the University of Thessaly (UTH) took place from the October 17 to 21, 2022. It was carried out by a special designated Visitation Team with experienced experts on site. The Visitation Team reported its findings to ECOVE which submitted a Final Report to the FVM in December 2022.

The Visitation Team reported in the Final Report of the Visitation that the Visitation was very **well prepared, well organized and conducted in a cordial and professional atmosphere** and noted several areas that deserve praise (i.e. Commendations) e.g.:

- The commitment and enthusiasm of staff and students
- The positive interaction between students and staff of the VEE
- The strong support provided to students by teaching staff
- The aspiration to comply with national and ESEVT accreditation standards
- A strong commitment to teaching and learning
- A willingness to continue to improve the quality of students' education
- The endeavor to improve practical and hands-on training

The visitation team noted some minor deficiencies in standards 1.3, 2.1, 3.1, 4.1, 4.3, 4.4, 4.6, 5.1, 7.2, 9.2 and 9.3, and major deficiencies: Non-compliance with Standard 3.1.3 due to insufficient exposure of students to a variety of equine clinical cases (including surgery) combined with partial compliance with Standard 4.1. At the ECOVE Committee meeting on December 13, 2022, the Final Decision based on the visitation report, stated that our VEE identified 8 Major Deficiencies:
1. Non-compliance with Standard 3.1.3, as the current curriculum design is inadequate to allow students to acquire Day One Competences equitably.
2. Non-compliance with Standard 4.1, as the VEE does not sufficiently comply with EU legislation on the safe handling of chemicals.
3. Non-compliance with Standard 4.2 due to inadequate maintenance of some teaching laboratories and clinical facilities.
4. Non-compliance with Standard 4.3 due to inadequate capacity of the livestock facilities, animal housing, core clinical teaching facilities and equipment to enhance learning.
5. Non-compliance with Standard 4.4 due to inadequate exposure of the students to 24/7 emergency services.
6. Non-compliance with Standard 4.6 for inadequate isolation facilities for companion and farm animal species.
7. Non-compliance with Standard 5.1 because of an insufficient number and variety of healthy and diseased animals and cadavers.
8. Non-compliance with Standard 9.2 because of an insufficient number of permanent technical and support staff for clinical and practical education.

Additionally, the report outlined the following minor deficiencies:

1. Partial compliance with Standard 1.3 because the operating plan, including timeframe and implementation indicators, has suboptimal reference to the SWOT analysis.
2. Partial compliance with Standard 2.1 because of suboptimal provision of funding to meet the requirements for the VEE to achieve its objectives.
3. Partial compliance with Standard 3.1 because the current design of the curriculum is suboptimal in terms of providing an equivalent training for all students.
4. Partial compliance with Standard 7.2, as the allocated resources are suboptimal in relation to the number of students.
5. Partial compliance with Standard 9.3 as the academic staff does not make optimal use of opportunities to develop and extend their teaching, research and assessment knowledge.

The VEE acknowledges the helpful recommendations provided for addressing major and minor defects. Following the on-site visit and receipt of the final report, VEE has taken action to address the identified deficiencies and has requested a re-visit in 2025. The RSER contains relevant details of the corrective actions taken to address the major deficiencies as well as to respond to the minor shortcomings and suggestions. These measures will enable VEE to fully comply with the EAEVE accreditation standards.
According to the European System for the Evaluation of Veterinary Training (ESEVT) the VEE of UTH is classified with the status “PENDING ACCREDITATION”. To meet the requirements and achieve full compliance with the ESEVT Standards, the VEE has established the EAEVE Re-visit Committee (Annex 1), to initiate a comprehensive process of improvement and rectification of the identified deficiencies. The following sections describe the implemented solutions.

1. Correction of Major Deficiencies

1.1. Major Deficiency 1: *Non-compliance with Standard 3.1.3 as the current curriculum design is insufficient to allow the students to equally acquire Day One Competences.*

1.1.1. Factual information

In the final year of undergraduate studies, clinical training and hands-on experience are integrated into the curriculum through clinical practice modules. These modules include companion animal clinical training conducted within the Veterinary Teaching Hospital (VTH) and through collaborations with Clinical Associates.

The integration of Clinical Associates into the curriculum aims to enhance student **exposure** to a **higher caseload, 24/7 clinical operations**, and **emergency cases**. These partnerships provide invaluable real-world clinical experience, enabling students to engage in veterinary clinical education within professional settings. The structured teaching approach ensures that all students gain experience with both **first-opinion** and **referral cases**, supporting the acquisition of ‘’**Day One’’ competencies**.

Since September 2024, training in Clinical Associate is a **mandatory component of the curriculum** for all final-year students. This ensures equal treatment and uniform clinical training opportunities for all students. **Clinical Associates** are selected through an open call based on the following criteria:

1. Academic qualifications of the clinicians, including **postgraduate studies and specializations**.
2. **Teaching experience**, particularly prior employment as contract academic staff at the VTH.
3. **Adequate facilities and equipment**.
4. **Sufficient caseload**.

The contracted Clinical Associates are presented on the website of the VEE (https://www.vet.uth.gr/?page_id=425).

The number of expected caseload (scheduled cases and emergencies – off-hour cases) per center is presented in the following Table 1.

Table 1. Case load in Clinical Associates.

Center	Total cases per week	Scheduled	ER – off-hour
VET AREA	42	32	10
LARISSAVET	50	35	15
VETERINARY CLINIC	152	102	20

In the past, Clinical Associates were contracted to work within the VTH; under the new system, they teach the students within their own clinics, under a three-year contract, thus greatly increasing the total caseload to which students are exposed. The Clinical Associate (Scientific Supervisors defined in each center) have three-year contracts with the VEE. Their compensation includes a modest financial payment, which varies depending on individual circumstances. For example, one supervisor is a civil servant, meaning any additional income is subject to high taxation. The primary benefit, however, is free second-opinion consultations from VEE professors provided in their clinic.

Moreover, like all academic and research staff as well as adjunct professors, clinical associates participate in an **annual seminar on teaching, pedagogy, and instructional methods**, organized by the Center for Training and Lifelong Learning at the University of Thessaly (Annex 2). All Clinical Associates are based in Larisa, approximately 60 km from Karditsa.

To ensure **accessibility for all** students, and in accordance with regulations approved by the University Authorities, **student expenses related to training in Clinical Associate are fully covered**. These include free transportation from Karditsa to Larisa and back (via a university bus), accommodation (University dormitories in Larisa) and free meals (University Restaurant in Larisa). Finally, the insurance coverage of students in Clinical Associates is paid by the VEE.

Training Structure and Student Responsibilities

During their training at Clinical Associate facilities, students are required to participate in daily clinical activities, including emergency cases and 24-hour hospitalization. Typically, two students are present at a Clinical Associate Center at a time, with only one Clinical Associate Center occasionally accommodating a third student.

Students are allowed to perform the **same procedures as in the VEE**, such as patient restraint, physical examinations, blood and urine sampling, lymph node aspiration, administration of medications, wound management, placement of intravenous catheters, imaging techniques, general anesthesia monitoring, participation in surgical procedures, and post-operative care.

As part of their clinical placement with clinical associates, students receive two mornings of **additional training** in **preventive medicine**, including vaccinations, deworming, and spaying/neutering, carried out at the municipal shelter.

Students are instructed to examine, document in the medical records, and discuss with the attending clinician 3-4 cases per day. This approach ensures that all students are exposed to an equal number of cases. This was confirmed during the review of the medical records, with 42 cases recorded per student so far (ranging from 39 to 44). As per ER-off-hour cases a number of 12-14 cases was reported.

Clinical Associates closely monitor student progress, ensuring daily attendance and performance of required clinical tasks. These activities are systematically recorded in student logbooks (Annex 3) to verify the acquisition of mandatory competencies for Day One practice.

Student supervision is provided by Clinical Associates (The Scientific Supervisor evaluates students' progress through their daily activities, including medical record-keeping, and verifies their acquired skills in their logbooks), supplemented by regular visits from the academic staff of the VEE. Additionally, a monitoring committee oversees training, maintaining communication through telephone or electronic means. There is a scheduled weekly meeting of the students with the monitoring committee. However, students may contact the monitoring committee at any time if problems arise that require immediate action.

Student Evaluation and Quality Assurance

Student performance and compliance with training requirements are assessed through the following measures:

- Medical Records and Logbook Documentation: Students must complete the medical records. Academic staff members review the logbooks and the medical records, case-by-case, and discuss them with the students. An adequate quality of medical records is necessary before students are permitted to sit their final examinations.
- Examinations: Assessments are conducted at the end of the academic semester according to a predetermined schedule.

Training Evaluation:

- Students evaluate their training experience at Clinical Associates through electronic questionnaires distributed by the University Quality Assurance Committee.
- Clinical Associates provide feedback on the training process through electronic questionnaires sent by the VEE.

By making Clinical Associate training a mandatory and embedded component of the curriculum, the VEE of the UTH guarantees equal educational opportunities for all students while enhancing their clinical skills and competencies. These structured measures ensure compliance with Standard 3.1.3 and further strengthen the quality of veterinary education. Moreover, to ensure **equal training** opportunities for all students **in farm animal practice,** several structured measures have been implemented:

1. ***Group Rotation System***: Students are divided into five groups and follow a rotating training schedule throughout the final two years of their studies. This rotation ensures that all students receive equivalent exposure to the full range of farm animal practice activities.
2. ***Training at the University Farm***: Every Monday and Tuesday morning, students undergo practical training at the university farm in Larissa. This consistent schedule allows all students to gain equal hands-on experience with livestock under real farm conditions.
3. ***Standardized Learning Objectives:*** Each training activity is aligned with predefined learning outcomes to guarantee consistency and quality across all training sessions, regardless of the group or the timing.
4. ***Use of Logbooks:*** Students maintain individual logbooks throughout their clinical training. these logbooks, students document procedures performed, cases involved, and skills acquired, serving both as a learning tool and a mechanism to ensure each student meets the required competencies. Supervisors regularly review the logbooks to monitor the students' progress and address any disparities.
5. ***Equal Access to Supervisors and Resources***: All groups have equal access to clinical educators, teaching materials, and case discussions, promoting uniform learning experiences.

1.1.2. Comments

The overall assessment methodology is aimed to ensure that each graduate has achieved the minimum level of competence as prescribed in the ESEVT (European System of Evaluation of Veterinary Training) Day One Competences.

The academic and teaching staff supervising the training confirm the students' performance in the different areas. Moreover, during the clinical years, each student receives a personal logbook, in which specific activities are clearly described to confirm the acquisition of the specific skills included in the ESEVT Day One Competences; no student will be admitted to the final examination if this logbook is not properly completed. In all disciplines and departments, all supervised practical training is mandatory, and an attendance list is used to verify attendance; if students do not attend at least 80% of the training activities, they must complete further training to compensate for the missed activities or, in cases of particularly low attendance, repeat the practical training.

1.2. Major Deficiency 2: *Non-compliance with Standard 4.1 because of inadequate compliance of VEE with EU legislation on the safe handling of chemicals.*

1.2.1. Factual information

Academic and Laboratory staff have followed all the appropriate EU legislation for the safe handling of chemicals.

A Risk Assessment and a Monitoring Plan for the handling of chemicals at the VEE has been carried out, evaluated and verified by TÜV HELLAS (TÜV NORD) S.A. (Annex 4).

According to Risk Assessment and Monitoring Plan, the VEE:

1. Signed an official contract with a private company for the management of waste chemicals (Annex 5).
2. An adequate number of cabinets for chemical handling have already been purchased, and additional specialized cabinets have been ordered to cover potential increased needs. These are included in the current national equipment tender, which was completed on 23.01.25 (Annex 6).
3. Appointed academic staff of the VEE with chemical background (Dr Katsoulis, Dr Kontopidis, Dr Pappas) for conducting training lectures, within the first two weeks of each academic year. This training lectures on the safe use, storage and management of chemicals are obligatory for all members of the laboratory staff, PhD or other postgraduate students and all undergraduate students. Training by experts outside the VEE could be considered in cases of introducing new methods or new chemicals.
4. A member of the Academic Staff is always responsible for organizing annual training lectures and as contact point for certification, for renewing chemical waste management agreement and finally for answering any questions regarding the safe use and management of chemicals from staff or students. For academic years 2024-25 and 2025-26 responsible has been appointed Assistant Professor K. Katsoulis.
5. Moreover, various biosafety improvements have been made in laboratories and clinics (e.g. appropriate maintenance of fire extinguisher chains or straps on pressure flasks, appropriate labelling of hazard codes and chemical storage areas, appropriate laboratory chairs in laboratories, update of biosecurity manuals in Greek and English).

1.2.2. Comments

We will continue to fully comply with the safe handling of chemicals in accordance with the EU legislation.

The VEE will maintain certification for the safe management of chemicals through an independent certification body.

1.3. Major Deficiency 3: *Non-compliance with Standard 4.2 because of inadequate maintenance of some teaching laboratories and clinical facilities.*

1.3.1. Factual information.

Decisions on the implementation of maintenance work at the VEE are made by the Vice-Rector for Financial Planning and Development, on the proposal of the Technical Infrastructure of the central University administration, to which all applications from the VEE are submitted. The staff of the Technical Infrastructure visit the VEE at regular intervals to set priorities and supervise the course of work being carried out. These are three examples of how this cooperation has improved the maintenance of existing facilities:

Example 1

Due to a force majeure event-Cyclone Daniel, which struck Greece in early September 2023-our VEE experienced severe and unforeseeable disruptions to its electricity supply. The extent of the damage was catastrophic and went far beyond what regular maintenance could address. In response, and in close cooperation with the Vice-Rector for Financial Planning and Development as well as the Technical Infrastructure Department, who conducted on-site assessments, a comprehensive solution was implemented. This included the installation of a new electrical safety and UPS system, as well as a full upgrade of the internal wiring, circuit breakers, and fuses within the VEE's electrical infrastructure. The required interventions were urgently funded and executed, addressing the critical situation through measures well beyond routine upkeep.

Example 2

Due to a force majeure event (Cyclone Daniel, which hit Greece in early September 2023), serious problems were caused, including the flooding of underground areas of the VEE. In cooperation with the Vice-Rector for Financial Planning and Development and the Technical Infrastructure Department, who visited the site and assessed the damage, new anti-flood protection equipment was promptly funded and installed to safeguard the affected areas and prevent future incidents.

Example 3

In order to enhance the maintenance and functionality of certain teaching laboratories and clinical facilities, and in collaboration with the Vice-Rector for Financial Planning and Development and the Technical Infrastructure Department, a series of improvements were funded and implemented. These included the renovation of interior and exterior building surfaces, upgrading of building lighting, installation of new teaching projectors, construction of an isolation area for companion animals, installation of a fume booth, and repairs to the refrigerator in the Anatomy-Histology building.

In addition, the VEE received donations or funding from the private sector (e.g. pharmaceutical companies, agro-farming companies etc.) to improve the maintenance of some laboratories and clinical facilities.

New maintenance measures in some laboratories and clinical facilities include (Annex 7):

- New isolation facilities for small and farm animals (Clinic of Medicine)
- New teaching and hospitalization facilities for farm animals (Clinic of Medicine)
- Improvement of the maintenance of classrooms, teaching laboratories and clinical facilities
- Renovation of the Anatomy I and II buildings, including new equipment (Dispensing Booth, Projector etc.)
- Establishment of a new, fully equipped clinical skills lab, where students can enhance their acquisition of clinical skills prior to working on patients, discuss cases, work on projects, study, engage in self-learning, etc.
- Renovation and new facilities in the experimental unit (Poultry Department)
- Six new classroom projectors for the teaching classrooms
- Renovation of the library, including new office furniture. These new facilities provide a new space for students to meet informally to discuss cases, work on projects, study, engage in self-learning, etc.
- New antiflood equipment to protect the VEE's central electrical substation.

1.3.2. Comments

We will continue the ongoing improvement and development of the maintenance of our teaching laboratories and clinical facilities for the implementation of a long-term sustainability of clinical teaching facilities and equipment (Annex 8).

1.4. Major Deficiency 4: *Non-compliance with Standard 4.3 because of insufficient capacity of the livestock facilities, animal housing, core clinical teaching facilities and equipment to enhance learning.*

1.4.1. Factual information

Improvements to animal housing, core clinical teaching facilities and learning enhancement equipment have been made with financial support from the UTH and donations or funding from the private sector (e.g. pharmaceutical companies, agro-farming companies etc.)

The new housing, core clinical teaching facilities and equipment include (Annex 7):

Animal Housing and Core clinical teaching facilities

- New isolation facilities for small and farm animals (Clinic of Medicine)
- New teaching and hospitalization facilities for farm animals (Clinic of Medicine)
- Six New projectors for classrooms and laboratories
- Renovation of the Anatomy II building
- Dispensing Booth in the Histolology Lab building
- New antiflood equipment to protect of the VEE's central electrical substation
- Renovation and new facilities in the experimental poultry unit (Poultry Department)
- Biosecurity instructions are posted, understood, and followed in all clinical areas within VTH and on farms.
- Establishment of a new skills laboratory for students
- New Video Conferencing System and Equipment

- New extra 49-seater bus (KTY 3570) for farm visits

Core equipment, with some examples:

- Ultrasound machine with Linear and microconvex probe. Licence: Duplex/Triplex, XView, MView , microV
- MPA 580 with the probes corneometer, kin-pH-meter, colorimeter and sebumeter
- Small animal endoscope for upper and lower gastrointestinal endoscopy. Aohua endoscope with 8mm diameter, of 1,6 m length and 2,8 mm working channel
- Fully equipped video-otoscopy
- Inhalant anesthesia machine
- New and Tecnologically Advanced Hematology and Blood Chemistry Analyzers
- Semi-automatic coagulometer with mechanical and optical detection
- Oxygen Concetrator (for use in hospitalized animals)
- Portable X-ray generator
- Optical Microscope with PC and systems for co-observation, histomorphometry and digital imaging
- FLIR E96 Thermographic Camera
- Step One Plus RT-PCR System
- ELISA Multiskan FC
- IDEAL™ 32 extraction robot
- UV-Vis Spectrophotometer for low volume samples 2μl (2-3500 ng/μl)
- Hitachi F-2500 Fluorescence Monochromator, WL 220-730nm
- Bio-Rad Duo flow Chromatography System
- TECAN, Infinite-Pro, Fluorescence polarization (Plate reader)

1.4.2. Comments

We will continue the ongoing improvement of the housing, core clinical teaching facilities and equipment to enhance learning for the implementation of a long-term sustainability plan.

It is anticipated that additional equipment will be purchased for research and teaching activities as they are involved in the current national call for equipment (completed at 23.01.25) (Annex 6).

1.5. Major Deficiency 5: *Non-compliance with Standard 4.4 because of insufficient exposure of the students to 24/7 emergency services.*

1.5.1. Factual information

Emergency Service and Clinical Training Activities in the VEE

A formal emergency service was established within the Department of Clinical Veterinary Studies at the beginning of the 2021–2022 academic year. The service was designed to manage all types of emergencies, complementing those handled by the clinical departments. Emergency coverage is provided by seven full-time staff members-including 2 PhD veterinarians, 2 PhD candidates, and 3 resident veterinarians-whose positions are funded by general UTH resources.

The emergency service operates from 19:30 to 09:00 on weekdays, and 24 hours a day during weekends and public holidays. During weekday daytime hours (09:00-19:30), emergency cases are managed by the respective clinical departments as part of their standard operations.

From September 2024, clinical training opportunities were expanded for final year students through collaborations the Clinical Associates in Larisa, the capital and largest city of Thessaly (population: 148,562, according to the 2021 census). These external partners were invited to offer training in companion animal medicine, under a framework approved by the UTH Senate. A supervisory committee of three academic staff members was appointed to oversee the clinical associates, and students participated in both daytime and emergency services provided by these facilities.

In the 2024-2025 academic year, the emergency caseload increased significantly:

- Veterinary Teaching Hospital (VTH): 8 emergency cases (over 100% increase compared to 2023–2024).
- Clinical Associates: 222 emergency cases, attended by two students per case (more than 100% increase per student compared to 2022-2023).

Equine Emergency and Clinical Training

Equine clinical education begins in the first year with supervised visits to stables focused on basic husbandry. From third to fifth year, students participate in small-group clinical rotations (10-12 students per instructor), where they are trained to:

- Identify clinical signs and formulate differential diagnoses,
- Maintain medical records, collect diagnostic samples, and administer medications,
- Gradually take on more responsibility in clinical decision-making and patient care.
- Students rotate through the VTH, which provides 24/7 medical and surgical care, including both referred and non-referred cases. A mobile clinical unit transports students to affiliated private and university-linked farms, including those in Larisa, offering real-world exposure to equine field practice. The ambulatory clinic provides routine and emergency services on-site, emphasizing herd health, preventive care, and field diagnostics.
- Emergency cases represent a significant proportion of the clinic's caseload:

⇒ 2023–2024: 42 out of 118 cases (35.6%) were emergencies.

⇒ 2022–2023: 32 out of 112 cases (28.6%) were emergencies.

A dedicated after-hours emergency system ensures student involvement in urgent care: a faculty member or postgraduate/PhD student is assigned to equine emergencies, accompanied by two students from the companion animal rotation, offering valuable hands-on experience in managing real-time clinical scenarios.

Farm Animal Emergency and Clinical Training

Farm animal emergency training follows a similar model. After-hours cases are covered by a faculty member or postgraduate/PhD student, accompanied by two students from the clinical rotation. This system ensures that students consistently gain hands-on experience in emergency and herd-level management.

The farm animal ambulatory clinic plays a central role in clinical education, handling both urgent and high-priority teaching cases directly on farms. The service is provided free of charge, encouraging farm participation while maximizing student exposure. The duration of each visit varies based on the location and complexity of the case, focusing on both individual animal assessment and herd health diagnostics.

Emergency case statistics for farm animals are as follows:

⇒ 2023–2024: 167 out of 1,555 cases (10.73%) were emergencies.

⇒ 2022–2023: 162 out of 1,560 cases (10.38%) were emergencies

1.5.2. Comments

The VEE is committed not only to maintaining but also to continuously improving and enforcing a comprehensive, integrated emergency training system across companion animals, equines, and farm animals. Supported by both in-hospital and ambulatory services with a structured and sustainable after-hours coverage system, this approach ensures that students receive high-quality, hands-on training, preparing them effectively for real-world veterinary practice in both emergency and routine clinical contexts.

1.6. Major Deficiency 6: *Non-compliance with Standard 4.6 because of inadequate isolation facilities for companion and farm animal species.*

1.6.1. Factual information

Starting from the academic year 2024-2025, new isolation facilities for companion and farm animal species have been constructed as separate and newly built structures within the VTH (isolation facilities for companion and farm animals in the Clinic of Medicine) (Annex 7).

1.6.2. Comments

The isolation facilities for small and farm animals within the VTH have been put into operation.

1.7. Major Deficiency 7: *Non-compliance with Standard 5.1 because of an insufficient number and variety of healthy and diseased animals and cadavers.*

1.7.1. Factual information

The number of healthy and diseased animals, as well as carcasses, has increased since 2022. The rise in companion animals is attributed to Municipal Shelter and Clinical Associates in healthy and diseased animals respectively. Similarly, while there was an increase in farm animals, it was smaller than expected due to the restrictions imposed by the Veterinary Authorities for national surveillance of pox and PRR infections. Without these restrictions, the increase would have been significantly larger.

Actions to increase the number of cadavers

- Opening of the Necropsy Room for diagnostic and forensic services every day of the week. This action was performed due to new staff positions (a 2nd full-time professor in Pathology Lab from fall 2021 and a full-time technician in Necropsy Room from fall 2022).
- Signing of a 3-year cooperation agreement with the Ministry of Citizen Protection and the Hellenic Police.
- Since 2023, the Necropsy Room of the Pathology Lab is an approved/registered unit (registration number AK02Y1EL41XP in Ministry of Rural Development and Food) for

lawful use of animal cadavers (use of category-1 animal by products for educational purposes) under the supervision and inspections by the Prefecture of Thessaly Veterinary Service in compliance with standard specifications for biosecurity.

- Performing on-site necropsies in equine forensic cases in collaboration with the public veterinarians of the Prefecture of Thessaly (Karditsa and Trikala)
- Collaboration (free of charge) with the Forest Department of the Prefecture of Thessaly (Karditsa and Trikala) to refer wild animal cases for forensic or diagnostic necropsy.
- Collaboration (free of charge) with the official veterinarians of Animal Shelter of the Municipality of Karditsa for the referral of stray companion animal cadavers for educational necropsies.
- Collaboration (free of charge) with the Animal Welfare Organization "Diasozo, Karditsa" for donations of companion animal cadavers (from their shelter) for educational necropsies.
- Collaboration (free of charge) with 2 selected breeders of small ruminants in Karditsa for donations of cadavers of lambs and goats for educational necropsies.
- Collaboration (free of charge) with the local Zoological Park "Filonikos" for diagnostic or simply educational necropsies in cases of zoo animal species and equine death.

1.7.2. Comments

We will continue to improve the number of healthy and diseased animals and cadavers.

1.8. Major Deficiency 8: *Non-compliance with Standard 9.2 because of insufficient numbers of permanent technical and support staff dedicated to clinical and practical education.*

1.8.1. Factual information

Regarding the appointment of technical and support staff by the Ministry of Education: a new position for our VEE (a PhD veterinarian was appointed in December 2024 and is expected to take up her duties in the first semester of 2025)

However, VEE took advantage of the Greek State program 'Kinitikotita-Mobility,' and secured two new positions: two administrative staff members and one chemical scientist. The procedure involves submitting a mobility application (for a transfer or secondment) via a special application to the Human Resources Registry of the Greek State. Applications are accepted twice a year on the dates announced by the Ministry of the Interior.

Four full-time and six part-time support staff will be employed soon, as confirmed by a written statement from the Rectorate (Annex 9).

The foundation of Clinical Associates and the University farm also contributes to increasing the number of support staff partly linked to students' training.

1.8.2. Comments

We will continue the current procedure, aiming to increase the technical and support staff for clinical and practical education.

2. Correction of Minor Deficiencies

2.1. Minor Deficiency 1: *Partial compliance with Standard 1.3 because the operational plan, including timeframe and implementation indicators, has suboptimal relation to the SWOT analysis.*

2.1.1. Factual information

We moderated the operational plan, including the appropriate reference to the SWOT analysis (Annex 10).

2.1.2. Comments

We will continue to fulfil the new operational plan, including the appropriate reference to the SWOT analysis

2.2. Minor Deficiency 2: *Partial compliance with Standard 2.1 because of suboptimal provision of funding to maintain the requirements for the VEE to achieve its objectives.*

2.2.1. Factual information

Funding has increased over the last three years. Our VEE has successfully attracted funding from the European and national research programmes as well as from the private sector for staff, equipment, and facilities (Annex 8). The following Tables 2 and 3 shows the core funding from 2020 to 2025.

Table 2. Annual balance between expenditures and revenues related to the VEE (in Euros)

Academic year	Total expenditure	Total revenue	Balance[1]
2023-24	3,562,168	3,562,168	0
2022-23	3,467,444	3,467,444	0
2021-22	3,514,843	3,514,843	0

Table 3. Comparison of average annual balance between expenditures and revenues related to the VEE during the period before the evaluation in October 2022 and before the current re-evaluation (in Euros)

Academic years	Total expenditure	Total revenue	Balance[1]
Average 2021-22 to 2023-24	3,514,819	3,514,819	0
Average 2017-18 to 2021-22	2,726,503	2,726,503	0

The data in the above Table do not include the funding of clinical associates (e.g. insurance and accommodation for students) and funding by private sector and donations for maintenance and improvements in core clinical teaching facilities and equipment, renovation of the library, construction of isolation facilities, experimental unit and livestock facilities.

2.2.2. Comments

We will continue to raise funds from both the public and private sectors to improve the resourcing and meet the requirements for the implementation of a long-term sustainability of clinical teaching facilities and equipment.

2.3. Minor Deficiency 3: *Partial compliance with Standard 3.1 because the current curriculum design is suboptimal in the provision of equal training to all students.*

2.3.1. Factual information

The VEE has taken substantial and sustainable steps to address the need for equal clinical training opportunities for all students, particularly in their final year. As of September 2024, participation in clinical associate placements has become mandatory for all 9th and 10th semester students, ensuring uniform exposure to core clinical competencies regardless of individual rotation schedules or case availability within the VTH.

These clinical associate placements are governed by a UTH Senate-approved regulation and supervised by a dedicated monitoring committee of three academic staff members. Supervision is maintained daily through telephone or electronic communication, securing consistent oversight and guidance for all students involved.

Emergency training has also been standardized and expanded through the VEE's integrated 24/7 emergency service system. This includes full-time emergency staff covering after-hours shifts and weekends, complemented by structured student involvement in both hospital-based and ambulatory emergency cases for companion animals, equines, and farm animals. Students consistently participate in these services through defined roles, ensuring equitable exposure to real-life emergency practice and urgent care decision-making.

Moreover, the VEE is committed not only to maintaining but also to **improving and enforcing** this clinical training system, which is both **structured and sustainable**. A regular reassessment of the skills and competences listed in the Student Logbook will be implemented. Once the EAEVE working group releases the revised logbook template, it will be fully adapted to the VEE curriculum to enhance consistency and quality assurance.

2.3.2. Comments

These actions demonstrate a deliberate and ongoing commitment to optimizing curriculum design, ensuring that all students receive equal, high-quality clinical training across all species and disciplines, in full alignment with Day 1 Competences and ESEVT expectations.

2.4. Minor Deficiency 4: *Partial compliance with Standard 7.2 because the allocated resources are suboptimal in relation to the number of students.*

2.4.1. Factual information

Resources have increased in relation to the number of students. Our VEE has successfully attracted funding from the European and national research programmes as well as from the private sector for staff, equipment, and facilities (Annex 7).

2.4.2. Comments

We will continue to attract funding from both the public and private sectors to improve allocated resources in relation to student numbers for the implementation of a long-term sustainability of clinical teaching facilities and equipment (Annex 8).

2.5. Minor Deficiency 5: *Partial compliance with Standard 9.3 because of the suboptimal use of opportunities by academic staff to develop and extend their teaching, research and assessment knowledge.*

2.5.1. Factual information

Academic staff have increased their teaching mobility and research collaboration at national and international level. Nowadays, four members of academic staff received sabbatical leave for attendance at foreign Universities or research centers, writing, and research activities.

Since 2022, the following members of the academic staff received sabbatical leave for attendance at foreign Universities or research centers, writing, and research activities

- *Prof. P. Xenoulis (10/03/2025 to 09/03/2026: a) attendance Gastrointestinal Laboratory, Department of Small Animal Clinical Sciences, School of Veterinary Medicine and Biomedical Sciences, Texas A&M University, Texas, USA, 2) research collaboration with Texas A &M University and Freie Universitat Berlin.*
- *Prof. G. Amiridis (01/03/24 to 28/2/25): attendance and research collaboration in Instituto Nacional de Investigación y Tecnología Agroalimentaria (INIA). Madrid, Spain*
- *Assistant Prof. A. Sideri (01/09/24 to 28/02/25 and 01/03/25 to 31/08/25): editing and translation of the book «ARTHURS: BSAVA Manual Canine and Feline musculoskeletal disorders: A practical Guide to Lameness and Joint Disease. Second Edition»*
- *Prof. D. Tontis (20/02/23 to 27/7/23): writing book*

In addition, Prof. K. Koutoulis has received permission for teaching and reaching mobility in Department of Animal Medicine, Production and Health - MAPS of the University of Padova (1/10/25 to 30/9/2026)

2.5.2. Comments

The VEE will continue to encourage staff to develop and enhance their teaching, research and assessment skills. Three members of academic staff have expressed their interest to apply for sabbatical leave in July 2025 for the next academic year 2025-2026.

3. ESEVT Indicators

3.1.1. Factual information (Updated data based on the last three academic years)

The ESEVT indicators produced in accordance with the regulations, are listed in Table 1. Details of the computations used to produce these indicators can be found in Table 1.

Table 1. ESEVT indicators derived from the data of the academic years 2021-2022, 2022-2023 and 2023-2024.

	Raw data from the last 3 complete academic years	**Year - 1**	**Year - 2**	**Year - 3**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	57	62	54,87	57,96
2	n° of undergraduate students	389	367	373	376,33
3	n° of FTE veterinarians involved in veterinary training	53	58	60	57,00
4	n° of students graduating annually	59	86	36	60,3333333
5	n° of FTE support staff involved in veterinary training	28	24	23.2	26
6	n° of hours of practical (non-clinical) training	1395	1395	1395	1395
7	n° of hours of Core Clinical Training (CCT)	834	834	834	834
8	n° of hours of VPH (including FSQ) training	448	448	448	448
9	n° of hours of extra-mural practical training in VPH (including FSQ)	178	178	178	178
10	n° of companion animal patients seen intra-murally	443	467	429	446,333333
11	n° of individual ruminant and pig patients seen intra-murally	73	78	64	71,6666667
12	n° of equine patients seen intra-murally	12	5	3	6,66666667
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	39	26	30	31,7
14	n° of companion animal patients seen extra-murally	5475	5440	1574	4163,0
15	n° of individual ruminants and pig patients seen extra-murally	1555	1560	1457	1524,0
16	n° of equine patients seen extra-murally	118	112	107	112,3
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	94	114	0	69,3
18	n° of visits to ruminant and pig herds	73	70	74	72,3
19	n° of visits to poultry and farmed rabbit units	5	5	0	3,3
20	n° of companion animal necropsies	78	53	29	53,3
21	n° of ruminant and pig necropsies	104	87	30	73,7
22	n° of equine necropsies	3	0	0	1,0
23	n° of rabbit, rodent, bird and exotic pet necropsies	147	129	4	93,3

24	n° of FTE specialised veterinarians involved in veterinary training	6	9	9	8,0
25	n° of PhD graduating annually	6	6	6	6,0

Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,154	0,15	0,13	0,028
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,945	0,84	0,63	0,315
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,431	0,88	0,54	-0,109
I4	n° of hours of practical (non-clinical) training	1395,000	953,50	700,59	694,410
I5	n° of hours of Core Clinical Training (CCT)	834,000	941,58	704,80	129,200
I6	n° of hours of VPH (including FSQ) training	448,000	293,50	191,80	256,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	178,000	75,00	31,80	146,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	76,398	67,37	44,01	32,388
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	26,448	18,75	9,74	16,708
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	1,972	5,96	2,15	-0,178
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	1,674	3,11	1,16	0,514
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	1,199	1,29	0,54	0,659
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,055	0,11	0,04	0,011
I14	n° of companion animal necropsies / n° of students graduating annually	0,884	2,11	1,40	-0,516
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1,221	1,36	0,90	0,321
I16	n° of equine necropsies / n° of students graduating annually	0,017	0,18	0,10	-0,083
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1,547	2,65	0,88	0,667
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,133	0,27	0,06	0,073
I19	n° of PhD graduating annually / n° of students graduating annually	0,099	0,15	0,07	0,029

3.1.2. Comments

The results of the indicators in Table 1 do not reflect largely the general situation at the VEE as presented in this document. Due to force majeure (related to cyclone Daniel that hit Greece in early September 2023) and the compression problems at our VEE and in the region of Thessaly, clinical associates were stopped. This had a negative impact on many indicators, especially the following indicators:

- n° of companion animal patients treated intra-murally and extra-murally / n° of students graduating annually
- n° of necropsies of companion animal/ n° of students graduating annually

Since September 2024, clinical associates are mandatory for all 9th and 10th semester students.

The ESEVT indicators, derived from the extrapolated data for the current academic year (2024-2025) are shown in Table 2. These indicators are based on the data from the winter semester of the 2024-2025 academic year. The data from the winter semester of the 2024-2025 academic year indicate a significant increase in the aforementioned indicators and it is expected that we will reach the mean values at the end of the current academic year. Furthermore, the department of Pathology has undertaken important activities to increase the number of necropsies (see our response to Major 7).

Regarding the equine indicator (n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually / n° of equine necropsies / n° of students graduating annually), we are expected to reach the mean values at the end of the current academic year. In addition, the Department of Pathology has taken important measures to increase the number of necropsies (see our response to Major 7).

Table 2. ESEVT indicators derived from extrapolation of data for the current academic year (2024-2025).

	Extrapollation data for the current academic year	**Year -1- 2024/25**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	64	64,00
2	n° of undergraduate students	390	390,00
3	n° of FTE veterinarians involved in veterinary training	57	57,00
4	n° of students graduating annually	65	65
5	n° of FTE support staff involved in veterinary training	36	36
6	n° of hours of practical (non-clinical) training	1395	1395
7	n° of hours of Core Clinical Training (CCT)	834	834
8	n° of hours of VPH (including FSQ) training	448	448
9	n° of hours of extra-mural practical training in VPH (including FSQ)	178	178
10	n° of companion animal patients seen intra-murally	3688	3688
11	n° of individual ruminant and pig patients seen intra-murally	58	58
12	n° of equine patients seen intra-murally	16	16
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	6	6,0
14	n° of companion animal patients seen extra-murally	5650	5650,0
15	n° of individual ruminants and pig patients seen extra-murally	1585	1585,0
16	n° of equine patients seen extra-murally	130	130,0

17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	286	286,0
18	n° of visits to ruminant and pig herds	60	60,0
19	n° of visits to poultry and farmed rabbit units	10	10,0
20	n° of companion animal necropsies	130	130,0
21	n° of ruminant and pig necropsies	76	76,0
22	n° of equine necropsies	10	10,0
23	n° of rabbit, rodent, bird and exotic pet necropsies	290	290,0
24	n° of FTE specialised veterinarians involved in veterinary training	6	6,0
25	n° of PhD graduating annually	6	6,0

Calculated Indicators from raw data		**VEE values**	**Median values**[1]	**Minimal values**[2]	**Balance**[3]
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,164	0,15	0,13	0,038
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,877	0,84	0,63	0,247
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,554	0,88	0,54	0,014
I4	n° of hours of practical (non-clinical) training	1395,000	953,50	700,59	694,410
I5	n° of hours of Core Clinical Training (CCT)	834,000	941,58	704,80	129,200
I6	n° of hours of VPH (including FSQ) training	448,000	293,50	191,80	256,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	178,000	75,00	31,80	146,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	143,662	67,37	44,01	99,652
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	25,277	18,75	9,74	15,537
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	2,246	5,96	2,15	0,096
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	4,492	3,11	1,16	3,332
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0,923	1,29	0,54	0,383
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,154	0,11	0,04	0,109
I14	n° of companion animal necropsies / n° of students graduating annually	2,000	2,11	1,40	0,600
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1,169	1,36	0,90	0,269
I16	n° of equine necropsies / n° of students graduating annually	0,154	0,18	0,10	0,054
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	4,462	2,65	0,88	3,582

I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,092	0,27	0,06	0,032
I19	n° of PhD graduating annually / n° of students graduating annually	0,092	0,15	0,07	0,022