



University of Trás-os-Montes e Alto Douro

Self-Evaluation Report 2011/2012  
Integrated Master of Veterinary Medicine  
University of Trás-os-Montes e Alto Douro

Vila Real

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## DECLARATION

National legislative changes (RJIES, Law nº 62/2007), political commitments in the European context, and the challenges offered by the Europe 2020 agenda draw attention to excellence in teaching, research and innovation, as well as to the need of an entrepreneurial university. Education, research, innovation, information and communication technologies are key factors to strengthen universities within the European higher education area, being also crucial the implementation of a quality assurance policy.

The University of Trás-os-Montes and Alto Douro, as public university founded in 1986, is oriented to the creation, transmission and dissemination of culture, knowledge, and science and technology through the articulation of study, teaching, research and experimental development (mission statement, 2008). Since its foundation, it has evolved up to 7,791 students, 551 teaching and 442 non-teaching staff members, its degrees and teaching methods have been adjusted to the Bologna terms of reference, and experimentation has been organized within eight research centres.

Therefore, I hereby declare my approval to the document "Self-evaluation Report of the Integrated Master of Veterinary Medicine", UTAD, 2011/1012.



Carlos Alberto Sequeira

Rector



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## INTRODUCTION

The University of Trás-os-Montes and Alto Douro (UTAD) was created by Decree-Law Nr. 60/86 of March 22th, succeeding to a University Institute of Trás-os-Montes and Alto Douro, which had resulted from conversion of the Polytechnic Institute of Vila Real, by Law Nr. 49/79, of September 14th. All of their statutes have recognized that, as institutions of higher education, the objectives of education, research, extension and provision of community services were fundamental to fulfill their mission and should provide answers to the region and to the country needs. Based on Departments until 2009, the university organization was modified after the publication of Law Nr. 62/2007 of 10 September, which approved the Legal Regime of Higher Education Institutions. UTAD is now supported by four university schools – the School of Agrarian and Veterinary Sciences, the School of Human and Social Sciences, the School of Sciences and Technology, the School of Life and Environmental Sciences – and one polytechnic school (Nursing School).

The examination of the circumstances that shape the present and surveying its likely evolution, lead to the conclusion that UTAD must preserve and strengthen its character as a national university, deliberately open to internationalization, strengthening and reinforcing its interconnection in parity with other institutions of public higher education in Portugal, and at the same time, performing an appropriate differentiation of its nature, the requirements and opportunities that arise in the context in which it operates and develops its actions and the cognitive and organizational capital that it has accumulated, UTAD should enhance its identity and specific character as a center of excellence through the creation and dissemination of culture, and production and transfer of knowledge, the development and dissemination of technology, human development and high-level qualification of the population it serves, play a key role in regional cohesion, the recognition of the importance of natural resources, of the demographic balance, of the social inclusion and economic progress in Northern Portugal. Therefore, its mission, principles and values have been established in the Statutes (art. 7):

1. UTAD's objective is to provide high level qualification in Portugal, to produce and disseminate knowledge and to offer cultural, artistic, technological and scientific education and training for its students, all within an international reference framework.
2. UTAD values the research activities by both its teaching and non-teaching staff, stimulates the intellectual and professional education of its students and ensures the

conditions for all duly qualified citizens to have access to higher education and lifelong learning.

3. UTAD encourages effective mobility in students and graduates, at both national and international levels, namely within the European Union and in Portuguese-speaking countries.
4. UTAD, in line with higher interests and State obligations, supports the provision of school social work activities that encourage access to higher education and good attendance, practising positive discrimination for students in economic difficulties who have the appropriate educational outcomes.
5. UTAD has also assumed the following rights and duties:
  - a) To participate, alone or via representative organisations, in the formulation of national policies, making statements on legislative plans that relate directly to higher education and making itself available for consultation in defining the criteria for establishing State funding, as well as on the criteria for establishing the fees for the academic degree awarding study cycles;
  - b) To participate, alone or in association with other public or private bodies, in outreach activities, namely, the dissemination and transfer of knowledge and enhancing the economic value of scientific knowledge;
  - c) To contribute towards the public understanding of the humanities, arts, science and technology, promoting and organising actions to support the diffusion of humanistic, artistic, scientific and technological culture, and making available the resources required for those ends.

Other underlying principles are freedom in teaching and research, ethical standards of rigour and quality and the promotion of equal access and equal opportunities.

In the last decade, profound changes occurred in higher education in Portugal. The entire legal framework was modified: from the governance of the universities, the format of high education degrees – following the Bologna process -, to the career of higher education professors and quality assurance. As a consequence of the modification of the legal context of higher education, UTAD suffered considerable changes in its organization (see chapter 2). Briefly, a General Council with representative members from the university and from the outer society was implemented and the former departmental structure of UTAD, without autonomy for specific scientific areas, was replaced by school organization. These schools are embryonic forms of colleges, with a considerable autonomy in pedagogic and scientific subjects, but with a very limited financial autonomy, as the University itself. These modifications created, however, a closer proximity of the academic board and students of the Integrated Master in Veterinary Medicine (IMVM) to the pedagogic and scientific decision forums. The director of the course has to be a member of the pedagogic council.

The course of Veterinary Medicine in UTAD was created in 1980's and the first group of students was enrolled in the class of 1987/1988. The Veterinary Medicine course in UTAD was evaluated by the EAEVE committee in 1998, being the suggestions made by the auditors taken into consideration to gradually implement modifications in the course of Veterinary Medicine of UTAD in the last decade.

The IMVM is allocated to the School of Agrarian and Veterinary Sciences that includes five departments. Most of the teaching staff of IMVM belongs to the Department of Veterinary Sciences, created by the union of two former departments mainly related to the course (Department of Animal Sanity and Hygiene and the Department of Veterinary Pathology and Clinics) and from the migration of some staff members from the Food Industry Department.

The Veterinary Teaching Hospital (VTH-UTAD) is now autonomously managed by an elected board and has partial financial autonomy based on a budget associated to a cost center which allows the reinvestment of substantial amounts of the generated income and the regular functioning of 24h over 365 days in different specialties (small animals, livestock and equines, wildlife species). In 2009, major improvements of VTH-UTAD increased the number and quality of specialized facilities, namely an area for equine rehabilitation, a surgical room for livestock and equines and the creation of a unit for wildlife animals. New equipment was acquired for imaging, surgery, anesthesiology and clinical pathology (see chapter 6); two mobile clinics were leased (a four year period).

A new building Veterinary Sciences Laboratories – was finished in 2011, it is being equipped and it will soon allocate the labs related to food hygiene and technology, as well as scientific areas related to veterinary science. Livestock facilities have been also built in these last years for pigs, poultry, hens and rabbits.

The university library opened in 2000 and it harbors the bibliographic collection of UTAD and provides a comfortable place for study and group work. Wireless access to internet is available throughout the campus.

The organization of research in UTAD has been changed according to the increasing number and qualifications of the academic staff. Until 2001, almost all of the research activities of UTAD were merged into a research center entitled Institute for Agrarian and Food Technologies (ICETA - Instituto de Ciências e Tecnologias Agrárias e Agro-Alimentares). In order to promote a proactive approach in the different areas covered by ICETA, it was decided to reorganize this structure into 6 autonomous research centers. At the present time, Animal and Veterinary Research Center (CECAV - Centro de Ciência Animal e Veterinária) is based on 3 research groups – Clinical Sciences and Pathology, Food Quality/Safety and Public Health, and Animal Production. The vast majority of academic staff belonging to the Department of Veterinary Sciences is associated with the research center CECAV.

The changing environment in the Portuguese university during the last decade has reflected in the regulations relating to teaching in UTAD. The need of introduction of some principles of Bologna Declaration, as they were considered in the national law, led to the complete revision of the Pedagogic regulation of UTAD, published in 2011. Concomitantly, the strategy to assess quality of teaching and learning in UTAD that was in the past punctual and not systematized has been improved. It is in phase of implementation a "Strategy for Monitoring, Evaluation and Improvement of Teaching," that is based on a pyramidal structure based on four phases: 1 – Evaluation of the Curricular Unit; 2 – Assessment of the Entire Cycle of Studies; 3 - Evaluation of Education Quality of the Organizational Unit; 4 - Evaluation of Education Quality in UTAD. A specialized structure was created to coordinate this process – The Office of Quality Management. Moreover, it was implemented in Portugal a system for assessment of quality of High Education Degrees where the Agency for Assessment and Accreditation of Higher Education (A3ES) has the responsibility for procedures relating to quality assurance in higher education, including those of evaluation and accreditation.

The adoption of Bologna process determined a compulsory revision of the Veterinary Medicine program. The course was transformed in the Integrated Master in Veterinary Medicine (IMVM) in 2007, and that format officially began in 2008/2009. The European Credit Transfer (ECT) system was adopted and all the curricular units (subjects) became six-monthly. In addition, optional curricular units were created to allow the acquisition of additional skills in specific areas and traineeships were also included from the second to the fourth years in animal production, laboratory and clinical subjects. The IMVM curriculum is regulated by Deliberation n.º 14619/2009, republished as Deliberation n.º 8545/2012. It took into mainly consideration the national and European (EAEVE) standards required for accreditation processes, as well as the national regulation that supports the implementation of the Bologna Declaration, UTAD facilities (Hospital, farm animals, Food hygiene facilities) and specific expertise from the teaching staff. Another modification under the legal context of the higher education is the performance evaluation of the teaching staff, with consequences on their careers. Among other items to be evaluated, the evaluation made by the students will be considered.

Following the financial crisis of 2008, the weakness of Portuguese economy has determined dramatic reductions of the budget for all of the universities. As a consequence, IMVM has also been affected, mainly by the constraints to hire teaching and non-teaching staff. Recently, UTAD has been evaluated by the European University Association (EUA) and the final report may give a real picture of the opportunities and difficulties to cope with:

## **CONSTRAINTS AND CHALLENGES: UTAD WITHIN ITS ENVIRONMENT**

At the time of the evaluation, Europe is struggling with an economic and financial crisis, in which Portugal is severely affected. The national budget cuts impact UTAD, not only because funding from this source is de facto reduced as compared to earlier years. In addition, the economic situation permeates the environment with a sense of insecurity, which makes planning difficult. UTAD has had to freeze almost all hiring of new staff which, in turn, makes the implementation of any staffing policy difficult. Still, the Team believes that there is potential within UTAD in the area of staff development and consequent rationalisation of staffing, if a deliberate strategy can be developed at the University level in agreement with the faculties.

The demographic decline, prevalent in much of Europe, including Portugal, has an impact on student enrolment. Here, again, there is potential for UTAD if it aims to reach out to a broader national and international community. A complex strategy that involves deliberate public relations management, not just locally, but also nationally and even internationally; raising the attractiveness of the programmes by including unique disciplines and teaching and learning approaches; expanding into adult education and life-long-learning for both entire degree programmes and subjects of interest; and allowing for flexible learning paths that make it easier to enter studies at different points of study are examples that could be further explored. The Team has learned that some faculties are aware of these possibilities but also aware of the obstacles, including the provisions for external accreditation of programmes and a strong element of prescriptive rigidity as regards national practice of assigning students to universities. It nevertheless encourages UTAD to ease along the process of exploration and implementation with assistance from central management

Another constraint in the eyes of the Team is a misunderstood interpretation of the Bologna Process that seems to emanate from the government. In fact, “Bologna” is much more flexible than is currently legislated, with a variety of learning structures, rather than the 3-year bachelor plus 2-year master system, and a broad range of entrance conditions. Staff hiring-rules make it difficult to adapt existing staff, most of all the administrative staff, to changing needs within the University. In addition, nationally set hiring quota and structure, and especially the fact that hiring boards decide only from written documents rather than personal interviews, are real obstacles to a rational and sensible staffing policy, which allows the University to ensure hiring that is fully targeted to meet needs of a specific nature. However, the Team would recommend that UTAD works out a staffing policy, starting by outlining what type of staff is needed for UTAD in line with its overall strategy and profile. On the sectoral level there is also an apparent incoherence in institutional planning. The Team heard, for example, that the country has five schools of veterinary medicine for a population of roughly ten million. Such a situation dilutes the national resources as well as the quality of education. On the other hand, UTAD has the possibility to excel in areas of this kind and thus make a name for itself that would make it more

attractive than the others. The external quality assurance of research is another area that the Team believes holds certain constraints. While the national evaluation and funding scheme appears to hold out the possibilities for excellence in research and funding, the evaluation focus seems to be highly disciplinary, preventing the development of new inter- and multidisciplinary projects, and thereby hampering profile building and excellence at the international level. The historic development of UTAD has left it with a dispersion of various campuses. Certainly there are political reasons for sustaining the Chaves campus in order to provide that region with higher education and to support regional development. On the other hand, such an outpost is less efficient for the University as a whole, as it requires doubling of some structures and resources. The integration of a polytechnic, the Nursing School, into the University also poses its share of problems. Both the aims and conditions of the two types of institutions differ, and there is a certain friction among the University stakeholders – most notably at the Nursing Schools – that UTAD management must address. Portuguese higher education is a system on the move: the economic threat with its fiscal constraints; the recently changed legislative environment which in some parts is still being implemented; the resulting changed governance structure of universities; the new educational structure following from the Bologna Process are all contributing to an unstable environment. Apart from the challenges, opportunities also arise from what can be seen as a new beginning and the chance to explore how best to profit from the changes and what to make of them for UTAD.

## **CHAPTER 1. – OBJECTIVES**

### **1.1. FACTUAL INFORMATION**

#### **1.1.1. THE UNIVERSITY OF TRÁS-OS-MONTES E ALTO DOURO**

##### **Standards and Values (Mission and Objectives)**

In the current political and social context, the University must seek to maintain its role as an institution that promotes local and regional development, as well as its local potential, in addition to its national and international recognition. It is understood that only with unequivocal evidence that it is an organization of excellence will UTAD's sustainability be possible in the medium and long term.

Finding the proper balance between UTAD's nature and its intrinsic potential is a strategy that is increasingly becoming the cornerstone of its management on a path of continuous improvement.

## Strategy

The University is a key institution for the region, as it is a major agent for economic and social development. Aiming to improve its international networking and strengthen its sustainability, the University has to reinforce research and to provide excellence in teaching.

Supported by four University schools – the School of Agrarian and Veterinary Sciences (ECAV), the School of Human and Social Sciences (ECHS), the School of Science and Technology (ECT), the School of Life and Environmental Sciences (ECVA) and a Higher Education Nursing School of Vila Real (ESEVR), the 2011-2014 UTAD Strategic Plan recognises current areas of excellence and proposes the development of new areas that justify strategic investment for the *Universidade de Trás-os-Montes e Alto Douro* within an identity-enhancing vision:

**“A University with international acclaim for the excellence of its teaching and research in the area of Agrarian Sciences that is transversally enhanced by the different areas of knowledge.”**

### 1.1.2. INTEGRATED MASTER IN VETERINARY MEDICINE (IMVM)

***Who determines the official list of objectives of the IMVM? By what procedure could be this list revised?***

The objectives were redefined when the Veterinary Medicine course was adapted to the Bologna paradigm and the creation of the **Integrated Master of Veterinary Medicine** (<http://dre.pt/pdf2sdip/2009/06/123000000/2539325397.pdf>) was proposed.

This process was conducted in 2007 by the Veterinary Medicine Board and approved by the Department Council and Scientific Council of UTAD (this process occurred before UTAD revised its Statutes in 2008, according to the new Legal Regime of Higher Education Institutions (RJIES), that changed the organizational structure of the institution according to a new management model (fully described in Chapter 3).

The IMVM was subsequently submitted to and accredited by the Agency for Assessment and Accreditation of Higher Education (A3ES). After this accreditation process, any change in the goals and subsequent studies plan should be proposed by the board of the course and approved by the different organs of the School of Agrarian and Veterinary Sciences, Academic Council, and possibly other organs, and finally, has to be accepted by the Rector.

Pursuant to Directive 2005/ 36/EU and the recommendations for Veterinary Education, the goal of a Veterinary Medicine course is to provide adequate knowledge and professional skills to

ensure animal and human health. A graduate in Veterinary Medicine in UTAD should express capabilities and competencies at different levels:

**On the intellectual plane:**

Reveal ability to describe, formulate and communicate properly with different types of actors (owners, producers, senior technicians, scientists, public and consumers in general) issues that could be considered relatively complex and produce results and perform analysis applying the scientific method and structured lifelong learning.

**On the professional and academic plane:**

Be able to ask about the methodologies used in their field of work and demonstrate the ability to discipline fundamental scientific knowledge in their formative area.

**In terms of practical activities:**

Reveal high capacity of analysis and intervention on practical issues in a professional context; making decisions, justifying them on the basis of materials within the respective domain; be able to take business initiatives.

Namely emphasis is given on:

- Treatment and prevention of animal diseases, helping to maintain livestock health and welfare;
- The protection of public health, through the knowledge of animal-borne disease and by ensuring hygiene and safety of foods of animal origin destined for human consumption.

The curriculum is an interdisciplinary approach to prepare Veterinarians in various possible ways of their professional life and includes curricular units (courses) essential to attain the official goals of the IMVM-UTAD:

Acquisition of clinical skills in relation to companion animals, exotic species and wild species, sports species, Zootechnical species (livestock farming);

Acquisition of skills to assist companies: nutrition and feed production business, production of animal medicines, biotechnology and diagnostics;

- a) Acquisition of skills in food technology including the study of processes of production of food products of animal origin;
- b) Acquisition of skills in the context of food security for meeting obligations in the private or public sector, specifically with regard to the tasks inherent to the function of a Veterinary Officer in terms of audits and the Sanitary Inspection of food of animal origin, thus ensuring food quality, hygiene and safety;
- c) Acquisition of skills for carrying out functions concerning national, European and international bodies responsible for regulatory actions on Animal Health and Public Health;
- d) Acquisition of skills for the performance of teaching initiatives and research in various aspects.

There are some specific professional areas through which we think that the IMVM-UTAD could be differentiated from others in the country. It is important to refer that most of them are determined by the geographic region where UTAD is located. We are thinking about Clinical Exercises in wildlife animals, evidently not only for the specific facilities available for this kind of animal but also about the data (number and variety) of the animals treated there.

The Animal Production area of species of Zootechnical interest has the advantage that there is a large number of autochthonous breeds that have their birthplace in the North of Portugal. This competence is enhanced by the fact that, the Zootechnical Engineering course, in the ECAV, was this year (2012) honoured by the quality standard EUR-ACE®, developed and maintained by the European Network for Accreditation of Engineering Education (ENAE). This should be attributed to the existence of excellent physical conditions together with human resources of excellence in this area. Research into quality and safety in products of animal origin is also enhanced by the variation of breeds.

The development of the horse clinic has been a success not only due to the number of animals that rely on our hospital facilities but also to the development of specific facilities which, among other features, include a specific pool for rehabilitation and an arena for horses.

***Do you have a permanent system for assessing the achievement of the Faculty's general objectives? If so, please describe it.***

We would like to highlight three particularly measuring tools:

**a) Monitoring learning and teaching procedures.**

In the constitution of the teaching and non-teaching body, as well as in the teaching/learning process, it is essential that frames of reference and quality guarantee systems are adopted. With this goal we have implemented a “Strategy for the Monitoring, Assessment and Improvement of Teaching”, with assessment of the effectiveness of teaching, complemented by external assessments, with the study cycles being periodically submitted to A3ES.

The implementation of a culture of ongoing assessment of the institution UTAD and of the IMVM course is demonstrated by the Institutional Assessment that occurred during 2010-2011 by the European University Association (EUA) and likewise the ongoing assessment by the European Association of Establishments for Veterinary Education (EAEVE).

Training of competent Veterinarians in all areas of activities is our primary goal. For this purpose the Quality Management Office (GESQUA), coordinated by the Pro-Rector of Assessment and Quality (PRAQ), has outlined a “Strategy for the Monitoring, Assessment and Improvement of Teaching” (which will be more fully described in Chapter 5).

The methods used to evaluate and adapt the objectives established by the Veterinary Medicine course rely mainly on the quality of teaching and also on the students’ satisfaction with this teaching. Every year students are asked to participate in a survey on the teaching of each individual teacher and about the way the different curricular units functioned. At the same time the professors also have the opportunity to express their feelings about how the curricular units worked. The data are analysed together with other important indicators like the values of success rates, allowing the detection of problematic curricular units that will receive special attention from the Directorate of the course. The detection of non-compliance will be followed by the implementation of corrective measures taken by the Directorate of the course in collaboration with the President of the school's pedagogical council.

**b) Monitoring of graduates’ career paths.**

The monitoring of the career paths of UTAD’s graduates has also been continuous through the work of the Professional Career Observatory of UTAD (reporting to the GAIVA office - The Support Office for Insertion in Active Life), established in 2007. The monitoring process helps to gauge levels of employability and obtain indicators on career opportunities, the skills profile produced at UTAD, the strengthening of relationships with the labour market and the fostering of closer ties with ex-alumni. The GAIVA also serves as a gateway into the job market for UTAD’s graduates and for organizing information in order to produce strategies for lifelong training.

The result of the employability level of our graduates is actually an important tool for measuring the achievement of the predefined objectives. The last Report on the Careers Paths of UTAD's Graduates related to the years 2003-2007. These Reports are made every five years, and so, at the end of this year we will have fresh data that will better reflect our reality. In the 2003-2007 Report, the average level of graduate employability of UTAD graduates (among different careers) was 85%.

The employment rate for graduates in IMVM-UTAD- was substantially higher, specifically 96%, and their integration into the labour market was achieved by the first year after graduation. From these, 43% were working in the northern and 22% in the central region of the country, which can partially explain the importance of these graduates in the northern region of the country. It should be noted that for 33% of the graduates employed, the creation of their employment was their choice. This situation resulted in the creation of 30 companies, mainly included in the services sector, and mainly located in the north. Among those who had not yet been entrepreneurs, 72% expressed the intention of creating their own business when feasible.

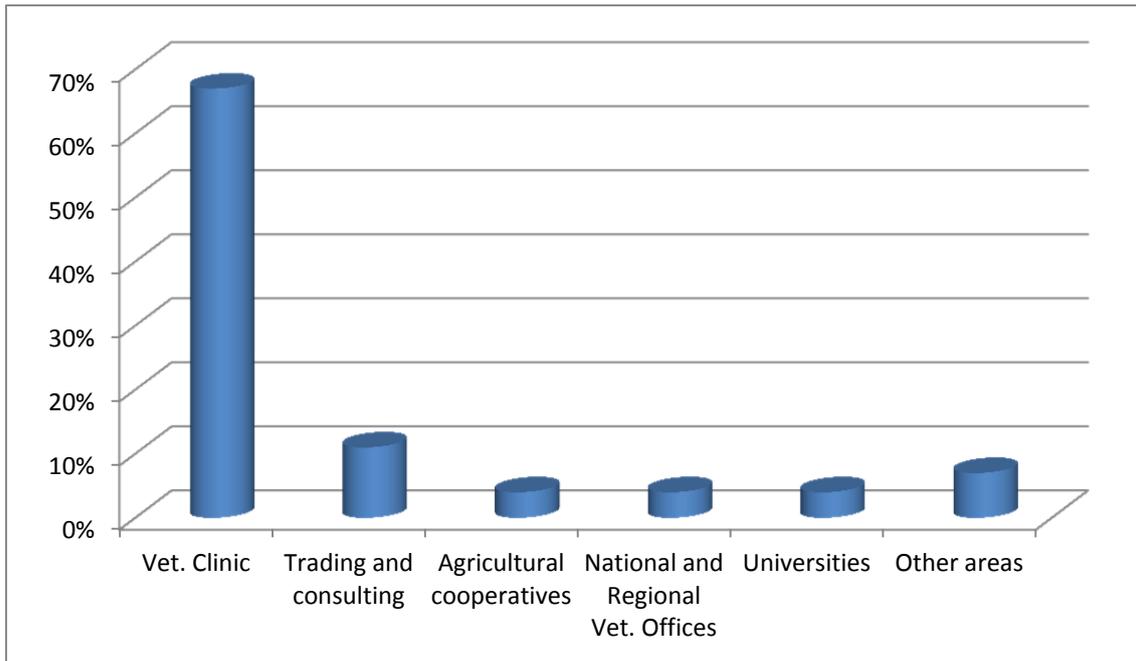
Forty three per cent of graduates had functions in the same workplace for more than 36 months which reflects the professional stability and / or the satisfaction of the employer. It is interesting to note that for 36% of graduates, their current job matched their first job.

Regarding the degree of satisfaction with their current job, graduates indicate greater satisfaction with factors such as the adequacy of training to the tasks that they perform (88%) and related to the location of employment (86%). The highest level of dissatisfaction indicated was due to factors such as the improvement of salary prospects (47%), salary (37%), the possibility of upgrading skills / professional development (36%) and career advancement prospects (36%).

It was found that 62% of graduates in veterinary medicine expressed that they did not experience great difficulty in getting their jobs, pointing to the lack of work experience and unemployment as general and unfavourable factors. As favourable factors in this process, graduates find good social relationships (63%) and the final training stage of their course in Veterinary Medicine (59%) to be the most relevant factors.

Altogether the indicators described above may be considered good indicators for the capacity of integration of UTAD-Veterinary Medicine Graduates in the labour market, and can be interpreted as indicating that our goals were at least partially achieved.

In **Figure 1.1** we see the main professional areas of our Veterinary Medicine graduates, referred to in the Report on the Careers Paths of Graduates of UTAD, relating to 2003-2007. We believe that this could be a reflection of the current situation.



**Figure 1.1** – Employment activity area referred to in the 2003-2007 Report.

**c) Demand index of the course, perceptions of the graduates in Veterinary Medicine and unemployment ratio data.**

Each year the General Directorate of Higher Education (DGES) provides relevant information concerning national access to Higher Education Institutions and their education provision. This information allows a general analysis to be made of the public higher education network, and of some indicators relating to the national competition for access to higher education.

Among these we highlight the **Satisfaction Index Demand**, which is the ratio between first preferences and the number of vacancies in each program. Thus, when this ratio is greater than 1, it means that the number of vacancies is less than the number of students that have put this program as their first preference in the national competition. This means that supply is below demand for this specific course.

From the official data from the DGES Reports, the Satisfaction Index Demand for the IMVM-UTAD in recent years has consistently been greater than 1, namely:

- Year 2009 - with 65 vacancies
- Satisfaction Index Search = 1.62
- Year 2010 - with 65 vacancies
- Satisfaction Index Search = 2.22
- Year 2011 - with 80 vacancies
- Satisfaction Index Search = 1.48

This data is certainly indicative of the demand for this course from secondary school students.

The perceptions of graduates in Veterinary Medicine from UTAD about the program also represent very important information that we have to take into account. This information is obtained by the GAIVA office every year and in the last report for 2003-2007, data helped us to establish:

- A satisfactory evaluation of the course, specifically regarding theoretical aspects (93%) and its scientific quality (90%) as opposed to a poorer evaluation regarding factors such as poor contact with external reality (56%).

Contact with the institution UTAD after completion of the course has also been established mainly through contact with the faculty or looking for training courses to acquire new skills and exercise professional activity.

Analysis of a study on unemployment produced by the Statistics Department of DGES that is available at <http://www.dges.mctes.pt/DGES/pt/Geral/Noticias/vagas2012-2013.htm> seems to be of particular interest. This work was performed using data from the last 10 years (2000 – 2001 to 2009-2010). Regarding the calculation of the unemployment rate of UTAD graduates, it is possible to note that despite the high unemployment rate in our country, in the first quarter of 2012, particularly among young graduates (14.9%, data reported by the National Statistics Institute - INE) the rate observed for graduates in Veterinary Medicine from UTAD was 3%. This result should be interpreted taking into account that on average the graduates from all backgrounds of UTAD have an unemployment rate of 10.6%.

## 1.2. COMMENTS

***In your view, to what extent are the objectives achieved? What, in your view, are the main strengths and the weaknesses of the Faculty?***

In a SWOT analysis it is impossible to dissociate the strengths and weaknesses of the IMVM-UTAD and the strengths and weaknesses of the UTAD.

We could emphasize the following:

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**STRENGTHS:**

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**Institutional Strengths that can determine the Strengths of the course**

- Economic, social and cultural impact on the region;
- Solid image of some of the institution's areas of knowledge, specifically in Agriculture;
- Good Learning Environment;
- Research centres in different areas of knowledge;
- Connection to former students;
- Students Support Services;
- Consistent level of education success;
- Qualification, experience, youth and dynamism of the academic staff (despite the academic degrees presented that prevent them from occupying certain decision-making positions in the hierarchy of the school - this situation is due the current political-financial situation of the country, which means that Superior Education Institutions have restrictions on the creation of vacancies for higher academic degrees);
- Recruitment of foreign students

**Specific IMVM-UTAD Strengths**

- Geographic location (rural, northern region which is indicative of the sectors in which the course can be interfaced with the local livestock production, wildlife among others);
- UTAD's Veterinary Teaching Hospital (VTH-UTAD), besides being a hub of academic research, has a number of services open to the community 24 hours a day, 365 days a year;
- The University has the only hospital (pioneer in Portugal), for the recovery of wildlife in the country, open 24 hours a day, with its strong point being the Octagonal Flight Tunnel where wild birds are re-educated in their survival;
- Recent specific facilities for the Veterinary Medicine Course - remodelling the VTH-UTAD and the new Veterinary Science Laboratories building in which we could emphasize the biotherium facilities and the Food Safety and Quality Laboratories;
- The practical groups of some specific curricular units are small enough to improve the quality of practical teaching;
- The development of Erasmus exchange programs enrich academic and cultural potential for our students and help our course to be known by students of other faculties;
- The participation (and organization) of teachers and students from IMVM in different congresses, courses, scientific organizations, and other acts related to the faculty's professional contribution to its social impact;

- The existence of livestock facilities on the university campus, particularly the aviary, the rabbit facilities, the piggery facilities (support unit, maternity and fattening), the sheep facilities and the cattle facilities (awaiting improvement). We are still able to access aquaculture facilities.

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**WEAKNESSES:**

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**Institutional weakness that can determine weakness of the course**

- Sub-financing policies that have characterized the budgets of recent years and which may be exacerbated by the economic difficulties;
- The rate of economic growth of the Northern region;
- Demographic decrease;
- Increasing tuition fees;
- Lack of English language courses;
- Insufficient communication at the organizational level;
- The slowness of the technological modernization of services and the delay in the consolidation of the dematerialization process, which prevents greater flexibility in administrative procedures;
- Maintenance deficiencies concerning some facilities and equipment;
- The latent problems and weaknesses in the corporate domain in UTAD's surrounding area;
- Investment in promoting UTAD's institutional image must be increased.

**Specific IMVM-UTAD Weakness**

- Lack of full control, by the Course Directorate, in the enrolment process of students concerning regimes of exception;
- The present lack of adequate cattle facilities that makes teaching in the related subjects difficult. It is important to note that the plans for the redevelopment of these facilities have already been approved and will start at any time (PRODER 27502 Project);
- Large cattle farms in our region are scarce or far away from UTAD, contrasting with a high number of farms with small numbers of animals, making the exercise of clinical practice difficult;
- Low funding for supplies, maintenance and replacement of equipment in the laboratory classes.

## SUGGESTIONS

### *Limiting factors to the development of the course*

- The economic and financial situation of the country;
- High number of courses of Veterinary Medicine in the country (a total of six institutions offering Veterinary Medicine: four public higher education institutions and two private higher education institutions). In the near future the high number of graduates in the country will compromise the course's level of employability.



## CHAPTER 2. – ORGANIZATION

### 2.1. FACTUAL INFORMATION

#### *Details of the Faculty*

**University of Trás-os-Montes e Alto Douro**

**Address:** Quinta de Prados Apartado 1013, 5000 - 801, Vila Real, Portugal.

**UTAD Telephone:** 259 350 000

**Fax:** 259 35 480

**Website:** <http://www.utad.pt>

**E-mail:** [reitoria@utad.pt](mailto:reitoria@utad.pt)

**Rector:** Carlos Sequeira, Full Professor for the Zootechnical Department.

**Name of the School:** School of Agrarian and Veterinary Sciences (ECAV)

**School President:** Vicente de Seixas e Sousa, PhD, Associated Professor for the Agronomy Department.

**School Office Chair**

**Telephone.** 259 350 473 | **E-mail:** [sececav@utad.pt](mailto:sececav@utad.pt)

**Support Office Chair**

**Telephone.** 259 350 413 | **E-mail:** [gaecav@utad.pt](mailto:gaecav@utad.pt)

**Director of Master in Veterinary Medicine:** Felisbina Luísa Queiroga, DVM, PhD, Assistant Professor of Internal Medicine of Companion Animals II

**Telephone.** 259 350 633 | **E-mail:** [fqueirog@utad.pt](mailto:fqueirog@utad.pt)

*Is the Faculty within a University? If so, please give address of the University.*

*Details of competent authority overseeing the Faculty.*

*Indicate the rules concerning the appointment of the elected officials of the Faculty (Dean, Vice-Dean, Heads of Department, etc.).*

*Provide a diagram of the administrative structures showing the Faculty in relation to the university and ministerial structure of which it is part.*

*Provide a diagram of the internal administrative structure of the faculty itself (councils, committees, departments, etc.).*

*Provide a brief description of the responsibilities, constitution and function of the main administrative bodies (councils, committees, etc.).*

*Indicate the involvement of the veterinary profession and general public in the running of the Faculty.*

### **2.1.1. HISTORICAL OUTLINE**

The Integrated Master in Veterinary Medicine is incorporated in the University of Trás-os-Montes and Alto Douro.

The University of Trás-os-Montes and Alto Douro (UTAD) was founded with legal status in 1986, and its history also gives credit to the valuable heritage drawn from the Polytechnic Institute of Vila Real, established in 1973.

The Institute assumed a major role in contributing towards regional development. Subsequently, in September 1979, the University Institute of Trás-os-Montes and Alto Douro was created, and less than ten years later, in recognition of its intense activity of the fields of education and scientific research and technology, the Government transformed the University Institute into a University. Today UTAD is considered to be a landmark within the Portuguese public university system.

UTAD revised its Statutes in 2008, according to the new Legal Regime of Higher Education Institutions (RJIES), changing the organizational structure of the institution according to a new management model.

The General Council was formed, which began a new model of governance and management in 2009. The new Statutes have enabled the participation of six co-opted members from civil society and governing bodies outside of UTAD, who have a place on the General Council.

These elements, as can be implied, represent added value to the University and they lend voice to society in general/external environment, and they have weighty representation in management decisions and in the design of institutional strategic measures.

Organizational units were created (Schools) with scientific, teaching and administrative autonomy to be established by regulations to be approved in accordance with UTAD's Statutes.

In 2010, UTAD witnessed a transition to the recent "Legal Regime of Higher Education Institutions" (RJIES), with the office of the Rector appointed under the current legal and statutory framework.

According to its statutes, this University, whose main objectives are Teaching, Research, Extension and Community Support, should be a Centre of Excellence for lifelong learning and the creation, transmission and dissemination of culture, science and technology.

UTAD has its own space within higher education in Portugal since it contributes to satisfying an identified shortage of courses of national interest, choosing areas which are not fully addressed within the labour market.

Since its inception, UTAD has been involved in the areas of Agrarian and Veterinary Sciences. Its campus pays tremendous tribute to the environment and natural features of the region. The campus is located within a botanical garden that has been internationally recognized since 1988, with more than 1,000 living species.

Being in a geographical area where vineyards thrive (the Douro Wine Region classified by UNESCO as a World Heritage Site in the category of cultural landscape, on December 14, 2001), UTAD pioneered the creation of an Enology degree in 1984, which is still unique in Portugal as it has this natural resource readily available for training its students. The Applied Ecology course is also unique in the country, and has been running since 2002.

UTAD's flexibility, demonstrated by its ability to adapt to new situations, has transformed this institution into a university that today offers training in various areas of knowledge, from the Humanities and Social Sciences, Life and Environmental Sciences, Nursing Sciences and Engineering. It is referenced as an educational pioneer in Europe in Rehabilitation Engineering and Human Accessibility.

In conclusion, by combining the available resources with modern teaching methods, UTAD has been able to propose new ways of learning and the transmission of scientific knowledge that testifies to its vitality, and it is this vitality that justifies its place at the heart of Portuguese Universities.

## 2.1.2. ORGANIZATION OF UTAD

### 2.1.2.1. SCHOOLS / RESEARCH UNITS / ASSOCIATED LABORATORIES

UTAD is an Institution of Higher Education with 551 teachers (393 with doctoral degrees), 442 non-teaching staff (technical and administrative staff), which support the teaching, research and outreach and 7,791 students attending the institution. Its educational offer consists of 37 1<sup>st</sup> degree study cycles, 57 2<sup>nd</sup> degree study cycles and 14 3<sup>rd</sup> degree study cycles (PhD).

At the organizational level, UTAD consists of four schools of a university nature (**School of Agrarian and Veterinary Sciences**, School of Life and Environmental Sciences, School of Sciences and Technology and School of Human and Social Sciences) and a polytechnic school (Higher Education School of Nursing of Vila Real) (Figures 2.1 and 2.2). The administrative support services are organized as illustrated in Figure 2.3.

The **Departments** are units geared towards the continuous upholding of the tasks of teaching, researching, and transferring science and technology, disseminating culture and specialized services. The Departments constitute, as such, the nucleus of the organization of the Schools (Figure 2.2).

In UTAD research activities are concentrated in the following eight Research Centres: the Centre for Animal and Veterinary Sciences, the Centre for Research and Agro-environmental and Biological Technology, the Centre for Transdisciplinary Studies for Development, the Centre for Genomics and Biotechnology (part of an Associated Laboratory, Institute of Biotechnology and Bioengineering), the Centre for Studies in Literature, the Chemistry Centre, the Centre for Mathematics and the Centre for Research in Sport, Health and Human Development. In this model, the Research Centres are units that are independent of the Schools and intersect with them all. Nonetheless, the Schools and Research Centres share human and material resources (Figure 2.2).

Research Groups are integrated into UTAD's Associated Laboratories (Research Institutes recognized by the Ministry of Science, Technology and Higher Education for scientific excellence, and which incorporate several research units with common research interests). The Institute of Bioengineering and Biotechnology (IBB) - resulting from partnerships between UTAD, the Higher Technical Institute, the University of Minho and the University of the Algarve should be pointed out. UTAD is also an associate member of the Centre for Geophysics and Centre of Geosciences, both located at the University of Coimbra.

### 2.1.2.2. ACTIVITIES AND ACADEMIC POLICY

There are several decision-making levels for academic policy-making and activities under UTAD's organizational structure. The **Rector** is responsible for approving the creation, suspension and extinction of courses, whereas the **General Council** is in charge of the creation, transformation and extinction of organizational units, under the Rector's guidance.

The **Academic Council**, a collegial body, whose mission is to promote cooperation and coordination between the Scientific Councils and the Pedagogical Councils of every School and Research Centre, is, as a scientific committee, responsible for deciding on the creation, modification, suspension or extinction of courses, as well as proposing or ruling on the general principles to be met by the regulations of the Research Centres (Figure 2.1).

The **Pedagogical Council** of each school comprises up to twenty-four members, and in numbers which tend to be proportional to the number of academic degrees promoted and coordinated by the school, under the terms of the school regulations. The members of the pedagogical council are the chairman, who is also the president of the school, the representative of academic staff and students elected in accordance with Article 18 of the Statutes of the University of UTAD (Figure 2.2; ANNEX 1).

The **Scientific Council** of each school consists of the President of the school and ten members from amongst: Teachers and Researchers of the school and representatives of the related Research Units (these may not be less than 20% nor more than 40% of the total scientific council members, however the number may be less than 20% when the number of Research Units is less than this amount). The Scientific Council members are directly elected by a relevant body, under the terms of Articles 15 and 18 (Figure 2.2).

The Scientific and Pedagogical Councils of the Schools are responsible for giving an opinion about the creation or restructuring of courses that will be promoted and coordinated by the School, and approving the respective study plans (*curricula*).

### 2.1.2.3. MANAGEMENT PRACTICES: TEACHING, LEARNING AND RESEARCH

Each course has a **Course Director**, who is a member of the **Pedagogical Council** of the respective School, who provides educational and scientific management in conjunction with the School's Pedagogical Council and the teachers who teach on the course.

The courses are governed by Pedagogical Regulation (No. 479/2011 of 8 August), which provides guidance on the School calendar, schedules, teaching and assessment.

UTAD has a computing platform to support teaching activities (SIDE), which manages all school activities. It also provides a document repository section to support lessons.

Although academic services formalize student registration, their enrolment in SIDE is also mandatory under the new pedagogical regulation. Each School has support offices specifically allocated for teaching activities, which design schedules and timetable in coordination with the other Schools, manage the occupation of academic spaces and support students in several areas.

Research activities are dependent on UTAD's different research centres or on other research groups like UTAD's Associated Laboratories. The research centres that are independent units of the schools share human and material resources with them.

### 2.1.2.4. INVOLVEMENT OF STUDENTS AND STAKEHOLDERS IN THE MANAGEMENT

Three of the twenty three members that constitute the **General Council**, a consultative body, are students from degree courses and are elected by all UTAD students. Students are also represented on the **Academic Council**, a collegial deliberative body in nature, with twenty four members including a student from each School, elected by the members of the respective Pedagogical Council and also the President of UTAD's Academic Association or his/her representative. In this body, students participate in defining the pedagogical methods of teaching and assessment of degree courses pertaining to the relevant School.

Regarding the Organizational Units (Schools), the **Pedagogical Councils** comprise up to twenty four elements, consisting also of representatives of students of the degree courses considered relevant, pertaining to the School.

Students participate in the **School Assembly**, the main body that defines the policies of the Schools. The students who participate in this body take part in the election of the President of the School and may express their views on the School annual activities plan.

There is no formal involvement of stakeholders in the management of the Schools. However,

there are frequent contacts with production and business companies through student placements, involvement in seminars, workshops and other events and joint participation in research and development activities.

#### **2.1.2.5. COMMUNITY SERVICE**

The authorization and management of specialized services to the community are governed by order of the Rector. The proposal to create the provision of services should come from the **School/Department or Research Centre**. The institutional decision should come from the Rector and be validated by the Management Council. The funds gathered from the provision of specialized services constitute revenue for the University and must cover all costs associated with conducting the proposed activities. Thus, 60% of revenue will support the acquisition of goods, services and human resources costs necessary to conduct the work, 30% of the revenue will come to the University by way of overheads and 10% for the performing unit as royalties.

The provision of services to the community fulfils the dual function of serving the community and contributing towards the region's and country's development. It also provides teachers, researchers and students with contact with and opportunity to understand the productivity sector which they address. The connection to the community is thus an important factor in UTAD's identity.

This connection has been promoted by both the relationship between the business network and Research Centres, as there is a frequent need for graduate students to have educational and professional training, prior to graduation, in a real working environment.

Schools, Departments, and their laboratories, in cooperation with local and regional authorities, have developed several initiatives aimed not only toward the scientific community, but also to the community at large by organizing several events and implementing projects of particular interest to the region.

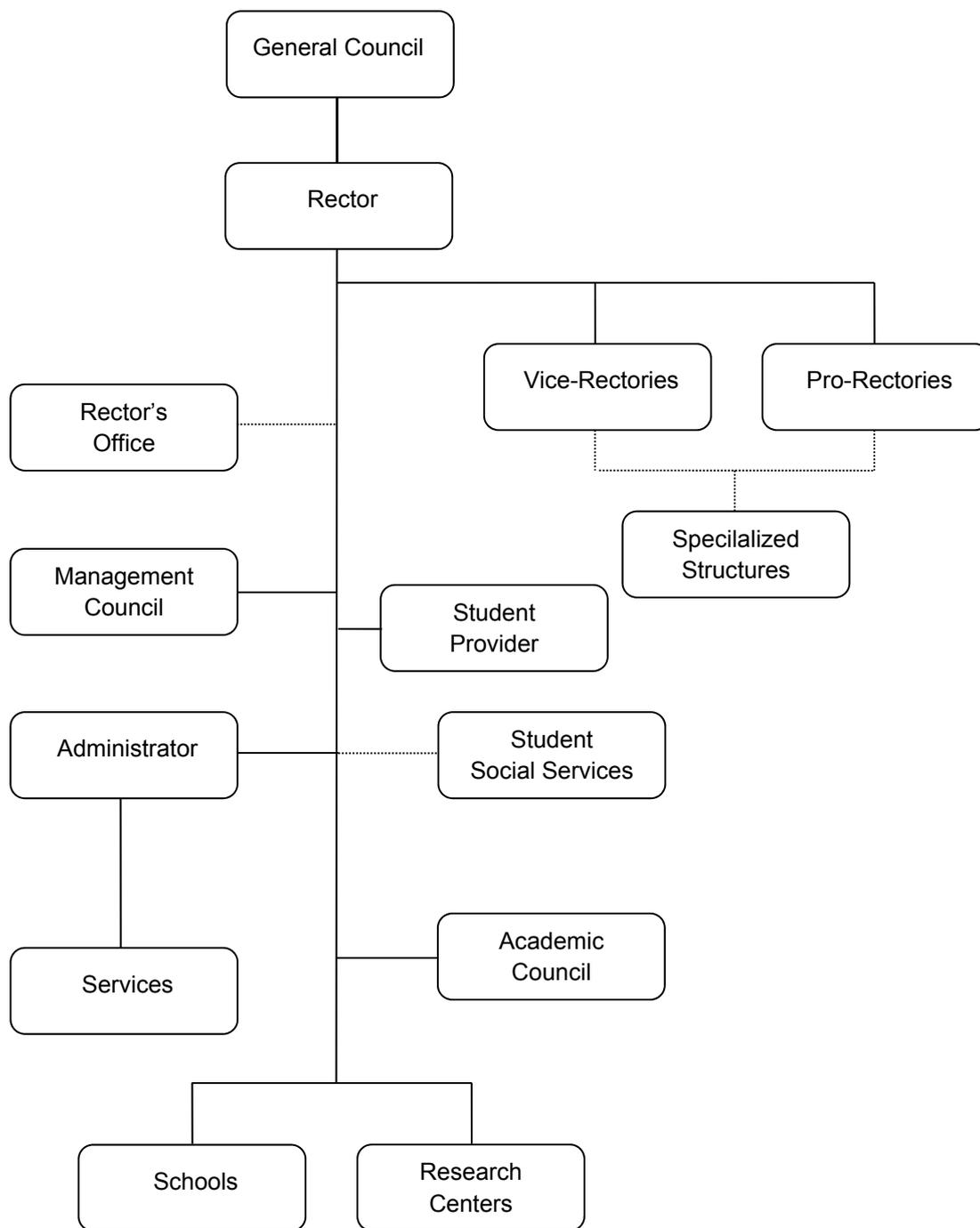


Figure 2.1 – UTAD Internal Organization

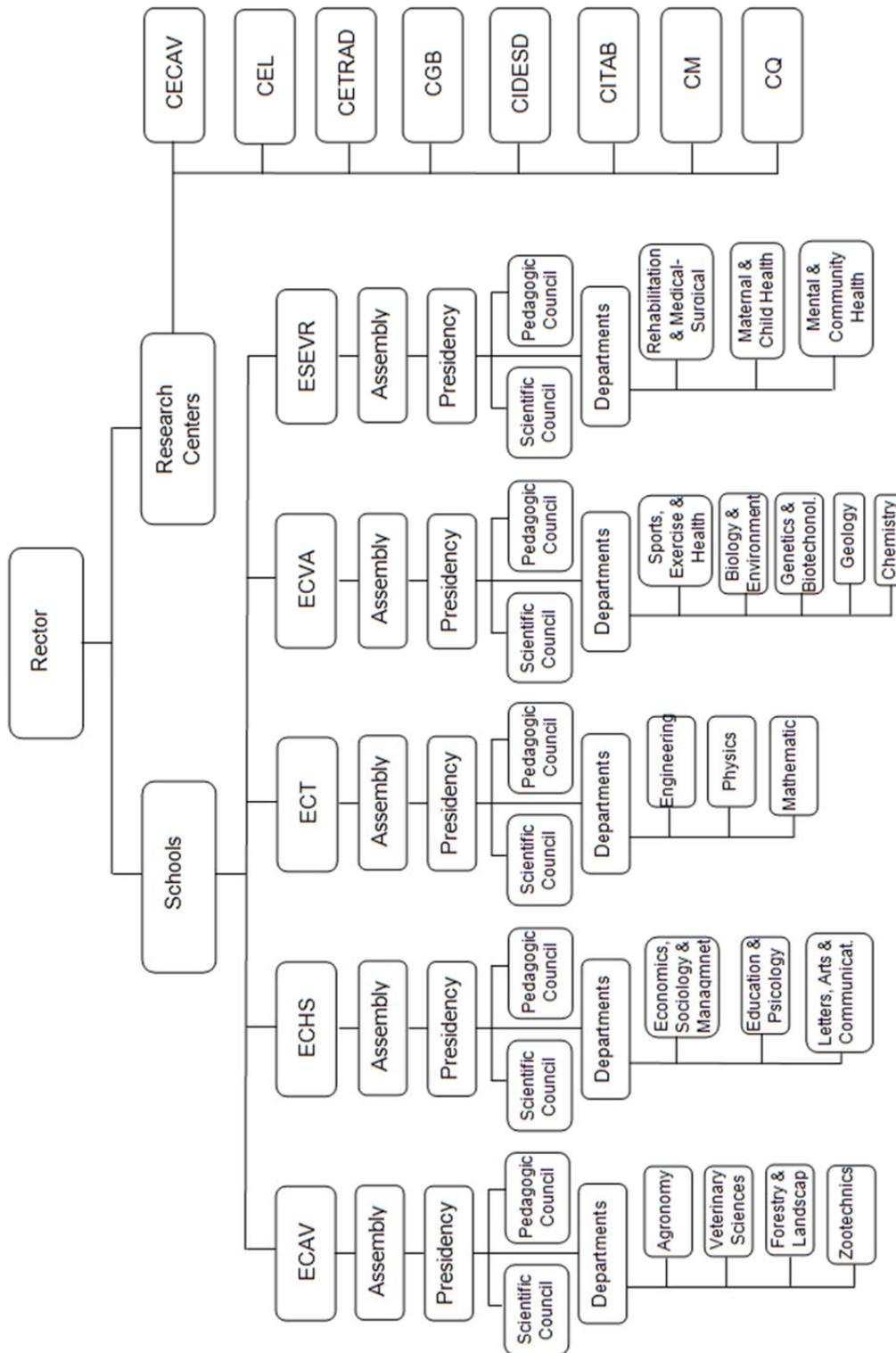


Figure 2.2 – UTAD Units (Schools and Research Centres); Key: (QC)- Chemistry Centre, (CGB)- Centre for Genomics and Biotechnology, (CITAB)- Centre for Research and Agro-environmental and Biological Technologies, (CETRAD) - Centre for Transdisciplinarity Studies for Development, (CECAV) - Centre for Animal and Veterinary Sciences, (CM) - Centre for Mathematics, (CEL) - Centre for Studies on Language, Literature, Culture and Communication, (ECAV) – School of Agriculture and Veterinary Sciences, (ECHS) – School of Humanities and Social Sciences, (ECT) – School of Science and Technology, (ECVA) – School of Life and Environmental Sciences, (ESEVR) - Higher Education Nursing School of Vila Real.

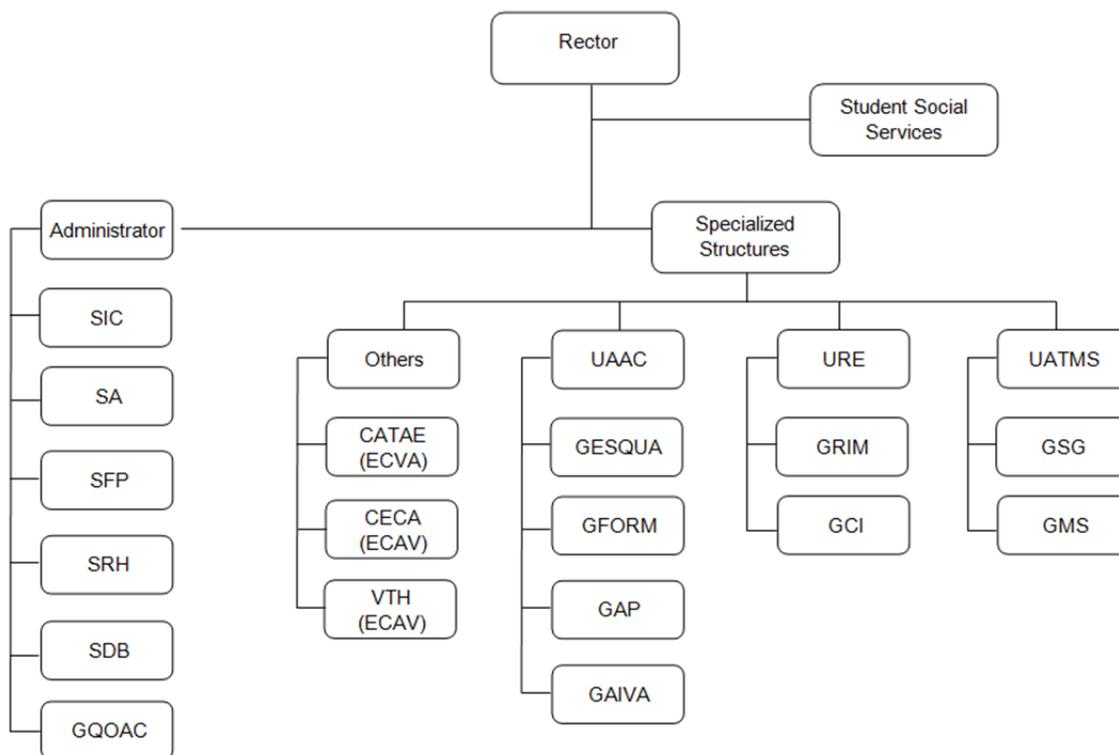


Figure 2.3 – UTAD Functional Units

Key: SIC – Computing and Communications Services; SA – Academic Services; SFP – Financial and Property Services; SRH – Human Resources Services; SDB – Libraries and Documentation Services; GQOAC - Organizational Quality, Audit and Control Office; CATED - Monitoring Centre of Sporting Excellence and Training; CECA - Centre for Agricultural Use and Management; VTH – Veterinary Teaching Hospital; UAAC –Academic Activities Support Unit; GESQUA – Quality Management Office; GFORM – Training Office; GAP – Project Support Office ; GAIVA – Integration into Active Life Support Office; URE – External Relations Unit; GRIM – International Relations and Mobility Office; GCI – Communication and Image Office; UATMS – Technical Maintenance and Security Support Unit; GSG – General Services Office; GMS – Security and Maintenance Office.

### 2.1.3. FACTUAL INFORMATION ABOUT THE INTEGRATED MASTER IN VETERINARY MEDICINE (COURSE)

The Master's degree in Veterinary Medicine is a degree course offered by the School of Agrarian and Veterinary Science (ECAV). This school comprises four departments that offer 15 different courses (Tables 2.1 and 2.2).

Table 2.1 - School and Departments

Acronym	School	Department
ECAV	School of Agrarian and Veterinary Science	Agronomy
		Veterinary Science
		Forestry and Landscape Architecture
		Zootechnics

Table 2.2 - Schools/Study Cycles/Degree

School	Study Cycles	Degree
ECAV	Landscape Agriculture	3 years course/BA
	Agronomic Engineering	3 years course/BA
	Forestry Engineering	3 years course/BA
	Zootechnical Engineering	3 years course/BA
	Enology	3 years course/BA
	Landscape Architecture	Master's Degree
	Agronomic Engineering	Master's Degree
	Forestry Engineering	Master's Degree
	Zootechnical Engineering	Master's Degree
	Food Safety	Master's Degree
	Geographical Information Systems	Master's Degree
	Veterinary Medicine	Integrated Master's Degree
	Animal Sciences	PhD
	Forestry and Landscape Architecture	PhD
	Veterinary Sciences	PhD

The academic staff belongs mainly to the Department of Veterinary Sciences (DCV); however there is academic staff from other departments of the school (Zootechnics, Agronomy and

Forestry and Landscape Architecture Departments) and even from departments belonging to other schools, particularly departments related to the basic sciences (Biology and Environment, Genetics and Biotechnology, Chemistry, Economics, Sociology and Management Departments).

The Veterinary Medicine teaching staff is associated to different research centres of UTAD such as: the Centre for Animal and Veterinary Sciences (CECAV), the Centre for Research and Agro-environmental and Biological Sciences (CITAB), the Research Centre for Transdisciplinary Development Studies (CETRAD), the Research Centre for Genomics and Biotechnology (CGB), the Research Centre in Sports Science, Health and Human Development (CIDESD) or with other research groups like Associated Laboratories. As was already said, the research centres that are independent units of the schools share human and material resources with them.

Related to the service to the community directly connected to the Veterinary Medicine course, the Veterinary Hospital Service and services dependent on it (e.g. clinical analysis and complementary tests), are undoubtedly the principle services. Note also that the Animal Nutrition Laboratory and the Laboratory of Histology and Anatomical pathology, besides serving the purpose of a Veterinary Teaching Hospital, also do community service. The Microbiology and Parasitology Laboratory supports the Veterinary Teaching Hospital and exceptionally also provides some service to the community.

#### **2.1.3.1. RULES CONCERNING THE APPOINTMENT OF ELECTED OFFICIALS OF THE SCHOOLS (ORGANIC UNITS) AND ACADEMIC COUNCIL.**

The Schools are governed by their own regulations (the development and approving of the School Regulations is a jurisdiction of the School Assembly), under the law and the Statutes of the University (Articles 59 and 62 of the Statutes, ANNEX 1)

The election of members of collegial bodies (Article 18 of the UTAD Statutes, ANNEX 1), where the law or statutes do not provide otherwise, is based on complete and ordered lists of candidates originating from each body to be represented in the composition of the council, with a number of candidates equal to the number of members to be elected plus half of that number.

The Electoral College should correspond to all of the members of these bodies and who hold active electoral capacity. The allocation of seats is done by applying the d'Hondt highest average method.

#### **School Assembly**

Composition of the Assembly (Article 61 of the UTAD Statutes, ANNEX 1):

1. The School Assembly must consist of fifteen members, of which:
  - a) Ten teachers and researchers, as well as full-time teachers and researchers, with a fixed contract of no less than one year, who are holders of a PhD degree. Among them must be included the Departments Directors of the School and the remaining members elected in accordance with Article 18 of the statutes.
  - b) Three representatives of the students in accordance with Article 18 of the statutes.
  - c) Two representatives of non-teachers and non-researcher in accordance with Article 18.

### **School President and Vice-Presidents**

The School President is elected by the Assembly of the School, under the terms of the School Regulations. The President of the School may be assisted by up to two Vice-Presidents, chosen from among the teachers and researchers belonging to the School Assembly, and to whom s/he may delegate some of his/her competences. These Vice-Presidents could assume the functions of **Presidents of the Scientific Council** and **Presidents of Pedagogical Council** of the schools, when they are not chaired by the President of the Schools.

### **Scientific Council of the School**

The Scientific Council consists on the President of the School (or as was said above, a Vice President), and ten members elected from amongst teachers and researchers, representatives of the research centres. The Scientific Council members are directly elected by the relevant body, under the terms of Articles 15 and 18 (**Chart 2**).

### **Pedagogical Council**

The Pedagogical Council is composed of up to twenty four members, and in a number which tends to be proportional to the number of academic degrees promoted and coordinated by the school. The members are: the President, the representatives of the faculty of the School, elected by their body (elected in accordance with Article 18 of the Statutes), representatives of the students of the school in a number equal to the faculty members (elected in accordance with Article 18 of the Statutes).

The President of the Pedagogical Council of the school shall appoint, from among the faculty members of the Pedagogical Council, a **Course Director** for each study cycle.

### Department Director

The Department Director is elected from among the teachers and researchers by the department council (The Department Council is composed of all teachers who are holders of a PhD degree and researchers of the department).

The election of the Department Director is based on individual applications (article 17, Statutes, ANNEX 1)

### Composition of the **Academic Council**:

The Rector, who presides; the School Presidents; the Presidents of the Scientific Council and the Presidents of the Pedagogical Council of the schools, when they are not chaired by the President of the Schools; Two representatives of Research Centres, elected by Directors of Research Centres from among their peers; a representative of the students from each School, elected by the members of the Pedagogical Council, from among their peers; the President of the Student Association of UTAD (AAUTAD), or his/her legal representative (Article 45 from the UTAD Statutes, ANNEX 1).

## 2.2. COMMENTS

### *Involvement of Veterinary Medicine academic staff in the Organic Unit management.*

The representation of the **Veterinary Medicine academic staff (from the Department of Veterinary Science)**, in the **Organic Unit** ECAV (school management bodies) and other governing bodies of university management with specific responsibilities, is as follows:

#### **School Assembly**

- **One** member inherently - The coordinator of the Department of Veterinary Science.
- **One** member representative - of the teachers and researchers of the school.

So, in a total of ten teachers and researchers, as well as full-time teachers and researchers the department of Veterinary Science is represented by two members.

#### **School President and Vice-Presidents**

We have **no member** of academic staff from the Veterinary Science Department with these functions.

### Scientific Council of the School

- **Three** representative members of the teachers and researchers from the Veterinary Science Department.

So, in a total of **ten** representatives of teachers and researchers, the department of Veterinary Science is represented by **three** members.

### Pedagogical Council

- **Two** representatives, members of the teachers from the Veterinary Science Department, one of whom is the Director of IMVM.

So, in a total of **twelve** representatives of the academic staff (university) of the school the department of Veterinary Science is represented by **two** members.

### Composition of the **Academic Council** of the Institution

We have **no member** of the academic staff from the Veterinary Science Department as a member of the Academic Council of the Institution.

As was demonstrated above, there is a poor representation of academic staff of the Veterinary Medicine department on governing and management bodies of the School of Agrarian and Veterinary Sciences.

## 2.3. SUGGESTIONS

We dare to suggest that it would be advantageous for the Integrated Master of Veterinary Medicine to have a greater representation of the teaching staff (teachers) of the Department of Veterinary Science in management bodies of the School of Agriculture and Veterinary Sciences.

This suggestion takes two important facts into account:

- The Department of Veterinary Science contributes 71% of the teaching of the Integrated Master of Veterinary Medicine.
- The 481 students of Veterinary Medicine constitute more than 40% of all students at the School of Agriculture and Veterinary Sciences.



## CHAPTER 3. – FINANCES

### 3.1. FACTUAL INFORMATION

#### 3.1.1. GENERAL INFORMATION

*Indicate whether the Faculty's current financial model (system) meets the Faculty's mission.*

***In addition please specify:***

- *How the allocation of funding (including public funding) to the Faculty is determined, and by what body.*
- *If the allocation of funds, or any significant proportion of it, is linked to a particular factor (e.g. student numbers, research output), please describe this.*
- *How the basis for funding the Faculty compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines). How the allocation of funds within the Faculty is decided.*
- *What are the mechanism for funding major equipment and its replacement?*
- *The mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment) and how decisions are taken in this matter.*
- *The mechanism(s) to provide the necessary support for building maintenance and how decisions are taken in this matter.*

UTAD is a legal collective entity under public law with administrative and financial autonomy. In the context of financial autonomy, UTAD has its assets, without other limitations than those established by law, may freely manage annual funds received from the state budget, has the ability to transfer funds between different budget lines and chapters, designs its multi-year programs, has the capacity for managing its own revenues annually through private budgets, according to its own criteria, and may directly lease premises required for its operation.

The financial management of the University has followed a policy of rationalization and cost containment. Each year the Management Board issues a decision on funding for the Rector, the Central Services and the Schools to be able to meet their current and immediate management.

Since 1997 the funding of universities has been framed by Law No. 37/2003 (Law on the Financing of Public Higher Education), which defines objectives and principles and sets out the different components: the operating budget, the investment budget (defined in terms of development plans and formalized through the signing of contracts for development) and funded through a Contracts Program in pursuit of tangible goals. This is in addition to revenue that accrues mostly from fees and contracts for research or services.

As is the case throughout Europe, UTAD's financing comes mostly from public sources, including the funds transferred by the State. These appropriations are calculated annually according to a formula based on objective criteria of quality and excellence, default values and performance indicators, defined equally for all academic institutions and taking into account the evaluation reports disclosed for each course and institution.

The tuition fees that the institution charges its students represent the second largest source of revenue (about 14% in the last three years).

The funds from the funding of research projects have contributed with about 8% to the institution's budget. Under this heading there is a National Institution, the Foundation for Science and Technology (FCT), which ensures the financing of research projects and multi-year funding of research centres. Revenue generated by research projects, known as "overheads", is a significant factor in the institution's budget, which in the case of projects financed by the FCT may represent up to 20% of eligible direct costs.

The funds from the Program for Investment and Development Expenditure of the Central Administration (PIDDAC) have represented approximately 3% of the institution's annual budget.

Most of the University's revenue is allocated towards the payment of permanent and fixed wages and other operating expenses.

### 3.1.2. INFORMATION ON EXTRA INCOME

*What percentage of income from the following sources does the veterinary teaching Faculty have to give to other bodies (university, etc.)?*

- *clinical or diagnostic work:*
- *research grants:*
- *other (please explain):*

Please refer to table 3.1.c.

Annually, UTAD's Management Council, based on budget allocation, distributes the contemplated funds to the various schools. Since Higher Education Institutions in Portugal have been faced with major budgetary constraints, funds are allocated towards educational activities and the running expenses of the School. The criterion used for this distribution is related to the ratio of the number of students/number of teachers. The President of the School distributes the funds pertaining to the school which s/he chairs.

*Please indicate whether students:*

- *pay tuition/registration fees,*
- *How much these are,*
- *How they are decided,*
- *How the funds are distributed*

Students pay tuition fees. The values are updated by the management council of the University; they have little room for manoeuvre to adjust the tuition fees inside the limits established by the ministry. In 2012/2013 UTAD will maintain the tuition fees of the former years at 999 €. Tuition fees represent about 14% of UTAD's total budget. There is no specific rule for distributing the tuition fees.

**3.1.3. OVERVIEW OF INCOME (REVENUE) AND EXPENDITURE**

The overview of UTAD income (revenue) is presented in Tables 3.1 (a, b and c) and the structure of expenses is described in Table 3.2. Both data are concerned to the period between 2009 to 2012.

Table 3.1.a - Income/revenue (General UTAD)

Year	State (government)			Tuition Fees	Others	Total
	State Budget (SB)	Research Projects	PIDDAC			
2011	32,151,392 €	3,549,096 €	4,236,481 €	7,365,048 €	3,367,938 €	50,669,955 €
2010	35,548,273 €	4,146,701 €	1,798,318 €	7,043,273 €	3,011,444 €	51,548,009 €
2009	31,774,147 €	3,572,467 €	1,292,523 €	6,439,780 €	2,593,279 €	45,672,196 €

Table 3.1.b - Income/revenue (ECAV, DCV, CECAV and services associated to IMVM)

Year	State (government)			Income generated by the Faculty		Total
	To university administered outside the School (A)	Direct to Faculty		Income from services provided <sup>2</sup>	Research (Funding of CECAV)	
		ECAV	DCV <sup>1</sup>			
2011	See Table 3.1.a	40,000 €	10,295 €	319,491 €	40,970 €	400,461 €
2010		100,000 €	26,605 €	287,527 €	103,148 €	490,675 €
2009		55,833 €	20,129 €	256,932 €	96,250 €	409,015 €

<sup>1</sup> Budget of DCV included in budget of ECAV; <sup>2</sup>. For breakdown of income from services provided see table 3.1.b

Table 3.1.c - Breakdown of income from services provided

Service	2009	2010	2011
Microbiology and Parasitological Laboratory	355 €	434 €	405 €
Histology and Anatomical Pathology Laboratory	4,838 €	1,727 €	1,235 €
Veterinary Teaching Hospital	251,739 €	270,366 €	297,851 €
AEMV-UTAD* (donations)		15,000 €	20,000 €
<b>TOTAL</b>	256,932 €	287,527 €	319,491 €

\*Veterinary Medicine Students' Association of UTAD

Table 3.2 - Structure of expenses budget (General UTAD)

	Fixed and Permanent Compensation	Operating Expenditure	Capital Expenses	PIDDAC	Total
<b>2011</b>	35,883,351 €	9,804,356 €	716,340 €	4,265,908€	50,669,955 €
<b>2010</b>	39,046,230 €	8,064,883 €	2,081,551 €	2,355,345 €	51,548,008 €
<b>2009</b>	36,626,918 €	7,466,732 €	1,122,200 €	499,114 €	45,714,963 €

The general management of university expenses is handled by the central financial services of the university. The main expenditure is with personnel – salaries of teaching, technical and support staff. It is not possible to impute the exact cost of the IMVM in personnel, as part of the staff working at this level also works with other courses in UTAD. The general running costs of the university – energy, communications, water, conservation also comes under the university's general budget.

The financial autonomy of Schools is very limited by the statutes of the university and by the reduced budget attributed (see table 3.1.b). This budget is allowed for small expenses associated to maintenance and teaching activities, namely laboratory consumables, other consumables used in clinical and animal production practice, administrative tasks, travel (fuel and lubricants), travel allowance, staff training, expositions and similar events, books and other culture material, hardware and software, tools (deliberations from UTAD's management board issued annually).

The income from the services provided by the Veterinary Teaching Hospital, the Histology and Anatomical Pathology, Parasitological and Microbiology Laboratories are completely re-invested in the own structure in the acquisition of consumables, and, in the particular case of the Veterinary Teaching Hospital, in personnel fees of the technical staff. These structures use cost centre accounting which enables the monitoring of income and expenditure. No general costs are imputed to these structures (salaries of permanent staff, energy, etc. ...). The partial financial autonomy of these structures contributes financially towards the IMVM as the services provided are related to the teaching activities, allowing the students availability to materials for their classes and practical work. Particularly in the Veterinary Teaching Hospital, the income generated is used for the acquisition of consumables and to pay technical staff salaries, allowing continuous service to be provided to the community. Closely related to this service are the clinical practices of the students on the IMVM, who have the opportunity to develop various skills accompanying the Veterinarians with client's animals within a professional context.

The services provided by the laboratories allow the acquisition of consumables and small items of equipment that maybe used in practical classes and supervised laboratory practical training

and provide an important supply of diversified biological samples used in practical classes and in research activities, namely by the students preparing their Master's dissertation.

There is a parcel in table 3.1.c. that details the donations of AEMV-UTAD. This association is regularly associated to the organization of seminars and other technical/scientific events with the collaboration of the teaching staff of the IMVM. From the profit obtained in these events, AEMV-UTAD make donations to UTAD, usually used in the acquisition of bibliography, consumables or small items of equipment for laboratories.

In UTAD the research activities are organised into a parallel structure of research centres. These centres are funded by the government according to the classification obtained in a multiannual evaluation. Currently UTAD has several research centres. CECAV is the centre that includes most of the researchers of the Veterinary Sciences and of the Zootechnical Departments who provide the main support of the IMVM. The funding of CECAV during the 3 years reported (2009-2012) is presented in Table 3.1.b. Apart the funding of CECAV, there are research projects that are funded by the Portuguese Government, the European Union or by industry. Due to the transversal nature of these projects, involving several structures of UTAD, this funding was not included in the former tables.

### 3.2. COMMENTS

*Teaching establishments never have enough finance. Please comment on any of the "Guidelines and Requirements" that are particularly difficult to fulfil in the present financial situation. Please make any comments that you feel would help the experts concerning the Faculty's finances.*

- *What is your number one priority for the use of any increased funding?*

The number one priority would be contract more teaching staff for specific areas.

- *Comment on the degree of autonomy and flexibility available to the Faculty in financial matters.*

The autonomy of the lower structures in the university (schools, departments) is allowed for by regulation. However, due to the small budget attributed to these structures, they have almost no real financial autonomy.

- *Comment on the percentage of income from services that the Faculty is allowed to retain for its own use, and in particular on the extent to which loss of this income acts as a disincentive for the services concerned.*

As explained previously, all the income from the services is re-invested in the same service.

- *Please make any other general comments that you feel would help the experts concerning the Faculty's finances.*

In terms of funding, UTAD has the following strengths: high capital and scientific-technical potential to provide specialized services to the community. Among the weaknesses, the excessive dependence on the state budget and high budget constraints imposed by the Government has been noted.

Given the budget shortage and consecutive cuts on funds to be transferred to institutions of higher education, it has become an absolute priority to rethink the whole management philosophy that is being carried out at UTAD. It is therefore necessary to explore new financing alternatives by capturing revenue. If self-sustainability is not possible, then there needs to be less dependence on state transfers.

Looking at UTAD's potential, excellence in consultation is an aspect to explore. It has the "natural resources", the technical and scientific knowledge in various specialized branches of knowledge, which may, in competitive terms, prove to be in demand, for example, in specialized studies, reports, analysis market, etc.

There are other potential sources of supplementary revenue, however, that have not been sufficiently explored by UTAD, such as donations and the rental of facilities. In fact, the University's infrastructure offers the conditions for its facilities to be used in other contexts, such as fairs and conferences. The revenue obtained in this way could amount to a significant proportion in the global financing budget.

### **3.3 SUGGESTIONS**

*If you are not satisfied with the situation, please list any shortcomings and provide suggestions - in order of importance and describe any factors which are limiting the further development of your Faculty.*

There are no additional suggestions.



## CHAPTER 4. – CURRICULUM

### 4.1 FACTUAL INFORMATION

- *Indicate whether there is a defined national curriculum and (if applicable) how and by what body decisions are taken on this.*
- *Describe the degree of freedom that the Faculty has to change the curriculum.*
- *Outline how decisions on curriculum matters and course content are taken within the Faculty.*
- *Outline how decisions are taken on the allocation of hours between the various subjects and on the balance between theoretical and practical teaching (Tables 4.1, 4.2 and 4.3).*
- *Indicate the presence and disposition of an integrated curriculum. Describe the degree of integration present and the amount of time devoted for EU- and non-EU-listed subjects (Table 4.4)*

All studies in higher education in Portugal are regulated by the Ministry of Education and Science (MEC) which reserves the function to define, coordinate, implement and evaluate policies on education, from primary to higher education, and science. It is also responsible for qualifications and training. This Ministry comes under the direct administration of the General Directorate of Higher Education (DGES), which is an MEC operational executive service with administrative autonomy.

Although the Bologna Process started informally in May 1998, it started officially with the Bologna Declaration in June 1999, which defines a set of steps to be taken by the European higher education systems in order to build a European area of globally harmonized higher education in which the degrees of homogeneity and its subsequent recognition throughout the European area allows the mobility of students throughout their training. The Bologna process in Portugal was legally introduced by Decree-Law No. 74/2006, and was republished by Decree-Law No. 107/2008. Having been established, the model of higher education was therefore organized into three educational cycles (leading respectively to the degree of bachelor, master or doctorate). This legislation articulates with Law No. 49/2005 of August 30, which amended the Basic Education System Law. According to Decree-Law no. 74/2006, for some professions,

longer training is required internationally, corresponding to four, five or six years of curricular work. Included in this group are those that are regulated by European rules which defines the minimum training conditions, like those included in Directive 2005/36/EU. Veterinary training is included in this Directive.

Under the application of this national (Table 4.1) and European legislation, in 2008/2009, the degree in Veterinary Medicine in UTAD become an Integrated Master of Veterinary Medicine.

Table 4.1 - Main important legislation that regulates the IMVM-UTAD

<b>National legislation common to all national higher education degrees</b>
<p><b>Law no. 49/2005</b> of August 30 - Education System Law – This defines:</p> <ul style="list-style-type: none"> <li>- The creation of conditions for all citizens to have access to lifelong learning, modifying the conditions of access to higher education for those who did not enter at the age of reference; giving to higher education institutions the responsibility for selecting and creating conditions for the recognition of professional experience,</li> <li>- The adoption of a three tier organization model of higher education;</li> <li>- The transition from an education system based on the transmission of knowledge to a system based on skills development;</li> <li>- - The adoption of the European curriculum credits (ECTS-European Credit Transfer and Accumulation system) based on students' work</li> </ul>
<p><b>Law no. 62/2007</b> of 10 September – Outlines the legal regime of higher education institutions</p>
<p><b>Decree-Law no. 42/2005</b>, of 22 February – Approves the regulatory principles of the instruments to create a European area of higher education.</p>
<p><b>Decree-Law no. 74/2006</b>, of 24 March, republished as an annex with new wording in <b>Decree-Law no. 107/2008</b> – Regulates the legal basis of the higher education degrees and diplomas introduced by the Education System Law. Defines:</p> <ul style="list-style-type: none"> <li>- The academic degrees and diplomas of higher education;</li> <li>- The general principles for the accreditation process;</li> <li>- The rules to the reorganization of courses in operation;</li> <li>- The transitional rules to be adopted for the creation of new cycles of studies to establishment and commissioning of the accreditation agency</li> <li>- - The rules for registration of changes, including those related to the curricula of the courses.</li> </ul>
<b>National legislation for higher education in UTAD</b>
<p><b>Regulation no. 479/2011</b> - Pedagogical Regulation (RP) - Provides a set of rules and general guidelines for the teaching process and the relationships among the school community members for all courses that confer a degree in UTAD.</p>
<p><b>Deliberation no. 8545/2012</b> – Edits the regulation, structure, curriculum and syllabus related to the creation of the study cycle leading to the degree in Basic Studies in Veterinary Science and to the Master in Veterinary Medicine.</p>
<p><b>Normative deliberation no. 63/2008</b> – Edits UTAD's statutes.</p>

The current IMVM-UTAD curriculum, which was based on the aforementioned legislation and subsequent amendments, was officially approved by DGES and officially published as Deliberation no. 14619/2009 (*Diário da República, 2.ª série — No. 123 — 29 de Junho de 2009*) republished as Deliberation no. 8545/2012 (*Diário da República, 2.ª série — No. 122 — 26 de Junho de 2012*). Presently, according to Decree-Law No. 369/2007 of 5 November, all courses to be registered in the DGES must be accredited by the A3ES. For that reason, in 2010, the UTAD's Veterinary Medicine Course, was submitted to the accreditation process (Process no. CEF/0910/06392) by the A3ES Agency and obtained a favourable decision by the A3ES Directive Board in April 2011, which is valid until 2014.

The UTAD curriculum for training as a veterinary surgeon is in accordance with Annex V of Directive 2005/36/EC, to provide the student with the knowledge and skills described in Article 38 of the same European Directive.

The course is structured according to the European Credit Transfer System (ECT) , defined by Article 4 of Decree-Law 42/2005 and by the Internal Regulation for the Implementation of the curricular credit system. The European Credit Transfer System, one of the priorities of the Bologna Declaration, is student-centred and is based primarily on the workload they are required to perform in order to achieve the objectives of a study program.

In Portugal, and according to this System, the number of credits that are allocated to each curricular unit is defined by the following principles (Article 5, Decree-Law no. 42/2005):

- a) The work is measured in estimated hours of student work;
- b) The number of hours of student work to be considered include all forms of work provided, including contact hours and hours devoted to internships, projects, field work, study and evaluation;
- c) The work of a full-time academic year is between one thousand five hundred and one thousand six hundred and eighty hours and is completed within 36 to 40 weeks.
- d) The number of credits corresponding to the work of one full-time academic year is 60;

Take into consideration the above premises, in UTAD, the annual measurement of this amount, for a full time student, including veterinary student, is sixty (60) ECTs, which makes a total of 1,620 hours per academic year (**1 ECT = 27 hours**).

As dictated by the above legislation, in 2008/2009 the IMVM-UTAD curriculum (Table 4.2) was structured into two cycles:

- The first cycle (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year) – Includes basic teaching and general training)
- The second cycle (4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year) – Includes subjects more geared towards professional activity.

The acquisition of a degree in Basic Studies in Veterinary Science requires the acquisition of 180 ECTs, corresponding to the first six semesters.

The conclusion of the IMVM-UTAD requires the acquisition of 330 ECTs, along a period of 11 semesters, according to the curricular structure described in Table 4.2.

Table 4.2 – Curricular structure of IMVM – UTAD

Subject	ECT	Subject	ECT
1st semester		2nd semester	
Biostatistics and Medical Informatics	4,5	Agriculture, Ecology and Environmental Management	4,5
Veterinary Biophysics	4,0	Anatomy II	5,0
Structural Biochemistry	5,0	Metabolic Biochemistry	5,0
Cytomorphophysiology and General Veterinary Histology	5,0	Exognosis	4,0
Embryology and Anatomy I	5,5	Classical, Quantitative and Population Genetics	4,5
Ethology and Animal Welfare	4,0	Special Veterinary Histology	5,0
Introduction to Veterinary Medicine	2,0	Introduction to Scientific Investigation	2,0
<b>Total 1st semester</b>	<b>30,0</b>	<b>Total 2nd semester</b>	<b>30,0</b>
<b>Total 1st year</b>			<b>60,0</b>
3rd semester		4th semester	
Anatomy III	5,0	Physiology II	4,5
Physiology I	4,0	Medical Microbiology II	4,0
Molecular and Applied Genetics	4,5	Animal Nutrition and Feeding	4,5
Immunology	4,0	Parasitology I	4,5
Medical Microbiology I	4,5	General Pathology II	4,0
General Pathology I	4,0	Zootechnics and Animal Production	4,5
Optional 1	2,0	Optional 2	2,0
Traineeship 1	2,0	Traineeship 2	2,0
<b>Total 3rd semester</b>	<b>30,0</b>	<b>Total 4th semester</b>	<b>30,0</b>
<b>Total 2nd year</b>			<b>60,0</b>
5th semester		6th semester	
Anaesthesia	4,0	Anatomic Pathology I and Veterinary Forensic Medicine	4,5
Epidemiology	4,0	Pharmacology II and Therapeutics	4,5
Pharmacology I and Pharmacy	4,5	Animal Reproduction	4,0
Parasitology II	4,5	Introduction to surgery	4,0
Medical Semiology I	4,5	Medical Semiology II	4,5

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Subject	ECT	Subject	ECT
Technology of Animal Products I	4,5	Technology of Animal Products II	4,5
Optional 3	2,0	Optional 4	2,0
Traineeship 3	2,0	Traineeship 4	2,0
<b>Total 5th semester</b>	<b>30,0</b>	<b>Total 6th semester</b>	<b>30,0</b>
<b>Total 3rd year</b>			<b>60,0</b>
<b>7th semester</b>		<b>8th semester</b>	
Anatomic Pathology II	4,5	Small Animal Surgery II	4,5
Small Animal Surgery I	4,5	Infectious Diseases II	4,5
Infectious Diseases I	4,0	Parasitic Diseases II	4,0
Parasitic Diseases I	4,5	Imagiology	4,0
Medicine and Surgery of Ruminants	4,0	Reproductive Medicine I	4,5
Internal Medicine of Companion Animals I	4,5	Internal Medicine of Companion Animals II	4,5
Optional 5	2,0	Optional 6	2,0
Traineeship 5	2,0	Traineeship 6	2,0
<b>Total 7th semester</b>	<b>30,0</b>	<b>Total 8th semester</b>	<b>30,0</b>
<b>Total 4th year</b>			<b>60,0</b>
<b>9th semester</b>		<b>10th semester</b>	
Preventive Veterinary Medicine and Hygiene	4,0	Economics, Administration and Marketing in Animal	2,0
Food Hygiene and Inspection I	5,0	Food Hygiene and Inspection II	5,0
Introduction to Small Animal Specialties I	5,0	Introduction to Small Animal Specialties II	5,0
Poultry, Rabbit and Swine Medicine	5,0	Veterinary Legislation	2,0
Reproductive Medicine II	4,0	Equine Medicine and Surgery	5,0
Animal Breeding	5,0	Veterinary Public Health	5,0
Optional 7	2,0	Toxicology	4,0
		Optional 8	2,0
<b>Total 9th semester</b>	<b>30,0</b>	<b>Total 10th semester</b>	<b>30,0</b>
<b>Total 5th year</b>			<b>60,0</b>
11th semester - Master Thesis			30,0
<b>Total Integrated Master in Veterinary Medicine</b>			<b>330,0</b>

The definition of the total number of ECTs for the IMVM\_UTAD is in accordance with Article 19 of Decree Law 107/2008 of the integrated cycle of studies leading to a master's degree, which states that at the university, a master's degree can also be awarded after an integrated cycle of studies, with 300 to 360 credits and a normal length of between 10 and 12 curricular semesters of work.

All the semesters have 30 ECTs and, as aforementioned, the number of credits corresponding to the work of one full-time academic year **is 60**.

According to article 5 of the Regulation no. 479/2011 (UTAD Pedagogical Regulation), the first student registration in the integrated master may not exceed 60 ECTs. From the second registration, a student may register annually for a set of core and elective subjects, up to a maximum annual limit of 78 ECTs, never exceeding 42 ECTs per semester. In the registration process, the student will have to firstly register for the subjects that are still outstanding giving them preference over the more advanced subjects of the curricular year.

According to article 3 of the same regulation, a student is considered to be registered in a given curricular year of the course when the number of pending curricular units does not correspond to more than 18 ECTs, taking into account the current curriculum for that scholar year.

Each credit corresponds to **27 hours** of learning commitment for each student, which may include all planned learning activities such as attendance to classes, seminars, and personal self-study, preparation of projects, evaluations (tests, exams, etc.), or other complementary tasks such as preparation of monographs and dissertations.

Up to 2011/2012 there were no indications about the amount of time that each student must dedicate to personal self-study learning. Until the present it has been defined by the teacher for each curricular unit. Nevertheless, according to the provision in article 6 of Regulation no. 479/2011 (UTAD Pedagogical Regulation), the hours of daily contact (theoretical and practical training or others) provided in each student schedule may not exceed six hours, unless when justified and authorized by the School President as proposed by the Pedagogical Council.

- *Describe the degree of freedom that the Faculty has to change the curriculum.*
- *Outline how decisions on curriculum matters and course content are taken within the Faculty.*

With Decree-Law No. 74/2006 of 24 March (and altered by Decree-Law No. 107/2008 of 25 June), the Bologna Process started. This new policy for Higher Education arose with the objective of ensuring the qualification of Portuguese people in Europe, of encouraging the pursuit of higher education, of improving the quality of training offered, of fostering student and graduate mobility, and of internationalizing training. In this context, with Law No. 38/2007 of 16

August (Legal Framework for Assessing the Quality of Higher Education), Law No. 62/2007 of 10 September (Legal Regime of Higher Education Institutions), the A3ES was established by Decree-Law No. 369/2007 of 5 November. This agency aims to promote and ensure the quality of higher education in Portugal through the evaluation and accreditation of higher education institutions and their study cycles.

UTAD operationalised the accreditation process for the new study cycles through the GESQUA under the coordination of the Training, Assessment, Accreditation and Quality Education Vice-Rector. The process began internally with the collection of information required for completing the forms issued by A3ES, with the cooperation of all schools that are part of UTAD and the Central Services of this Institution. In a second stage, all information of each course was input and submitted into the A3ES information system for further verification by the Procedure Manager.

As was aforementioned, the Veterinary course accreditation process that was submitted in 2010 (Process no. CEF/0910/06392) obtained a favourable decision from the A3ES Directive Board on 5 April 2011 that is valid until 2014. For that reason, in order to change or amend the veterinary curriculum, the University should start a process of revision, which has to be in agreement with the regulations and the procedures described above:

- A. Alteration of a curriculum and other elements that characterize a course that does not modify their objectives.
- B. Alteration of a curriculum and other elements that characterize a course and that modify their objectives

**A – Alteration of a curriculum and other elements that characterize a course (higher education degree) that does not modify their objectives.**

This is the procedure to change or amend the Veterinary Medicine curriculum, without modification of the objectives is regulated by the Decree-Law 107/2008 (Article 75, 76, 77 and 80).

According to the current legal guidelines, the proposals to change or amend a course cannot involve an alteration of the:

- Scientific areas ratio (Table 4.3)
- Name of the study cycle
- Curricular structure

Since the A3ES does not have any precise indication about the first topic (“Alteration of the scientific areas ratio”), UTAD, under Internal Circular no. 313/Reitoria/111, defined as reasonable that this alteration should not exceed 10% of the total ECTs of the course.

Table 4.3 - Scientific areas of the integrated Master in Veterinary Medicine (Deliberation no. 8545/2012)

Scientific Area	Acronym	Credits	
		Core subjects	Elective subjects
Animal Science	CANIM	35,5	27
Agrarian Science	CAGR	2,25	2
Biological Science	CBIOL	35,75	4
Economical and Social Science	CES	2	-
Veterinarian Science	CVET	196,5	53
Total		314	16

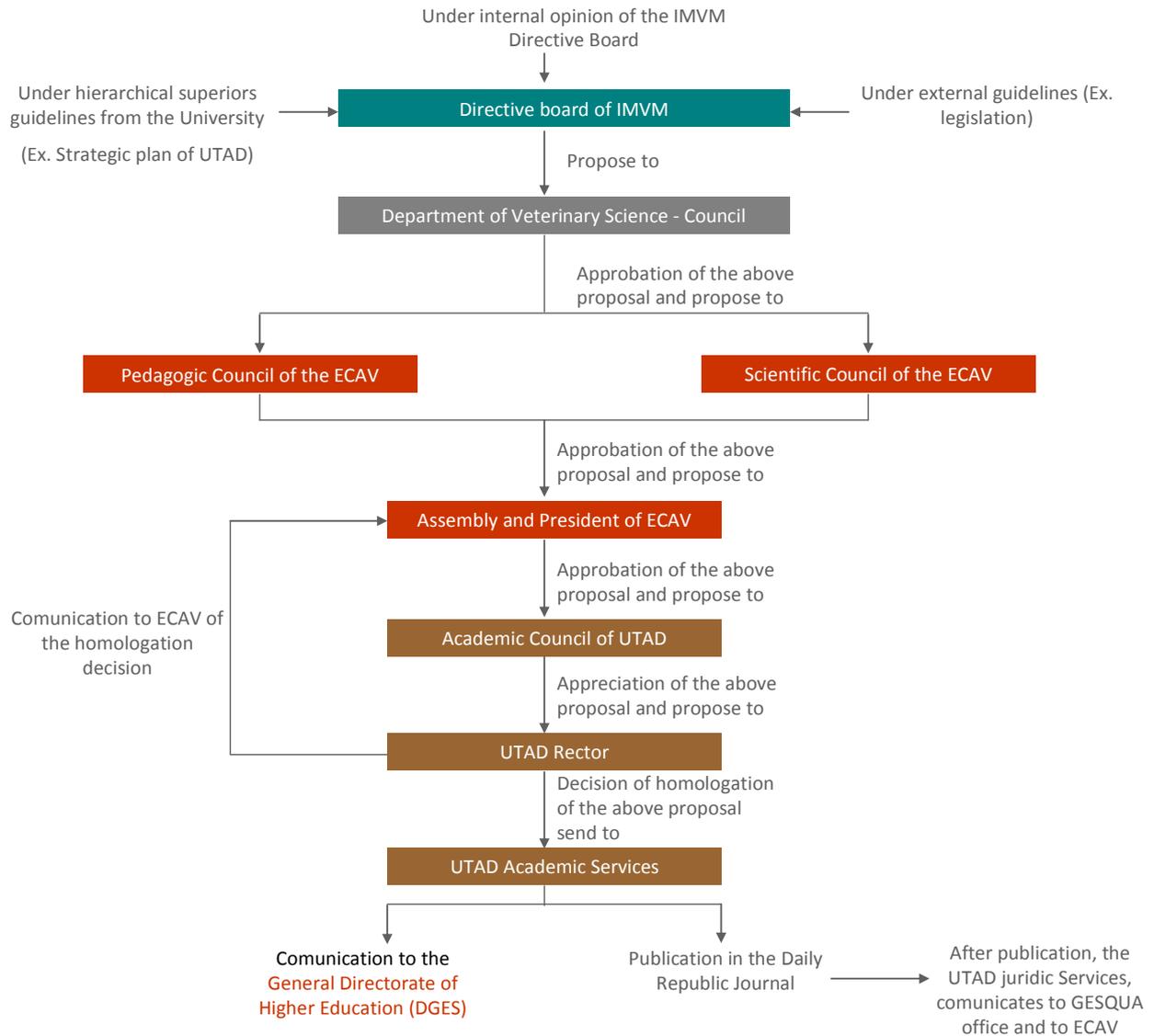
Curriculum alterations that must be in accordance with strategic objectives of the University should be carried out according to the following diagram presented in Figure 4.1. The alterations are approved by the statutorily competent bodies of the higher education establishment.

**B – Alteration of a curriculum and other elements that characterize a course (higher education degree) and that modify their objectives**

If the proposals to change or amend a course involve an alteration of the:

- Scientific areas ratio (> than 10% of the total ECTs of the course)
- Name of the study cycle
- Curricular structure

it is considered a new course and, for that reason, must be submitted to a new accreditation process by the A3ES before its publication.



**Figure 4.1** – Diagram of the procedures to change or amend the UTAD's Veterinary Medicine Course without modification the objectives.

#### 4.1.1 POWER OF SUBJECTS AND TYPES OF TRAINING

##### 4.1.1.1 POWER OF SUBJECT

- *"Core" subjects taken by every student;*
- *"Electives" which each student must select from a list of permissible subjects;*
- *Obligatory extramural work.*

As was previously mentioned, for the conclusion of the IMVM-UTAD each student must obtain 330 ECTs that are distributed as follow (Table 4.4):

- 314 ECTs from “core subjects” taken by every student
- 12 ECTs from traineeship subjects (practical training that is mandatory) distributed from the 2<sup>nd</sup> to the 4<sup>th</sup> year (2 ECTs: each traineeship /semester)
- 16 ECTs that are taken from a list of elective subjects (Table 4.7) that are distributed from the 2<sup>nd</sup> to the 5<sup>th</sup> year (2 ECTs: each elective subject/semester).
- 30 ECTs from the master thesis.

Table 4.4 - Distribution of the 330 ECTs for the IMVM-UTAD, along the 6 year period (11 semesters), according to the curricular structure

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year	5 <sup>th</sup> Year	6 <sup>th</sup> year*	TOTAL
Core subjects	60	52	52	52	56	0	314
Elective subjects	0	4	4	4	4	0	16
Traineeship	0	4	4	4	0	0	12
Master Thesis	0	0	0	0	0	30	30
Total	60	60	60	60	60	30	330

6<sup>th</sup> year\* - only one semester

Extramural work is presently included in practical classes developed throughout the year and is supervised by professor in charge.

#### 4.1.1.2 TYPES OF TRAINING

##### 4.1.1.2.1 THEORETICAL TRAINING

- **Lectures** convey theoretical knowledge. Lectures are given to an entire or partial annual intake of students. Teaching may be with or without the use of teaching aids or of demonstration animals or specimens. The essential characteristic is that there is no active involvement of the students in the material discussed. They listen and do not handle.
- **Seminars** are, in most cases, oral presentations given by guest speakers who are considered field experts.

- **Tutorials** are teaching sessions (practical or theoretical) directed towards a smaller group of students during which they work on their own, or as a team, on part of the theory, prepared from manuscript notes, photocopied documents, articles and bibliographic references. Information is illustrated and knowledge extended by the presentation of audio-visual material, exercises, discussions and, if possible, case work.
- **Self-directed learning** comprises sessions of individual students making use of defined teaching material provided by the Faculty (e.g. e-learning)

#### 4.1.1.2.2 SUPERVISED PRACTICAL TRAINING

- **Laboratory and desk-based work.** Includes teaching sessions where students themselves actively perform laboratory experiments, use microscopes for the examination of histological or pathological specimens. It also includes work on documents and idea-formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).
- **Non-clinical animal work.** These are teaching sessions where students themselves work on normal animals, on objects, products, carcasses etc. (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection or necropsy.
- **Clinical work.** These are strictly hands-on procedures by students which include work on normal animals in a clinical environment, on organs and clinical subjects including individual patients and herds, making use of the relevant diagnostic data. Surgery or propædeutical hands-on work on organ systems on cadavers to practice clinical techniques are also classified as clinical work.
- **Field work** includes field visits supervised by the teacher

#### 4.1.2 UNDERGRADUATE CURRICULUM FOLLOWED BY ALL STUDENTS

##### 4.1.2.1 CURRICULUM HOURS

*This section makes a distinction between curriculum hours to be taken by every student and those offered as electives or within a given track. Specific information is also requested on subjects other than those specified in table 4.6 (Indicated in SER guidelines as 4.2).*

The current ECT system makes an estimate of the total time that every student dedicates for any activity in each subject. In UTAD, each ECT corresponds to 27 hours. The whole IMVM-UTAD curriculum consists of a total of 330 ECTS. The amount of hours dedicated to theoretical and supervised practical training for the all IMVM Curriculum is reported in table 4.5 (Indicated in SER guidelines as 4.1).

Table 4.5 - General table of curriculum hours taken by all students considering each semester with 15 weeks (Indicated in SER guidelines as 4.1)

Year	Hours of training								Total	ECT
	Theoretical training			Self-directed learning C	Supervised practical training			Other G		
	Lectures A	Seminars <sup>1</sup> B	Tutorial <sup>2</sup>		Laboratory and desk-based work D	Non-clinical animal work E	Clinical work F			
1st Year	352	4	140	0	322	94	0	8 <sup>3</sup>	920	60,0
2nd Year	315	46	118	0	283	137	0	0	899	56
	0	0	0	0	0	0	0	0	60*	4
3rd Year	304	38	83	0	308	48	64	0	845	56
	0	0	0	0	0	0	0	0	60*	4
4th Year	330	42	110	0	111	14	310	0	917	56
	0	0	0	0	0	0	0	0	60*	4
5th Year	330	34	93	0	218	54	140	0	869	56
	0	0	0	0	0	0	0	0	60*	4
6th Year	0	0	0	0	0	0	0	0	810**	30
<b>Total</b>	<b>1631</b>	<b>164</b>	<b>543</b>	<b>0</b>	<b>1242</b>	<b>347</b>	<b>514</b>	<b>8<sup>3</sup></b>	<b>5484</b>	<b>330</b>

<sup>1</sup>Seminars - Are, in most cases, oral presentations given by guest speakers who are considered experts in the field.

<sup>2</sup>Tutorials - Includes individual or group sessions (theoretical or practical) with the teacher for preparation of a work or to present questions and doubts about the topics given in the subject.

<sup>3</sup>- Field work, which must be included for calculation purpose, as supervised practical training

\* The 60 hours per year (from 2<sup>nd</sup> to 5<sup>th</sup> year) correspond to the elective subjects

\*\* All types of training may be valid (or not) and could have a different rate and weight in the total of hours according to the training subject developed during the 11<sup>th</sup> semester of the 6<sup>th</sup> year.

The previous table does not include the distribution of the curriculum hours allocated to the elective subjects that correspond to a total of 240 hours (16 ECTS) because the rate between

theoretical and practical training and the respective typology differs among the elective subjects offered (Table 4.8 ), enabling its distribution in the table. In practice, it means that, at the end of the course a student can have more or less of certain type of training depending on the elective subjects (a total of 8) chosen.

The IMVM-UTAD curriculum hours in EU-listed subjects taken by all students is presented in table 4.6 (Indicated in SER guidelines as 4.2).

Self-Evaluation Report 2011/2012 – Chapter 4

Integrated Master of Veterinary Medicine

Table 4.6 - IMVM-UTAD curriculum hours in EU-listed subjects taken by all students considering 15 weeks per semester (Indicated in SER guidelines as 4.2)

Subject	Hours of training								
	Theoretical training			Supervised practical training				Total	ECTs
	Lectures	Seminars	Tutorial	Laboratory and desk-based work	Non-clinical animal work	Clinical work	Other		
	A	B		D	E	F	G		
<b>1. Basic Subjects</b>									
Veterinary Biophysics	15	0	2	30	0	0	0	47	4
Biostatistics and Medical Informatics	30	0	5,5	30	0	0	0	65,5	4,5
<b>SUB_TOTAL L</b>	<b>45</b>	<b>0</b>	<b>7,5</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>112,5</b>	<b>8,5</b>
<b>2. Basic Sciences</b>									
Embryology and Anatomy I	30	0	30	0	45	0	0	105	5,5
Anatomy II	30	0	30	0	30	0	0	90	5
Anatomy III	30	0	30	0	30	0	0	90	5
Special Veterinary Histology	30	0	10	45	0	0	0	85	5
Cytomorphophysiology and General Veterinary Histology	30	0	5	45	0	0	0	80	5
Exognosis	15	0	10	18	12	0	0	55	4
Physiology I	30	0	5	15	15	0	0	65	4
Physiology II	30	0	5	15	15	0	0	65	4,5
Structural Biochemistry	30	0	10	30	0	0	0	70	5
Metabolic Biochemistry	30	0	10	30	0	0	0	70	5
Classical, Quantitative and Population Genetics	30	0	10	30	0	0	0	70	4,5
Molecular and Applied Genetics	30	0	10	30	0	0	0	70	4,5
Pharmacology I and Pharmacy	30	1	8	30	0	0	0	69	4,5
Toxicology	15	10	14	30	0	0	0	69	4
Medical Microbiology I	30	10	10	30	0	0	0	80	4,5
Medical Microbiology II	30	10	10	30	0	0	0	80	4
Immunology	15	10	10	28	2	0	0	65	4
Epidemiology	15	8	5	30	0	0	0	58	4
Introduction to Veterinary Medicine	0	0	0	30	0	0	0	30	2
<b>SUB_TOTAL</b>	<b>480</b>	<b>49</b>	<b>222</b>	<b>466</b>	<b>149</b>	<b>0</b>	<b>0</b>	<b>1366</b>	<b>84</b>

Subject	Hours of training								ECTs
	Theoretical training		Tutorial	Supervised practical training			Other G	Total	
	Lectures A	Seminars B		Laboratory and desk-based work D	Non-clinical animal work E	Clinical work F			
<b>3. Clinical Sciences</b>									
General Pathology I	15	4	6	30	0	0	0	55	4
General Pathology II	15	4	6	30	0	0	0	55	4
Anatomic Pathology I and Veterinary Forensic Medicine*	30	10	10	10	0	20	0	80	4,5
Anatomic Pathology II	30	10	10	10	0	20	0	80	4,5
Parasitic Diseases I	30	8	10	15	0	15	0	78	4,5
Parasitology I	30	8	10	30	0	0	0	78	4,5
Parasitic Diseases II	30	8	10	12	0	18	0	74	4
Parasitology II	30	8	10	30	0	0	0	78	4,5
Infectious Disease I	30	6	10	30	0	0	0	76	4
Infectious Disease II	30	10	14	30	0	0	0	84	4,5
Small Animal Surgery I	30	0	6	0	0	45	0	81	4,5
Small Animal Surgery II	30	0	6	0	0	30	0	66	4,5
Anaesthesia	26	4	5	8	14	8	0	65	4
Medicine and Surgery of Ruminants	15	0	15	0	0	30 <sup>2</sup>	0	60	4
Equine Medicine and Surgery	30	5	10	0	0	30 <sup>2</sup>	0	75	5
Internal Medicine of Companion Animals I	30	0	10	0	0	30 <sup>2</sup>	0	70	4,5
Internal Medicine of Companion Animals II	30	0	10	0	0	30 <sup>2</sup>	0	70	4,5
Introduction to Small Animal Specialities I	30	0	5	0	0	30	0	65	5
Introduction to Small Animal Specialities II	30	0	5	0	0	30	0	65	5
Poultry, Rabbit and Swine Medicine	30	0	20	10	0	20 <sup>2</sup>	0	80	5
Preventive Veterinary Medicine and Hygiene	15	8	5	20	0	10	0	58	4
Imagiology	15	0	5	14	0	16	0	50	4
Animal Reproduction	15	0	4	12	18	0	0	49	4
Reproductive Medicine I	30	0	4	0	14	16 <sup>2</sup>	0	64	4,5
Reproductive Medicine II	30	0	4	10	0	20	0	64	4
Veterinary Public Health	30	0	10	30	0	0	0	70	5
Veterinary Legislation and Regulation	0	6	4	22	0	0	0	32	2
Pharmacology II and Therapeutics	14	1	6	30	0	0	0	51	4,5
Medical Semiology I	30	0	5	0	0	30	0	65	4,5
Medical Semiology II	30	0	5	30	0	0	0	65	4,5
Introduction to Surgery	24	6	5	8	16	6	0	65	4
<b>SUB_TOTAL</b>	<b>784</b>	<b>106</b>	<b>245</b>	<b>421</b>	<b>62</b>	<b>454</b>	<b>0</b>	<b>2057</b>	<b>134</b>

Subject	Hours of training							Total	ECTs
	Theoretical training		Tutorial	Supervised practical training			Other G		
	Lectures A	Seminars B		Laboratory and desk-based work D	Non-clinical animal work E	Clinical work F			
<b>4. Animal Production</b>									
Zootechnics and Animal Production	30	0	5,5	15	15	0	0	65,5	4,5
Animal Breeding	30	5	7	30	0	0	0	72	5
Animal Nutrition and Feeding	30	0	10	30	0	0	0	70	4,5
Agriculture, Ecology and Environmental Management	30	0	10	22	0	0	8 <sup>1</sup>	70	4,5
Economics, Administration and Marketing in Animal Health	30	0	5	0	0	0	0	35	2
Ethology and Animal Welfare	30	0	5	8	7	0	0	50	4
<b>SUB_TOTAL</b>	<b>180</b>	<b>5</b>	<b>42,5</b>	<b>105</b>	<b>22</b>	<b>0</b>	<b>8</b>	<b>362,5</b>	<b>24,5</b>
<b>5. Food Hygiene / Public Health</b>									
Food Hygiene and inspection I	30	0	2	32	28	0	0	92	5
Food Hygiene and inspection II	30	0	2	34	26	0	0	92	5
Technology of Animal Products I	30	0	10	30	0	0	0	70	4,5
Technology of Animal Products II	30	0	10	30	0	0	0	70	4,5
<b>SUB_TOTAL</b>	<b>120</b>	<b>0</b>	<b>24</b>	<b>126</b>	<b>54</b>	<b>0</b>	<b>0</b>	<b>324</b>	<b>19</b>
<b>6. Professional Knowledge</b>									
Animal Production traineeship (1)	0	0	0	0	30	0	0	30	2
Animal Production traineeship (2)	0	0	0	0	30	0	0	30	2
Laboratory traineeship (3)	0	0	0	30	0	0	0	30	2
Laboratory traineeship (4)	0	0	0	30	0	0	0	30	2
Clinical traineeship (5)	0	0	0	0	0	30	0	30	2
Clinical traineeship (6)	0	0	0	0	0	30	0	30	2
Introduction to Scientific Investigation	22	4	2	4	0	0	0	32	2
<b>SUB_TOTAL</b>	<b>22</b>	<b>4</b>	<b>2</b>	<b>64</b>	<b>60</b>	<b>60</b>	<b>0</b>	<b>212</b>	<b>14</b>
<b>TOTAL</b>	<b>1631</b>	<b>164</b>	<b>543</b>	<b>1242</b>	<b>347</b>	<b>514</b>	<b><sup>3</sup>8</b>	<b><sup>4</sup>4434</b>	<b>284</b>

1 - Filed work;

2 A small percentage of clinical work could be replaced by laboratory and desk-based work when, for some reason, there are no clinical cases

3- Of these 46 hours, 8 should be considered as field work, which must be included for calculation purpose, as supervised practical training;

4 - The total number of hours and ECT does not correspond to the total number of hours

reported in table 4.1 because the hours (801) for the final thesis was not included in any EU-listed core subject. As in table 4.1, also, in this table, the hours for the elective subjects were not included for the same reason.

There is no self-directed learning in theoretical training along the 5 years of the Veterinary Medicine Course. For this reason, this item was removed from the table

To complete their curriculum, students must select a total amount of 16 ECTs from a list of elective subjects (Table 4.7) that are distributed from the 2<sup>nd</sup> to the 5<sup>th</sup> year.

Table 4.7 – Elective (optional) subjects available in IMVM-UTAD

	Year/Semester	Elective Subjects	2008/2009	2009/2010	2010/2011	2011/2012
1	<b>Option 1</b> 2 <sup>nd</sup> Year/ 1 <sup>st</sup> sem.	Bioinformatics and Molecular Analysis		√	√	
2		Applied Biochemistry	√	√	√	√
3		Introduction to Food Quality and Safety	√	√	√	√
4		Investigation Methods in Molecular Pathology		√	√	√
5	<b>Option 2</b> 2 <sup>nd</sup> Year/ 2 <sup>nd</sup> sem.	Laboratory, Exotic and Wild Animals Physiology	√	√	√	√
6		Nucleic Acids Technology and GMOs	√	√	√	√
7		Animal Teratology	√	√	√	√
8		Oncological Biopathology	√	√	√	√
9		Biological and Chemical Hazards from Animal Food Origin	√	√	√	√
10	<b>Option 3</b> 3 <sup>rd</sup> Year/1 <sup>st</sup> sem.	Microorganism Genetic			√	
11		Nutrition and Feeding of Exotic Animals		√	√	√
12		Diagnostic Cytology	√	√	√	√
13		Sustainable Management of Animal Effluents			√	√
14	<b>Option 4</b> 3 <sup>rd</sup> Year/2 <sup>nd</sup> sem.	Apiculture			√	√
15		Clinical Analysis	√	√	√	√
16		Experimental Pathology	√		√	√
17		Pathology of Exotic, Wild and Laboratory Animals			√	√
18	<b>Option 5</b> 4 <sup>th</sup> Year/1 <sup>st</sup> sem.	Laboratory Animals Science	v		√	√
19		Semiology of Wild, Exotic and Laboratory Animals		√	√	√

	Year/Semester	Elective Subjects	2008/2009	2009/2010	2010/2011	2011/2012
20		Quality Systems in Food Sector		√	√	√
21		Clinical Nutrition	√	√	√	√
22		Small Animal Dermatopathology		√	√	√
23	<b>Option 6</b>	Medicine and Surgery of Laboratory, Exotic and Wild Animals	√	√		√
24	4 <sup>th</sup> Year/2 <sup>nd</sup> sem.	Pathology of Game Animals				√
25		In vitro culture of Animal Cells			√	
26		Game Production			√	
27	<b>Option 7</b>	Equine Production		√	√	√
28	5 <sup>th</sup> Year/1 <sup>st</sup> sem.	Emergency and Critical Care	√	√	√	√
29		Veterinary Dentistry in Small Animal Practice	√	√	√	√
30	<b>Option 8</b>	Geriatrics and Oncology in Companion Animals	√	√	√	√
31	5 <sup>th</sup> Year/2 <sup>nd</sup> sem.	Neurology of Companion Animals	√	√	√	
32		Veterinary Forensic Tanatology				√

√ - Subjects lectured in that year.

Students choose two optional subjects per semester. The choice is made based at the time of enrolment. Registrations are open at previously disclosed hours, and the time of registration is recorded by an electronic system. Students choose the priority order of the preferred option. A method is being implemented that, in addition to the priority registration, contemplates students' preferences in previous years, so that a continuous line can be guaranteed (e.g. anatomy, physiology, pathology and finally medicine or exotic animal surgery and e.g. oncologic biopathology and geriatrics and oncology).

IMVM-UTAD Curriculum hours in EU-listed subjects offered and to be taken as electives during the year period 2011/2012 is described in Table 4.8 (Indicated in the SER guidelines as 4.3).

Table 4.8 - Curriculum hours in EU-listed subjects offered and to be taken as electives during the period 2011/2012 (indicated in SER guidelines as 4.3)

Subject	Hours of training							Total	ECT
	Theoretical training		Supervised practical training			Other G			
	Lectures A	Seminars B.	Laboratory and desk- based work D	Non- clinical animal work E	Clinical work F				
Applied Biochemistry	0	0	30	0	0	0	30	2	
Introduction to Food Quality and Safety	10	6	14	0	0	0	30	2	
Investigation Methods in Molecular Pathology	12	6	8	2	0	2	30	2	
Animal Teratology	0	0	0	30	0	0	30	2	
<b>Optional 2</b>									
Oncological Biopathology	0	0	10	20	0	0	30	2	
Laboratory, Exotic and Wild Animals Physiology	24	0	0	6	0	0	30	2	
Biological and Chemical Hazards from Animal Food Origin	10	6	14	0	0	0	30	2	
Nucleic Acids Technology and Genetic Modified Organisms	0	0	30	0	0	0	30	2	
<b>Optional 3</b>									
Nutrition and Feeding of Exotic Animals	0	0	30	0	0	0	30	2	
Diagnostic Cytology	0	0	26	4	0	0	30	2	
Sustainable Management of Animal Effluents	15	0	15	0	0	0	30	2	
<b>Optional 4</b>									
Apiculture	20	0	0	10	0	0	30	2	
Clinical Analysis	0	0	15	0	0	<sup>1</sup> 15	30	2	
Pathology of Exotic, Wild and Laboratory Animals	16	4	0	10	0	0	30	2	
Experimental Pathology	0	0	0	30	0	0	30	2	
<b>Optional 5</b>									
Clinical nutrition	15	0	15	0	0	0	30	2	

Subject	Hours of training							ECT
	Theoretical training		Supervised practical training				Total	
	Lectures	Seminars	Laboratory and desk-based work	Non-clinical animal work	Clinical work	Other		
	A	B.						
Laboratory Animals Science	18	4	2	4	2	0	30	2
Wild, Exotic and Laboratory Animals Semiology	15	0	0	15	0	0	30	2
Quality Systems in Food Sector	0	0	30	0	0	0	30	2
<b>Optional 6</b>								
Small Animal Dermatopathology	22	4	0	4	0	0	30	2
Medicine and Surgery of Laboratory, Exotic and Wild Animals	14	8	4	0	4	0	30	2
Pathology of Game Animals	0	0	30	0	0	0	30	2
<b>Optional 7</b>								
Equine Production	0	0	6	20	4	0	30	2
Emergency and Critical Care	0	0	30	0	0	0	30	2
Veterinary Dentistry in Small Animal Practice	0	0	0	15	15	0	30	2
<b>Optional 8</b>								
Geriatrics and Oncology in Companion Animals	15	0	15	0	0	0	30	2
Veterinary Forensic Tanatology	0	0	30	0	0	0	30	2
<b>TOTAL</b>	<b>206</b>	<b>38</b>	<b>354</b>	<b>170</b>	<b>25</b>	<b>17</b>	<b>810</b>	<b>68</b>

1 - Work in external reference labs

#### 4.1.3. FURTHER INFORMATION ON THE CURRICULUM

- *Provide the visiting team with highlights and any unusual or innovative aspects of the teaching programme, e.g. tracking and orientation programmes.*

In order to increase the veterinarian students' practical skills, the IMVM-UTAD curriculum, includes 12 ECTs from mandatory traineeship subjects (practical training) that are distributed as 2 ECTs per semester from the 2<sup>nd</sup> to the 4<sup>th</sup> year (Table 4.2):

- Traineeship I and II, includes Animal Production training, and it is allocated, respectively, to the first and second semester of the 2<sup>nd</sup> year.
- Traineeship III and IV, includes Laboratory training (Histopathology, Microbiology, Food Analysis), and it is allocated, respectively, to the first and second semester of the 3<sup>rd</sup> year.
- Traineeship V and VI, includes Clinical training and it is allocated, respectively, to the first and second semester of the 4<sup>th</sup> year.

In the practical training classes, students are in contact and develop a variety of practical activities, supervised by teachers, that are organized in small groups (4-10) accompanied by teachers, technicians or laboratory staff. Attendance of the aforementioned activities is verified by the respective monitors.

In the following paragraphs there is summarized information about the 6 traineeships of the IMVM-UTAD (Training I to Training VI).

#### **Traineeship I - Animal Production Training (1<sup>st</sup> Semester – 2<sup>nd</sup> Year)**

The program of the Curricular Unit should provide students with knowledge about the features and diversity of animal production species of economic interest that exist in our country. It also provides knowledge on the type of installations and animal management, which are part of the objectives of this curricular unit.

This curricular unit will address the following modules: **laying hens; dairy cows; pigs; aquaculture and horse productions.**

"Training I" seeks to develop skills that are considered basic, underlying veterinary medical training in various animal species: general management techniques and nutrition, animal containment systems, behaviour and welfare, among others.

- Students are required to develop skills in these areas through observation and practical assistance. The student in this course will develop the following skills:

- Acquire work habits and methods, being able to observe, analyse, interpret, and manage information in a real context;
- Promote disciplinary and multidisciplinary team work;
- Acquire an adequate knowledge of management practices developed for farming purposes;
- Acquire a basic knowledge of farm management systems, including the collection of production and reproductive performance indicators;
- Observe the management and diet techniques in several species, including familiarization with the different types of diets, raw materials used and methods of food preservation;
- Observe and evaluate [in general] the facilities and equipment of a farm;
- Learn to collect information on the behaviour and welfare of animals on farms;
- Know how to use animal identification systems;
- Learn to handle and contain the animals of different species.

### **Traineeship II - Animal Production Training (2<sup>nd</sup> Semester – 2<sup>nd</sup> Year)**

The program of the Curricular Unit should provide students with knowledge about the features and diversity of animal production species of economic interest that exist in our country. It also provides knowledge on the type of installations and animal management, which are part of the objectives of this curricular unit.

The curricular unit "Training II" will consist mainly of four modules: **broilers, rabbits, sheep/goats and beekeeping.**

"Training II" seeks to develop skills that are considered basic, underlying veterinary medical training in various animal species: general management techniques and nutrition, animal containment systems, behaviour and welfare, among others.

Students are required to develop skills in these areas through observation and practical assistance. The student in this course will develop the following skills:

- Acquire work habits and methods, being able to observe, analyse, interpret, and manage information in a real context;
- Promote disciplinary and multidisciplinary team work;
- Acquire an adequate knowledge of management practices developed for farming purposes;
- Acquire a basic knowledge of farm management systems, including the collection of production and reproductive performance indicators;

- Observe the management and diet techniques in several species, including familiarization with the different types of diets, raw materials used and methods of food preservation;
- Observe and evaluate [in general] the facilities and equipment of a farm;
- Learn to collect information on the behaviour and welfare of animals on farms;
- Know how to use animal identification systems;
- Learn to handle and contain the animals of different species.

### **Traineeship III - Laboratory Training (1<sup>st</sup> Semester - 3<sup>rd</sup> Year)**

The laboratory training (III) allows the student to follow analytical activities in the technology, parasitology and microbiology laboratories.

In the technology laboratory the students follow the routine tasks of the animal origin foods laboratory, monitoring the preparation of laboratory equipment, reagents and culture media; monitoring the implementation of microbiological and physical-chemical analysis.

In the parasitology laboratory the students participate in lab routine and they must accompany all laboratory procedures, from the entrance of the material until diagnosis.

In the microbiology laboratory the students attend the:

- Interpretation of bacterial growth in various culture media;
- Bacterial Gram-staining and optical microscopic observation;
- Inoculation of API galleries to identify the suspected pathogen and identification of saprophytic fungi as well dermatophytes.

### **Traineeship IV - Laboratory Training (2<sup>nd</sup> Semester - 3<sup>rd</sup> Year)**

The laboratory training (III) allows the student to follow analytical activities in clinical analyses and in the histology and pathology laboratories, as well as to follow activities in the radiology service.

In the UTAD Veterinary teaching hospital the students attend the different samples collection types and in clinical analyses laboratory follow all laboratory procedures related to the complete blood count, blood biochemistry, hemostasis and urinalysis.

In histology and pathology laboratory the students must accompany all laboratory procedures,

from the entrance of the material until diagnosis, in the areas of cytological, histological and necropsy.

In the imagiology service the students develop practical knowledge about radiography, ultrasonography and secondary adverse effects of radiography. They have contact with radiographic and ultrasonographic equipment and clinical cases.

### **Traineeship V - Clinical Training I (1<sup>st</sup> Semester – 4<sup>th</sup> Year)**

To follow the activities in External Clinical Consultation Service of Small Animals at the Veterinary Teaching Hospital of UTAD:

- To follow the activities in Hospitalization Service of Veterinary Hospital.
- To follow the activities in the Small Animal Surgery Service

Follow-up External Clinical Consultation Service; anamnesis, physical examination, laboratory exams (blood count, biochemistry, radiography, ultrasound, cytology, etc.). All these procedures will be supervised by a Veterinarian (from Academic or non-teaching staff).

To allow students to observe and participate in the realization of major surgical techniques in clinical practice of Small Animals, enabling these to be directly involved in the intra- and postoperative monitoring under the supervision of a professor, intern or resident physician.

Physical examination of small animals admitted to Hospital, monitoring and interpretation of the laboratory tests performed (blood count, biochemistry, radiography, ultrasound, cytology, etc.), collection of different types of samples (blood, urine, faeces, etc.) and drugs preparation and administration. All these procedures will be supervised by a professor, intern or resident physician.

Training V has three areas: External Clinical Consultation Service, Hospitalization and Surgery. Each of these areas has a teacher in charge who daily accepts two students. Students enrol in the area using a form that is available at the Hospital reception. At the time of day of registration, the students present in the Hospital Service attend the clinical activities. At the end of the practice the veterinarian responsible for the clinical activity that was accompanied by students, signs a proof of their presence in the clinical activity. In each clinical service the student must complete at least 7 hours in the semester (21h in Curricular Subject) and a maximum of 10h (30h in Curricular Subject).

### **Traineeship VI - Clinical Training (2<sup>nd</sup> Semester – 4<sup>th</sup> Year)**

The main objectives of Training VI are:

- To follow all activities undertaken by the clinical service of Animal and Equine Production at the Veterinary Teaching Hospital of UTAD, including outpatient consultations and monitoring of hospitalized animals.
- To acquire knowledge about clinical activities of Exotic and Wild Animals
- To develop skills necessary for the practice of scientific research in the field of veterinary science in their different areas of activity.

Follow-up External Clinical Consultation Service of Animal and Equine Production: anamnesis, physical examination, laboratory exams (blood count, biochemistry, radiography, ultrasound, cytology, etc.). All these procedures will be supervised by a professor, intern or resident physician.

Follow-up clinical activities for the Exotic and Wild Animals Service: anamnesis, physical examination, laboratory exams (blood count, biochemistry, radiography, ultrasound, cytology, etc.). All these procedures will be supervised by a professor, intern or resident physician.

Follow-up research activities developed in UTAD. Activities in this area will be supervised by a professor or researcher.

Training VI has three areas: External Clinical Consultation Service of Animal and Equine Production, Exotic and Wild Animals Service and Research. Each area has a teacher in charge who daily accepts two students. Students enrol in the area using a form that is available at the Hospital reception. The students arrive at the hospital at the scheduled time to accompany the clinical or research work. At the end of the practice the veterinarian responsible for the clinical or research activity that was accompanied by students signs a proof of their presence. In each service the student must have at least 7 hours a semester (21h in Curricular Subject) and a maximum of 10h (30h in Curricular Subject).

#### **Voluntary Service in the Veterinary Teaching Hospital**

In 2011, in order to increase the clinical practical training of the students, a voluntary service was created in the Veterinary Hospital.

In the VTH-UTAD, there is a group of students which voluntarily helps and assists in the hospital activities outside of classes.

The voluntary activity was officially created by the Hospital Directorate and Veterinary Sciences Department in the 2011-2012 academic year, to grant veterinary students access to the clinical

cases received by the Hospital at any hour of the day or night, as a complement to their training. This system allows students to perform voluntary work in the Hospital when they have no classes.

In this voluntary work, students can help to feed the hospitalized animals, perform physical examinations during consultations or on hospitalized animals, observe and execute complementary exams, help in the medication and/or treatment, assist or participate in medical or surgical procedures, etc. During all these activities the students are always in the presence of an intern, technician or teacher. The volunteer work may be done during weekends or on week days (if the student does not have classes) or after 18:00h (so as not to interfere with normal classes).

This voluntary activity in the Hospital may be performed by students in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> year of studies. The students interested in these activities enrol at the beginning of the semester to one or more of the 3 available areas: small animal practice, large animal practice or exotic/wild animal practice. After enrolment in each area, the responsible professor draws up a schedule and sends it to the students to clarify which student should come to the Hospital each day. On the day of the voluntary work the students may come to the Hospital and assist/help all the procedures performed by the teachers, technicians or interns on the animals. If no help is needed in the hospital, the students can be at home and they are called by 'phone in the event of an emergency. The schedule is only drawn up while there are classes. Outside of this period, students are free to choose the day and hours to come to the Hospital.

All the time that a student is in the hospital performing voluntary work, the veterinary who is with him/her records the hours of contact and the procedures performed on a register sheet. At the end of the year, the students send this sheet to the teacher responsible for the voluntary work who passes a certificate with the number of hours and main activities performed by the student.

In the Table 4.9 it is presented an average of the number of students who come voluntarily to the Hospital per semester in the 2011-2012 academic year.

Table 4.9 – Average of the number of students that come voluntarily to the Hospital by semester in the last year 2011-2012

Year	Small animal area	Large animal area	Exotic/Wild Animal area	Total
3rd	40	26	9	75
4th	12	12	6	30
5th	17	7	5	29
	69	45	20	134

Each student, from any year of studies, performed about 40 hours of voluntary service during the 2011-12 academic year.

- *State the parts of the programme that must be attended as obligatory by the students and how the attendance is verified.*

According to UTAD's Pedagogical Regulation (Regulation no. 479/2011), the rules of attendances for all teaching sessions, as the ones previously presented in Tables 4.6 and 4.8 are:

- Attendance to classes is a right and a duty of students. It is obligatory when foreseen in the evaluation methods and described in the subject's rules, given to students at the beginning of the semester.
- Attendance of classes (all or some types of training), can be used as an assessment criteria. According to article 17 of the aforementioned regulation, the minimum requirements for admission to examination may require the satisfaction of one or two of the following conditions, as provided in the subject rules:
  - a) Attending a minimum of 70% of summarized supervised training, irrespective of type;
  - b) Obtaining a minimum score of 8.5 in the average classification of the practical evaluation components defined in the subject's rules, with no mandatory minimum score of any of these components
- Recording the attendance of classes is mandatory for all types of supervised training (practical and theoretical) and should have a tolerance period of 10 minutes at the beginning of each class.

At class, attendance checks are usually in the form of student signature. After class, the whole attendance register must be transferred to the SIDE.

- ***Please provide*** specific information on the practical clinical training;
- *If clinical training is to be provided through obligatory clinical rotations in different areas, please give an outline description of how this is structured, in terms of:*
  - *are such rotations a structured part of the training given to all undergraduate students?*
  - *the total number of days or weeks of such rotations;*
  - *the year(s) in which they occur;*
  - *the different areas covered and the time spent in each area;*
  - *whether attendance is full-time, for part of the day, and/or other (e.g. based on case needs);*
  - *the activities and case responsibilities that students are expected to undertake.*
  - *the group sizes in the clinical rotations*

- *Describe clinical exercises in which students are involved prior to the commencement of clinical rotations.*
- *Outline the student involvement in the emergency and hospitalisation activities of the clinics.*
- *Specify student participation in the activities of the mobile clinic and indicate whether or not the hours spent in the mobile (ambulatory) clinic are included in those in Table 4.2.*

In the new curriculum, in addition to the practical clinical lessons, each student is required to attend traineeship V and VI curricular units, both in the 4th year, the 7th and 8th Semester respectively, with a workload of 2 hours per week of clinical training for a total of 108 hours per academic year (4 ECTs).

These curricular units are structured to provide supervised clinical experience to all undergraduate students.

In addition we strongly recommend the inclusion of the students in voluntary activities offered by the veterinary hospital, with work at weekends and during the night being particularly valued.

#### **4.1.4 OBLIGATORY EXTRAMURAL WORK**

*These are training periods that are an integral part of the curriculum, but which are taken outside the Faculty. Please make a distinction in respect to the nature of the work, for instance work on farms, training in a veterinary practice or in Food Hygiene/Public Health with a commercial or government organisation*

Extramural work is presently included in external practical classes developed throughout the year and are supervised by the responsible professor.

#### **4.1.5 SPECIFIC INFORMATION ON PRACTICAL TRAINING IN FOOD HYGIENE/PUBLIC HEALTH**

- *Describe arrangements for teaching in a slaughterhouse and/or in premises for the production, processing, distribution/sale or consumption of food of animal origin.*
- *Indicate the distance to slaughterhouses where students undergo training, and the species covered. Outline the structure and the frequency of these visits (group size, number of trainers, duration, etc.).*

In the IMVM – UTAD curriculum, practical training in food hygiene is mainly lectured in Food Hygiene and Inspection curricular units, as follow:

- **Food Hygiene and Inspection I** (1<sup>st</sup> semester – 5<sup>th</sup> year) – This subject is mainly focused on large production animals (ruminants and swine) and includes the following topics: Slaughterhouse requisites for different species; meat plant construction and equipment; animal welfare and transport conditions; animal welfare in the lairage; animal identification and documentation; *ante mortem* inspection and respective decisions; the slaughter process in different species; influence of pre-slaughter handling and slaughter hygiene conditions in meat quality; carcasses and viscera anatomy of different species; *post mortem* inspection and respective decisions; classification of sub-products, treatment and destination; lymphatic system and its importance in meat inspection; repugnant meats; bacterial, virus and parasitic diseases important in meat inspection and respective sanitary decisions; Bovine spongiform encephalopathy (BSE) and Scrapie, characterization, physiopathology aspects, laboratory diagnostics, applicable legislation.
- **Food Hygiene and Inspection II** (2<sup>nd</sup> semester – 5<sup>th</sup> year) – This subject is more diverse than the first one and includes the following topics: Concepts of hygiene and inspection of poultry, rabbit and game; transport and lairage welfare; procedures and importance of the *ante mortem* examination; slaughter process and procedures, hygienic conditions and its influence on meat quality; *Trichinella* spp. analysis; Eggs inspection and commercial classification, applicable legislation; Fishery process and its importance on fish quality; Considerations about ichthyology: anatomy, physiology and taxonomy; marine ecosystems; fish inspection and freshness classification, applicable legislation; Milk and milk products control and hygienic and sanitary evaluation, applicable legislation; Mushrooms evaluation and characterization, from a public health perspective, applicable legislation; Evaluation of hygienic conditions of restaurants and other commercial areas of animal origin food. Applicable legislation

Practical training in Food Hygiene and Inspection I and II includes a total of 66 hours of laboratory practices (Table 4.10) that is provided to all students (14 to 21 students/ group) as is described in following table.

Table 4.10 - Laboratory practical training in Food Hygiene and Inspection I and II

<b>Food Hygiene and Inspection I</b>	
Training	No. hours
Carcasses and viscera anatomy of different species; differential diagnosis in fraud situations that involve the exchange of animal species; lymphatic system and its importance in meat inspection; Main pathological processes observed during meat inspection and respective sanitary decisions (Carcass, heart, lungs, liver, and other organs);	32
<b>Food Hygiene and Inspection II</b>	
Training	Nº hours
Hygiene and inspection of poultry, rabbit and game; Main pathological processes observed during poultry, rabbit and game inspection and respective sanitary decisions; <i>Trichinella</i> spp. analysis; Eggs inspection and commercial classification, applicable legislation; Milk and milk products control and hygienic and sanitary evaluation. Fish analysis and classification: Considerations about anatomy, taxonomy; inspection and freshness classification, applicable legislation, applicable legislation; Mushrooms evaluation and characterization, from a public health perspective.	34

In order to guarantee an efficient practical training in both subjects (Food Hygiene and Inspection I and II) for the majority of the aforementioned topics, all 54 hours (table 4.6) of non-clinical animal work are external classes (outside UTAD) classes that are provided to all students according to the description in the following tables. For large distances at least 2 hours is necessary for the round trip. For this reason, these hours must be included in the total of the 54 hours. It is necessary to spend a total of 12 hours per year (two semesters) for this purpose.

All these external classes (Tables 4.11 and 4.12) are supervised by one teacher and, sometimes, at the slaughterhouse, the Official Veterinarian(s) may also participate.

Since the students must attend 70% of all practical classes (30 classes per subject) almost all the external classes are attended by all the students.

Table 4.11 - Organization of external classes for Food Hygiene and Inspection I

External class	Place	Distance	No. students	No. visits (No. hours/visit)*	Practical Training
Slaughterhouse Ruminants (60 bovines/hour) Swine (120 pigs / hour)	Penafiel	80 Km	7	1 (4 hours)	Evaluation of structural prerequisites and hygiene of slaughter technology
Slaughterhouse Ruminants (30 bovines/hour)	Cachão	80 Km	7	2 (4 hours)	<i>Ante and post mortem</i> inspection
Slaughterhouse Swine (70 pigs / hour)	Vila Real	-	7	1 (2 hours)	<i>Ante and post mortem</i> inspection
Slaughterhouse Swine (70 pigs / hour)	Vila Real	-	14	1 (2 hours)	Evaluation of structural prerequisites and hygiene of slaughter technology
Slaughterhouse Swine (250 pigs / hour)	Vila Nova Famalicão	150 Km	14	1 (4 hours)	Evaluation of structural prerequisites and hygiene of slaughter technology. <i>Post mortem</i> inspection
<b>TOTAL</b>				<b>20 hours (plus 8 hours for the trip)</b>	

\* The no. of hours/visit does not include the time required for the journey. For large distances at least 2 hours is necessary for the round trip which gives a total of 8 h spent for this purpose.

Table 4.12 - Organization of external classes for Food Hygiene and Inspection II

External Class	Place	Distance	No. students	No. visits (No. h/visit)	Practical Training
Slaughterhouse Poultry (6000 units/hour)	Viseu	120 Km	14	1 (4 hours) *	Evaluation of structural prerequisites and hygiene of slaughter technology. <i>Ante and post mortem</i> inspection
Eggs Classification Centre	Viseu	120 Km	14	1 (4 hours) *	Evaluation of structural prerequisites and hygiene.  Eggs inspection and commercial classification
Docks	Matosinhos	120 Km	14	1 (4 hours) *	Evaluation of structural prerequisites and hygiene.  Freshness evaluation and inspection of fish.

External Class	Place	Distance	No. students	No. visits (No. h/visit)	Practical Training
Fish Market	Vila Real	-	7	1 (2 hours)	Evaluation of structural prerequisites and hygiene.  Freshness evaluation and inspection of fish.
UTAD canteen 1	Vila Real	-	7	1 (2 hours)	Evaluation of structural prerequisites and hygiene.
UTAD canteen 2	Vila Real	-	7	1 (2 hours)	Evaluation of structural prerequisites and hygiene.
McDonald restaurant	Vila Real	-	7	1 (2 hours)	Evaluation of structural prerequisites and hygiene.
Meat distribution establishments	Vila Real	-	7	1 (2 hours)	Evaluation of hygienic and technical conditions in establishments of meat distribution and hygiene.
<b>TOTAL</b>				<b>22 hours (plus 4 hours for the trip)</b>	

\* The no. of hours/visit does not include the time required for the journey. For large distances at least 2 hours is necessary for the round trip which gives a total of 4 h spent for this purpose.

The external classes are provided through previous agreements between UTAD and the several plants visited:

- **Slaughterhouses and cutting plants**

**Ruminants and swine slaughterhouse**

**PEC NORDESTE – INDÚSTRIA DE PRODUTOS PECUÁRIOS DO NORTE, S.A.**

ZONA IND. II, N

4560-709 PENAFIEL

**MATADOURO INDUSTRIAL DO CACHÃO SA**

Lugar Cachão-Frechas

5370-132 FRECHAS

- **Swine slaughterhouse**

**MATADOURO ALEU**

Bairro da Nossa Sra. dos Prazeres,  
5000-592 VILA REAL

**MATADOURO SEARA**

R. D. Sancho I, n.º 479  
V. N. Famalicão  
4760 - 325 V. N. DE FAMALICÃO

- **Poultry slaughterhouse**

**CRIZAVES - CENTRO DE ABATE DE AVES, S.A.**

Campo de Besteiros  
3465-051 TONDELA

**AVICASAL-SOCIEDADE AVÍCOLA SA**

Casal Abados  
3660-055 CARVALHAIS (São Pedro do Sul)

- **Eggs Classification Centre**

**NUTROTON-INDÚSTRIAS DE AVICULTURA, SA**

Zona Industrial  
3460-321 TONDELA

**CASA DO AIDO**

Lugar dos Carvalhais  
3660-055 CARVALHAIS SPS  
Viseu - S. Pedro do Sul

- **Docks**

**MATOSINHO DOCKS**

Rua Heróis de França – Porto de Pesca. Apartado 2097  
4451-901 MATOSINHOS

- **Local Market (Fish market establishment)**

**MERCADO DE VILA REAL**

Rua Dom Pedro de Castro  
5000 VILA REAL

- **Meat distribution establishments**

**JUMBO**

Centro Comercial Dolce Vita Douro  
Alameda de Grasse  
5000-703 VILA REAL

**CONTINENTE**

Av. do Regimento de Infantaria 13  
5000-423 VILA REAL

- **Collective Catering Service**

**TWO CANTEENS OF THE UTAD**

Rua Diogo Dias Ferreira  
5000-559 VILA REAL

Campus da UTAD  
Quinta dos Prados,  
5001-911 Vila Real

**MCDONALD RESTAURANT**

Avenida Universidade  
Postal code: 5000-693 Vila Real

In addition to Food Hygiene and Inspection I and II practical classes there are 60 hours in the curricular units Technology of Animal Products I and II for laboratory practical training in Food Hygiene/Public Health. Also, in the elective subjects, there are a group of curricular units that

offer extra training in food hygiene and public health for the students who choose them. They are Introduction to Food Quality and Safety, Biological and Chemical Hazards from Animal Food Origin and Quality Systems in the Food Sector.

#### 4.1.6 RATIOS

*These must be delineated from Table 4.1, 4.2 and 4.3.*

*For an explanation on ratios, see the section 'Main Indicators' of **Annex I**. The indicator derived from the ratios established is the denominator when the numerator is set at 1.*

##### 4.1.6.1 GENERAL INDICATORS TYPES OF TRAINING

*As indicated in tables 4.5, 4.6 and 4.8 (indicated in SER guidelines as 4.1, 4.2 and 4.3), the figures for the numerators and denominators are defined as follows:*

Figure	Total no. of teaching hours
A	Lectures
B	Seminars
C	Self-directed learning
D	Laboratory and desk-based work
E	Non-clinical animal work
F	Clinical work
G	Other

As was previously mentioned, since the rate between theoretical and practical training and the respective typology differs according to the elective subjects chosen per student, it is not possible to distribute these training hours (120 hours - 16 ECTS) among the types of training: A to G. For this reason it is not possible to include these hours in the calculation of ratios 6 and 7.

DENOMINATOR

$$R_6 \frac{\text{Theoretical training (A + B)}^1}{\text{Supervised practical training (D + E + F)}^2} = \frac{1795}{2111} = 0.85 \quad \frac{1}{0.85} = \mathbf{1.18}$$

Origin numerators, denominators

1, 2: Total as derived in Table 4.5 (indicated in SER guidelines as 4.1) where the 8 hours that correspond to field work was included

DENOMINATOR

$$R7 \frac{\text{Clinical Work (F)}^1}{\text{Laboratory and desk based work + non – clinical animal work (D + E)}^*} = \frac{514}{1597} = 0.32 \quad \frac{1}{0.32} = \mathbf{3.11}$$

Origin numerators, denominators

1, 2: Total as derived in Table 4.5 (indicated in SER guidelines as 4.1) where the 8 hours that correspond to field work was included

DENOMINATOR

$$R8 \frac{\text{Self – directed learning (C)}}{\text{Teaching load (A + B + C + D + E + F + G)}} = \frac{0}{(A + B + C + D + E + F + G)} \quad \mathbf{0}$$

#### 4.1.6.2 SPECIAL INDICATORS OF TRAINING IN FOOD HYGIENE/ PUBLIC HEALTH

DENOMINATOR

$$R9 \frac{\text{Total no. curriculum – hours Food Hygiene/Public Health}^1}{\text{Total no. hours Vet. Curriculum}^2} = \frac{324}{5499} = 0.059 \quad \frac{1}{0.059} = \mathbf{16.97}$$

Origin numerators, denominators

1. Total as derived in Table 4.6 (indicated in SER guidelines as 4.2)
2. Total as derived in Table 4.5 (indicated in SER guidelines as 4.1)

As was previously mentioned, at present the IMVM course does not have obligatory extramural work. For that reason, to calculate ratio 10 the number of hours spent by each student in attending external classes given in the Food Hygiene and Inspection I and II subjects was used (total of 54 hours).

$$R10 \frac{\text{Total no. curriculum – hours Food Hygiene/Public Health}^1}{\text{Hours obligatory extramural work in Veterinary inspection}} = \frac{324}{54} = 6 \quad \text{DENOMINATOR} \quad \frac{1}{6} = \mathbf{0.17}$$

Origin numerators, denominators

1. Total as derived in Table 4.6 (indicated in SER guidelines as 4.2)

## 4.2 COMMENTS

*Please comment on:*

- *the way in which the veterinary curriculum prepares the graduate for the various parts of the veterinary profession, especially under the specific conditions prevailing in your country/region.*
- *the way the curriculum is structured and reviewed.*
- *the major developments in the curriculum, now and in the near future.*
- *the local conditions or circumstances that might influence the ratios in 4.1.6.*

From the data shown in Table 4.6, the existing IMVM-UTAD curriculum distributes 2.5% of the content in basic subjects, 30.8% in basic veterinary subjects, 46.3% in clinical subjects, 8.1% in animal production subjects, 7.3% in food hygiene and public health and 4.8% in professional knowledge.

This curriculum provides students with general balanced training, producing graduates with skills in several different areas of the veterinary profession and who can immediately enter the labour market and who are competent to adapt to the different professional scenarios which society (region/country) currently demands (Veterinary medicine, Animal production and health, Food science and technology, Food hygiene and public health).

IMVM-UTAD curriculum is planned to ensure that the acquisition of an adequate level of essential veterinary disciplines is guaranteed through core subjects. A more profound understanding in specific areas of interest can be taught in the elective subjects chosen by the students. For this, the choice process used by students for the elective subjects should be improved in order to provide a true option.

IMVM-UTAD curriculum is regulated by Deliberation no. 14619/2009 republished as Deliberation no. 8545/2012 and mainly took into consideration the national and European (EAEVE) standards required for accreditation processes as well as the national regulation that supports the implementation of the Bologna Declaration, UTAD facilities (Hospital, farm animals, Food hygiene facilities) and specific expertise from the teaching staff.

The IMVM-UTAD curriculum ensures that the amount of practical training is considered adequate for students to acquired first day- skills. Nevertheless, improvements should be equated in order to increase clinical practical classes that should include extra-mural classes with hands-on activities in a real clinic environment (farms and hospital) (Please see suggestions item).

### 4.3 SUGGESTIONS

*If the denominators in 4.1.6 for your Faculty are not meeting the range as indicated in Annex I, Supplement A, what can be done to improve the ratios?*

- Ratio 7 (3.20) is higher than the indicator value presented in Annex 1 (Upper level: 2.12 – For each hour of clinical classes there should only be a maximum of 2.12 of other types of practical classes) alerting us for the need to increase the number of training hours dedicated to clinical work. In order to improve this ratio, the following suggestions could be considered:
  - **Increase clinical practical classes from 30 to 45 h (2 h per week to 3 h per week) in the curricular units:**
    - Small Animal Surgery II
    - Medicine and Surgery of Ruminants
    - Equine Medicine and Surgery
  - **Increase the percentage of time dedicated to clinical practical classes (0 to 15 hours) in the curricular units (clinical subjects):**
    - Infectious Disease I
    - Infectious Disease II
    - Pharmacology II and Therapeutics
  - **Replacement of the two laboratory traineeships (III and IV – 1<sup>st</sup> and 2<sup>nd</sup> semester of the 3<sup>rd</sup> year) in clinical traineeships (with 44 hours each).**

It is also important to implement the obligatory extramural work in the curriculum in order to improve professionally oriented practical activities. This modification, which could be included in

the clinical traineeships, demands a curricular reorganization in order to allow students to exit during, at least, two weeks (lecture-free weeks).

Also it is important to continue to improve the system of students' rotation in the Emergency services in the Veterinarian Hospital and compulsorily involve the students in the hospitalization and intensive care activities.

Additionally in order to increase learning in ruminants and equine medicine, it can be considered that the two curricular units of Medicine and surgery of ruminants (4.5 ECTs) and Equine medicine and surgery (4.5 ECTs) be enlarged to three curricular units, namely: Medicine of ruminants (4 ECTs), Medicine of equines (4 ECTs) and Surgery of ruminants and equines (4 ECTs).

## CHAPTER 5. – TEACHING AND LEARNING: QUALITY AND EVALUATION

### 5.1 – FACTUAL INFORMATION

#### 5.1.1 – THE TEACHING PROGRAM

*Describe the measures taken to ensure co-ordination of teaching between different departments, sections, institutes and services.*

The creation, modification, suspension or cancellation of courses is the responsibility of the UTAD Rector proposed by the President of the School, after delivery of the relevant bodies (Course Director, Pedagogic Council, Scientific Council, President of the School, Academic Council and finally the Rector).

The Course Directorate (comprising one director, a vice-director, and two additional members) by delegation of the Pedagogical Council, is the body coordinating and managing the course, as per the regulations of UTAD's Schools. The Pedagogic Council of each school is composed of up to twenty-four members, and in numbers which tend to be proportional to the number of academic degrees promoted and coordinated by the School, pursuant to the School's Regulations (see chapter 2. Organization).

In terms of the teaching curriculum, the academic component of the teaching program consists of classroom lectures, theoretical and practical laboratory practice, field work, seminars, tutorial guidance, training and others, whose weekly load is given in the curriculum, and may be subject to specific adjustments to be approved by the President of the School with the consent of the Pedagogical Council, whenever deemed necessary for the proper functioning of those activities.

Each year, for each curricular unit (UC) a UC form must be filled in, with a version in Portuguese and one in English (single model for UTAD) which contains at least the following elements:

- a. Identification and characterization of UC (title, year, semester, ECTS, teaching load and type of contact hours, teacher in charge and other teachers who teach at UC, hours of attendance to students, need for prior registration in assessment tests, and existence of prerequisites and or precedence);
- b. Objectives concerning education and skills to be developed;
- c. Programme content;
- d. Methodology of teaching and learning;
- e. Methods of assessment (description of the independent modes of evaluation, minimum criteria for approval in each case, the weighting criteria of the different elements of evaluation, timing of evaluation periods and calculation formula for the final classification). The method of assessment applies to the universe of students registered in the UC;
- f. List of basic and complementary bibliography.

The head of each UC must ensure, within two weeks after the beginning of the semester, the availability of the UC Form in the SIDE (Teaching Support Teaching Support Information System) and deliver, within the same time, a signed copy to the pedagogical support structure of the school. It is a competence of the Pedagogical Council (which involves the Course Director) to supervise on pedagogical orientation, teaching methods and assessment of curricular units, when s/he considers it appropriate or where requested by the Course Director as provided in subparagraph a) of Article 71 of UTAD's Statutes (See Annex 1).

In the event of the need for an alteration, the Course Director proposes the alteration to the President of the School who asks for an opinion from the Pedagogic Council and the Scientific Council. If the alteration implies a modification to the number of contact hours, or the typology of the classes, the President of the School should also ask for an opinion from the departments where the respective UC is allocated. After this, the proposed alteration is communicated to the Rector who usually asks for advice from the Academic Council (see organization). After this the Rector decides whether to approve the proposed modification or not.

The practices in the VTH-UTAD are coordinated between two Directorates (VTH Directorate and the Course Directorate) in order to maximize the use of the hospital and to fulfil the requirements of the curriculum.

*Describe the pedagogical approach of the institution. In particular, describe the use of newer approaches, such as problem-based learning, interactive computer-assisted learning, etc.*

The pedagogical approach of the University and therefore in the IMVM is to implement and promote approaches based on student-oriented learning as well as to apply and develop the principles of the Bologna declaration (stimulating self-learning, problem solving, team work, etc.).

Focus is placed on the following aspects: clarification meetings with teachers and students were held under the Pedagogical Council's initiative: these were held to clarify some new ways of teaching and learning that would embody the twofold objective of promoting student self-study and teaching aimed at the acquisition of skills.

The use of SIDE has become more widespread, facilitating students' access to syllabus and study material, contact with teachers, the disclosure of "learning outcomes" as well as the specification of criteria and classification of student evaluation. SIDE also generates an opportunity to evaluate the development process of each curricular unit and teacher.

SIDE is an extensively used platform which allows teachers and students to communicate together. Teachers can upload lecture material, multimedia materials and web-links to help students developing autonomous work and improving their knowledge. Teachers also use SIDE to upload a summary of the classes they teach. In most of the Curricular Units, power-point presentations are used and they are made available for the students in SIDE, to help them to follow the course. Course notes and didactic series are also available for several subjects. Usually course notes and didactic series that are part of the reference list provided by the teacher at the beginning of the semester, and which can be bought at a very good price in the documentation library service, are available in the SIDE.

Wireless connections to the internet are available throughout the campus and students can access the available library content and other kind of information through the B-on consortium (see library). Additionally, students can also access the entire "campus network" from any location by connecting their computer to the Virtual Private Network system (VPN), previously installed on their computer by the UTAD computer support office. Access to web-based resources is free.

*Indicate the extent to which course notes are used to supplement or substitute for the use of standard veterinary textbooks.*

At the beginning of the semester all the information regarding the recommended bibliography is given to the student in the UC form, available on the SIDE. As stated before, SIDE works as an intranet system, where teachers place notes and other resources for the students, such as PPT presentations used to support the theoretical lectures. Students can consult the recommended bibliography in the central library or in the journals with access by the B-on consortium.

Moreover, many professors recommend specific additional bibliography including articles from international journals that might provide a better comprehension of specific subjects. Most of the recommended bibliography is from English language textbooks which are well accepted by our students who have a very good level of English. However, it is our perception that course notes, didactic series and power point presentations of lectures are still the most popular information sources.

*Describe (if applicable) any established or contractual arrangements that support undergraduate teaching between the Faculty and outside bodies, e.g. farms, breeding centres, practitioners, state veterinary services factories/processing plants, outside laboratories, etc. Briefly describe how these arrangements work out in practice in terms of the contact this provides for all students or for selected students.*

At the moment there are no established contractual arrangements between the faculty and outside bodies. However, our students have several opportunities to contact external bodies during the undergraduate period and during the period of practical exercise for the dissertation work (in the first semester of the 6<sup>th</sup> year).

During the undergraduate period there are practical lessons in a professional context, in which students are accompanied by teachers in small classes with a maximum of 7 students. Examples are the lessons in sanitary inspection in the poultry, cattle and pig slaughterhouses or the practical classes in Internal Medicine and Surgery of livestock animals that can also be made outside on farms.

In the VTH-UTAD there is a body of veterinarians (technical non-teaching staff) that provides the 24 hour operating service, 365 days a year, covering the medical activities of large, small and wild animals. Our students can have contact with all the medical procedures performed by teachers and/or by the veterinarians belonging to the non-teaching staff.

In the Curricular Unity Traineeship or on a previously scheduled voluntary basis, students follow the veterinarians in small animal clinical activity taking place at VTH-UTAD. Additionally,

students also follow the veterinarians who perform large animal clinic activity outside the university on private farms or the veterinarians who perform clinical activity with wild animals on the VTH-UTAD (there are two cars that can carry up to four students for clinical work, one for wild life animals and other for large animals). For large animals, the car can transport students, especially internship students or volunteers, to make clinical examinations further afield on small farms. For wildlife animals, travel is mainly made to collect injured animals or to return them to nature after clinical recovery.

Considering the recently established voluntary service, it is noteworthy that in 2012, 134 students from the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> years were enrolled, with a total of 5,360 contact hours, distributed among large, small and wild animal services, with a median time of 40h for each student.

The VTH-UTAD also has a protocol with the Portuguese Association for Study and Protection of Miranda Donkeys (*Associação para o estudo e proteção do gado asinino* [www.AEPGA.pt](http://www.AEPGA.pt)). This protocol allows sick animals to be referred to the VTH-UTAD and which can thus be treated in the hospital, allowing students to attend all medical interventions (clinical or surgical).

*Describe the general learning objectives underlying the veterinary curriculum and how this is ensured.*

Pursuant to Directive 2005/ 36/EU and the recommendations for Veterinary Education, the goals of a Veterinary Medicine course are to provide adequate knowledge and professional skills to warrant animal and animal and human health. So, the learning objectives are oriented to give the scientific basis and the theoretical-practical education to successfully access the veterinary profession and are summarized in Chapter 1.

Learning objectives are achieved through theoretical lectures, seminars, self-directed learning, and practical demonstrations in laboratories and other infrastructures being held for most, if not all, courses from the 1<sup>st</sup> year on, using the chemical-biological laboratories, genetic laboratories, the computer laboratories, the anatomic dissection and necropsy room, and all the practical classes in small groups carried out in the VTH-UTAD, slaughterhouse, small farms, etc.

*Describe how the Faculty collects the data required to ensure students are equipped with these day-1 skills (evidence of learning).*

The evaluation of the day one skills listed in Annex IV of the EAEVE SOP is not easy to perform. At the moment, a structured system of skill-by-skill evaluation is not available. Documentation concerning the achievement of learning objectives by students is collected with examinations (oral and/or written) at the end of each course. Many courses have so-called mid-term exams, i.e. exams held one third or half way through the course that will count as a percentage of the final mark. So, we can consider that successfully passing examinations (theoretical and practice), obtaining positive evaluations at the Curricular Unit Traineeship (I to VI), adequately preparing and discussing the dissertation work, altogether provide evidence that the student has reached the proposal learning objectives. Furthermore the employment rate for graduates in IMVM-UTAD has been high (96%, see chapter 1 for a better understanding), and who entered the labour market during the first year after graduation. This can also be used as a positive indicator that the course objectives are being met.

### **5.1.2 THE TEACHING ENVIRONMENT**

*Describe the available staff development facilities, particularly in relation to teaching skills.*

No particular staff development initiative is currently available.

*Describe the available systems for reward of teaching excellence (e.g., accelerated promotion, prizes, etc.).*

Currently, no reward system for teaching excellence is currently available. However, a performance evaluation system for the teaching staff is at the implementation phase. Among other aspects, the quality of teaching will be evaluated. The results of that evaluation might have consequences on the remuneration status.

*Describe other measures taken to improve the quality of teaching and of learning opportunities.*

UTAD has promoted a set of pedagogical training actions for teachers through the Training Office (GFORM).

Over the past three years, focus has been given to training in new information technologies that are available for use by teachers in the context of their activities (e.g. training in e-learning). In

this context, five training courses actions in Moodle, a platform open to the academy covering a total volume of 524 hours of training, were implemented. There is also an e-learning Office in UTAD, which gives technical and pedagogical support to teachers in implementing these new technologies.

Alongside these training courses for the Moodle platform, teachers have occasionally participated in other training initiatives promoted by UTAD to improve their skills vis-a-vis the new challenges that they face within the institution:

- Content Management portals Web Servers;
- Administration and Installation of websites;
- Audit and Internal Control in Public Administration;
- Plans and Reports - Strategic Management and Control Instruments;
- The intranet environment with technological knowledge support.

### 5.1.3 THE EXAMINATION SYSTEM

*Describe the examination system of the Faculty.*

The rules of the examination system are clearly set up in UTAD's Pedagogic Regulations, which are approved by the Academic Council and are applied to the entire University (<http://www.utad.pt/vPT/Area2/Escolas/ECT/Documents/regulamentos/Regulamento%20Pedagogico.pdf>).

*In particular, is there a central examination policy for the Faculty as a whole? If 'yes', by whom is it decided?*

Evaluation policy has general rules that are of global application in UTAD. The Pedagogical Council, which includes course directors and student representatives, propose these general evaluation rules. The set of rules proposed by the different pedagogical councils from the Schools (see organization) are standardized by the Academic Council and included in UTAD's Teaching Regulations. However, these rules are generic, allowing a wide margin to the teachers depending on the specific features of each UC, as this was previously defined in the respective UC form.

*Are there special periods (without teaching) during the year for examinations?*

Yes, there are. January and June and July are months without classes for examinations only. The calendar is the same for the entire University. The calendar is discussed in the pedagogic council of every school and then all the suggestions are discussed in the academic council that finally approves this calendar for the entire university. In each semester there are 14 to 15 weeks for teaching, followed by 1 week for reflection (for the students' preparation for the examinations). After that there are 4 weeks for examinations. In the reflection week it is not allowed to make any kind of examination.

*What form(s) of examination are used (written papers, multiple-choice questions, oral, practical, clinical examination, continuous assessment, etc.)*

Various methods of evaluation are used in the different subjects (multiple-choice questions, open questions, brief or extended reports). Each method can be used separately or in combination. Some of the lectures assess theoretical knowledge and practical skills separately.

*Is use made of external examiners?*

For each learning activity, examinations take place in the presence of a Committee, in which no external examiners are present. The Committee includes three teachers: one has the duty of President and is the lecturer of the course, the others are teachers belonging to the same scientific-disciplinary sector or similar.

For the evaluation of dissertation work, external examiners may be used. The public presentation and defence of the dissertation work is mandatory and the examination board is constituted by:

- the president (the course director or one of the other directorate members),
- the supervisor or supervisors (maximum of two). The main supervisor is usually an academic teacher from the university, the other supervisor is generally the veterinary practitioner (private or from official bodies) who accompanied the student during the 4 to 6 months of practice necessary for preparation of the dissertation work.
- the examiner who provides a critical review of the student's performance and of the written thesis document. This member (Academic or not) could be external to the University but has to be a Doctor or a specialist with recognized merit.

*How many retakes of an examination are allowed?*

At UTAD, there is no limit to the number of retakes allowed. However within the same academic year the student can only perform two repetitions for each examination.

*Do students have to pass the examination within a certain time?*

No.

*Do students have to pass an examination before they can start other courses?*

No, there is no obligatory precedence regime for the MIMV course. However there is a maximum of ECTs for enrolment in each year. In the first year of the curriculum the student can enrol in a total of curricular units not greater than 60 ECTs. From the 2<sup>nd</sup> to 6<sup>th</sup> years, the maximum number of ECTs in each year is 78, but the student must complete the 78 ECTs giving obligatory priority to UCs from previous years.

#### **5.1.4 – EVALUATION OF TEACHING AND LEARNING**

*Describe the method(s) used to assess the quality of teaching and learning in the Faculty.*

The "Strategy for Monitoring, Evaluation and Improvement of Teaching," was first presented in May 2011, to the Presidents of the School and Pedagogic Councils. This strategy is based on a pyramidal structure based on four phases: 1 – Evaluation of the Curricular Unit; 2 – Assessment of the Entire Cycle of Studies; 3 - Evaluation of Education Quality of the Organizational Unit; 4 - Evaluation of Education Quality in UTAD.

The interim evaluation instruments of educational quality are reflected in the reports emanating from the four phases described above: 1 - Self-Assessment Report of the Curricular Unit (RAAUC); 2 - Assessment Report of the entire Cycle of Studies (RACE); 3 - Education Quality Report of in the Organizational Unit (RAQE / UO); 4 - Report of the Education Quality in UTAD (RAQE / UTAD).

*Indicate whether the evaluation is a Faculty procedure, or one set up by individual departments, by students or by individuals.*

The Pro-Rector for Assessment and Quality (PRAQ), through the coordinating office - Office of Quality Management (GESQUA) - support the implementation of a quality policy for teaching at the institution. In close collaboration with the Presidents of the Pedagogical Councils of all Schools and Scholars Association of UTAD, a set of parameters and instruments were set up for an internal evaluation of teaching and learning in UTAD. This work was initiated in May 2011 and led to the elaboration of a document called "Strategy for monitoring, evaluation and improvement of education in UTAD" which is being implemented in the current year (2011-2012). So far, there are no results of this strategy for comment.

*Describe the role of students in the evaluation of teaching and teachers.*

New surveys have been proposed to evaluate the courses and performance of teachers, adjusted to new teaching methodologies. To validate these surveys, prior to implementation, one class was chosen from each school, to have a perception of difficulties regarding understanding and fulfilment. The surveys were adjusted after hearing the students, and available on the SIDE at the end of the first semester of the last school year (2011/2012). A survey was also proposed to be answered by teachers to assess the UTAD teaching/learning already validated by the Presidents of the Pedagogic Councils, which is available in SIDE, as from February 2012, in conjunction and collaboration with the Information Technology Services.

The evaluation of teaching performance promotes self-assessment mechanisms, which validate its performance. The dossier "Process Evaluation of Teaching / Learning" is a working document based on inquiries made to students and should be used for each school to make an analysis of their teaching performance, in accordance with the procedures set out in "Strategy for Monitoring, Evaluation and Improvement of Teaching". Whereas the actors/key players in the teaching / learning are the teacher and the student, the working group to implement the strategy, which included surveys, comprises the Presidents of the Pedagogic Councils, "the collective body which aims to ensure the development and application of quality criteria to teaching", "the Pro-rector for Assessment and Quality" as coordinator of the process, the Office of Quality Management with executive responsibility and two elements of UTAD's Academic Association.

*Indicate the use of external evaluators.*

Higher Education Institutions should adopt a strategy to ensure the quality of education and how it is achieved by setting parameters for quality evaluation. This evaluation is mandatory and takes place within the European system of quality assurance in higher education. The Legal Framework for Evaluation of Higher Education (Law No. 38/2007 of 16 August), defines the objectives and parameters for evaluation of quality in Higher Education Institutions. Decree-Law No. 369/2007 of 5 November established the Agency for Assessment and Accreditation of Higher Education (A3ES), having been ascribed responsibility for procedures relating to quality assurance in higher education, including those of evaluation and accreditation. All courses of all the universities in the country went through a process of preliminary accreditation by A3ES on March 31, 2011. In the case of the IMVM-UTAD, this was accredited, preliminarily entering a new period of evaluation by the A3ES, which is scheduled for the 2014-2015 school year, for the renewal of its accreditation.

*Describe the follow-up given to the evaluation.*

Since this strategy is being implemented in an experimental phase in the last school year (2011/2011), it has not been possible to obtain results and to make corrective actions regarding unsatisfactory results.

### **5.1.5 STUDENT WELFARE**

*Describe any measures taken to protect students from zoonoses (e.g. rabies) and physical hazards*

In Portugal, anti-tetanus vaccination is compulsory, as well as screening for tuberculosis. At the enrolment in the first year of the University, all students have to submit their updated vaccination record and a Thoracic X-Ray to discard tuberculosis.

Since the first year, students are advised by the teacher/s of the respective curricular unit about the associated risks with laboratory practice or clinic activity. Since the first year and up to the end of the study cycle, students progressively receive information and training on the risks related to specific activities in laboratories, anatomic dissection rooms, necropsy rooms, clinical activity in the Veterinary teaching hospital, slaughterhouse, as well information about the required personal protective equipment when necessary.

*Describe the facilities (not related to the teaching programme) which the establishment provides for students.*

After 1993, the implementation of social policy was developed regarding Public Institutions of Higher Education by integrated organizational units in these institutions, designated as Student Social Services or Social Action Services ([www.sas.utad.pt](http://www.sas.utad.pt)) by rules defined or approved by the ministries' guidelines. Ensuring the continuous improvement of services is also due to the implementation of a Quality Management System common to many areas that constitute SASUTAD, according to ISO 9001:2008 standard.

The Student Social Services (SASUTAD) is an organization dedicated to providing students and the academic community of UTAD, with direct support in awarding scholarships and grants, and indirect support in the provision of food services, accommodation services, health education and physical and psychic well-being, contributing towards the training and full integration of all students in order to ensure equal opportunities in both the access to and success in a higher education course.

To achieve some of its objectives the main private partner institution is the bank Banco Espírito Santo (BES), which through a signed protocol, subsidizes some activities and cooperates in institutional projects. Regarding its performance, the SASUTAD established a cooperation agreement with AAUTAD by financing cultural and sports activities promoted by the students.

The campus has one canteen with 390 seats, one restaurant with 160 seats, and several bars (not included in the SASUTAD) that also serve food at a no-profit price. Considering all the canteens (in the campus and outside the campus) there are 1184 seats in 5 canteens. In the canteens there are always 4 distinct menus: Meat meal; Fish meal; Dairy-egg-vegan meal; Special Pasta Meal. By previous solicitation is also possible to prepare a diet meal under medical prescription. In each building of the campus (except on the VTH) there is at least one bar, open generally from 8h30 to 18h, and there are also several vending machines (two in the VTH) for coffee, drinks and snacks to support students' needs. In the entire campus there are 4 bars under SASUTAD's responsibility and 6 others which are licensed to private entities.

There is also health support for the students. The SASUTAD provides medical or specialized technical support in several areas: Medical General Practice; Family Planning, Gynaecology and Obstetrics, Nursing and Psychology at a reduced price (see <http://www.sas.utad.pt/saude/Paginas/default.aspx>). Nursing work is on a daily basis and the others at least one time a week.

*Describe the guidance offered by the faculty (or its parent institution) for students with problems (social problems, study problems) as well as for future career development or job selection.*

The University aims to support both the students' social/study problems and future career development.

The SASUTAD has five Residences with 523 beds. Priority is given for scholarship students. Applications are made directly in SASUTAD. Applications for scholarships are online, managed by the DGES. All information is available on SASUTAD's page: <http://www.sas.utad.pt/bolsas/Paginas/default.aspx> and on the DGES' site: <http://www.dges.mctes.pt/DGES/pt/Estudantes/Bolsas/>. There is also the possibility for three students to collaborate in the area of Student Support. Applications are open to students of all years and in all conditions, with priority being given to students with economic difficulties. In 2011 there were 10 students with protocols for part-time work in SASUTAD's canteen (lunch and/or dinner).

To support insertion in active life, the University has the Support Office for Insertion in Active Life (GAIVA), established in 2002, whose activity has been directed towards the inclusion/reintegration of young graduates, operating in two priority areas: supporting students/graduates and their link to the outside - companies. In this sense, GAIVA has developed some important actions in the area of entrepreneurship and innovation: the approach to companies by former students; conducting forums on entrepreneurship and innovation.

The connection to UTAD's former students is also promoted by GAIVA, as they continue to be a privileged public through new lifelong training offers, particularly in post-graduate training and short-term specializations, among others. Thus, in this context, it acts as a liaison between the University and former students, in partnership with the Association of Former Students (Alumni).

From the students/graduates' perspective, the main areas of intervention were focused on the guidance and personalized service based on the following specific vectors: definition of the course and professional training; active search of employment (curriculum vitae, interviews, etc.); a bridge with the labour market (training opportunities, job opportunities, research grants, etc.); promotion of information and training actions to facilitate integration in the labour market and to support and encourage entrepreneurship.

From the perspective of the connection to the professional world - business, the main vectors are based on the following services: responding to requests from businesses with a broader dissemination of jobs/internships; collaboration protocols (curricular and professional, first job) - training in a real work context and approach of the university to active life and companies with potential employment opportunities.

Also of importance was the creation in 2009 of a Pre-incubation Office, in the Business Innovation Centre, which allows students to develop new business ideas with the necessary support for starting their business life.

## **5.2 PLEASE GIVE GENERAL COMMENTS ABOUT THE QUALITY OF THE TEACHING PROGRAMME UNDER THE ABOVE HEADINGS.**

### *The teaching program*

The course program has undergone a considerable transformation during the transition to Bologna in the 2008/2009 academic year. One of the biggest gains with this reformulation was that clinical practice practical classes were divided and each class now has a maximum of 10 students. Ideally, this number should be less (if possible 5 students). It is necessary to improve the ratio between the number of students admitted and the teaching staff, however, the budgetary constraints that result from the country's economic situation have prevented the hiring of more teachers.

Another aspect that was improved was the curriculum enrichment with elective curricular units, which was very well received by students. However, failure to overcome the problem of these curricular units is not a real option, since there is a limited number of registrations in each. For this reason, not all students can enrol in the elective UC they would like. This issue has been overcome, giving preference to placing students in line with their priority of choice, although the selection system should be further improved.

Another issue that must continue to receive attention is the need to increase the hours of contact with clinical typology in relation to contact hours of a laboratory type.

For the curricular unit Training, the need exists to increase the number of hours of clinical contact, and work outside of the institution should also be encouraged. Despite the fact that UTAD's Veterinary Hospital, as well as other support structures such as the sty or aviary, promote professional contact with reality, it is necessary to continue to stimulate the realization of training periods elsewhere through agreements with public and / or private entities.

### *The teaching environment*

One of the main problems we have now in UTAD and therefore also in IMVM, is the excessive teaching hours assigned to each teacher (average 9.2 hours / week in the department of veterinary sciences). In addition to these class hours, the teacher still has responsibilities in the orientation of students, service to the community, and management and academic functions.

This fact prevents many teachers from carrying out all the research activities that they would like and also hampers the implementation of new teaching methodologies, based more consistently on the methodology of problem-based learning and less on traditional education, in line with the philosophy of the Bologna Declaration.

#### *The examination system*

The organization of the examination system is quite good. There are no special comments on this point.

#### *Evaluation of teaching and learning*

It is expected that the system implemented in the 2011/2012 academic year will be able to provide adequate feedback for teachers and students in order to improve the quality of teaching and learning. It is important that the results of this evaluation should be communicated to teachers and students and which could also be used to identify possible problems, thus allowing their rapid resolution.

#### *Student welfare*

There are no special comments on this point.

### **5.3 SUGGESTIONS**

The University should continue to promote and improve the culture of excellence in teaching and learning.



## CHAPTER 6. – FACILITIES AND EQUIPMENT

### 6.1.1. PREMISES IN GENERAL

*Please give a general description of the site(s) and buildings occupied by the Faculty and include a map.*

The University is located in the interior north of Portugal, in the region of Trás-os-Montes and Alto Douro. The campus is located in the extreme south of the city of Vila Real, the district capital with the same name, just 15 km north of the river Douro (Fig. 6.1 and 6.2).

The city is served by two highways that intersect here (A4: Porto / Bragança, and A24: Viseu / Chaves / Border), and that enhance not only its proximity to the neighbouring Spanish regions (Galicia, 60 km to the north, and Castile and Leon 100 km to the East), but also to the coast (90 km to the west).

The majority of academic activities are located in the campus of Quinta de Prados (Fig. 6.3), however very few are still held in buildings that the University owns in the town of Vila Real. The exception is the Higher Nursing School of Vila Real which is located, since 1983, in its own facilities on the outskirts of town, near the village of Lordelo and close to the Hospital Centre of Trás-os-Montes and Alto Douro. The University also maintains an extension in Chaves, 55 km to the north. UTAD's campus is connected by bus to any part of the city. Three of the five bus lines of the city bus (Corgobus) have a bus stop at UTAD. Access from the student's residences and canteens and cafeterias outside the campus can easily be made by foot (15 minutes).

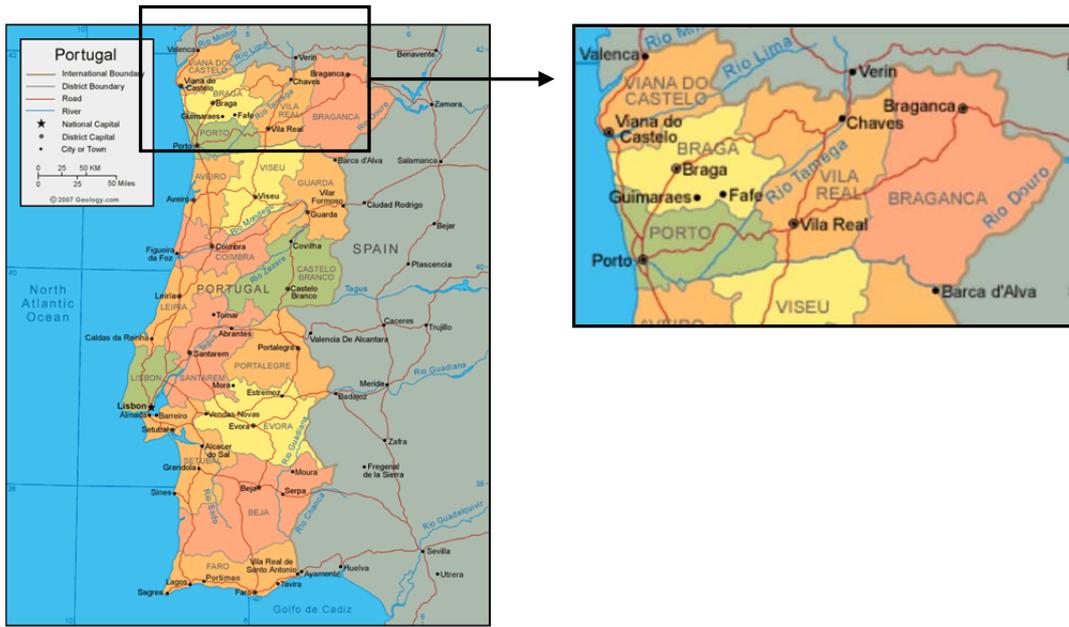


Figure 6.1 – Location of the University, in the North of Portugal and adjacent Spanish regions (<http://geology.com/>)

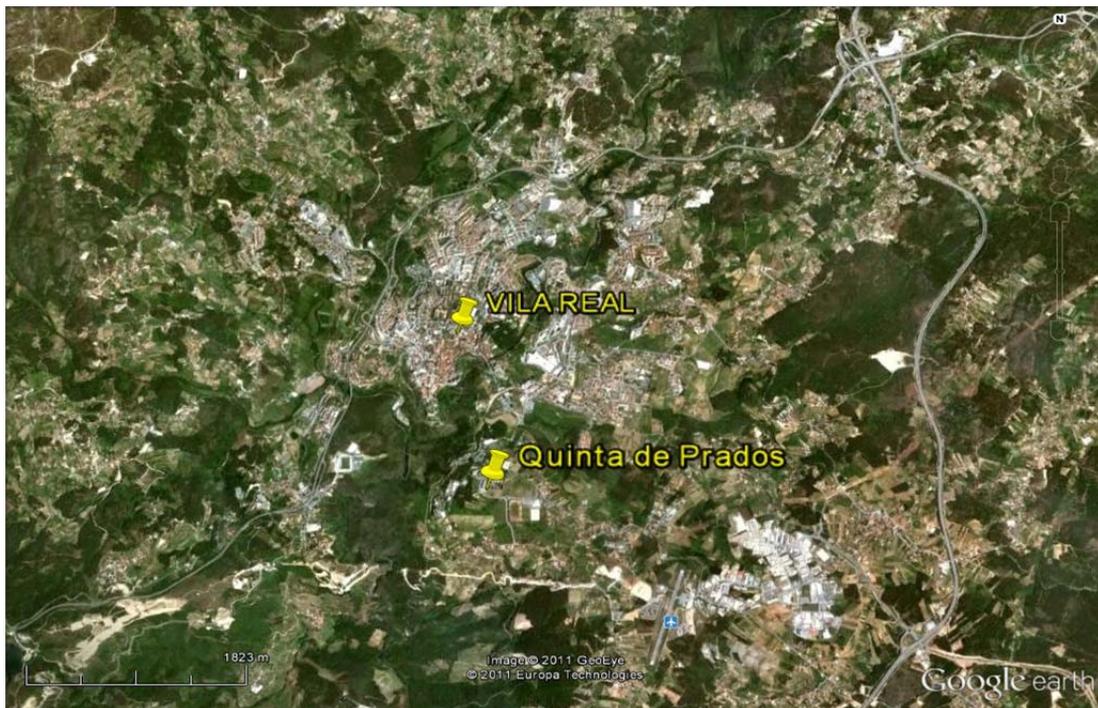


Fig. 6.2 – Campus – Quinta de Prados (Vila Real). The campus, at Quinta de Prados, has an approximate area of 850 000 m<sup>2</sup> (85 ha). Situated on the left bank of the Corgo River, which borders the West and Northwest, the campus is also bordered by National Road 313 in the East. The South is bordered by agricultural land near the village of Folhadela.

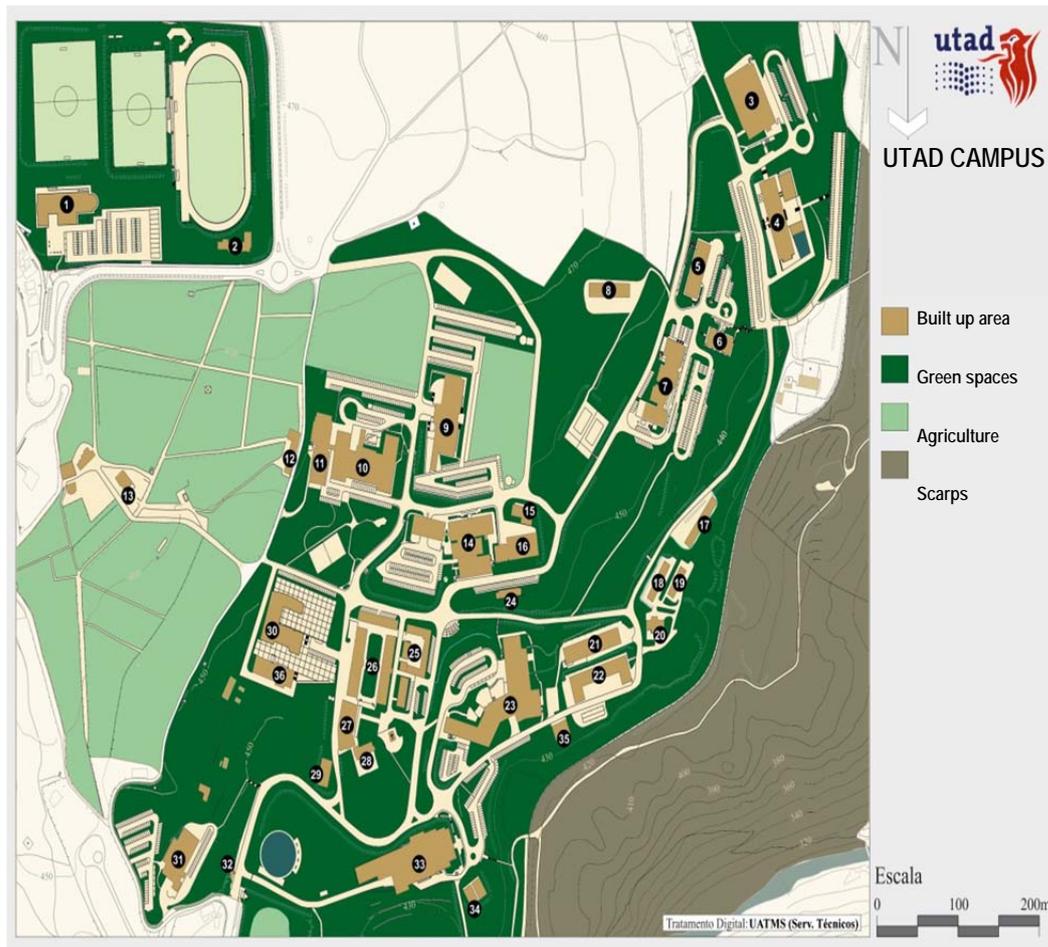


Fig. 6.3 – Quinta de Prados - Campus Orientation, with identification of buildings

- |                            |                                |   |
|----------------------------|--------------------------------|---|
| 1. Support Sports Park     | 13. UATMS (Technical Services) | 25. Stone House Zootechnics             |
| 2. Support Track Athletics | 14. Engineering I              | 26. Pavilions (precarious Area)         |
| 3. Nave of Sports          | 15. Thermal Power Plant        | 27. Pedrinhas (little stones)           |
| 4. Pedagogic Complex       | 16. Engineering Hangar I       | 28. Stone House Bookstore               |
| 5. Rural Engineering       | 17. Aviary                     | 29. Inst. of DEGA (S.T.)                |
| 6. Engineering II          | 18. Piggery -fattening         | <b>30. Veterinary Sciences building</b> |
| 7. Forest Sciences         | 19. Piggery - maternity        | 31. Canteen of Prados                   |
| 8. Seat farm               | 20. Piggery – support unit     | 32. Gatehouse                           |
| 9. Central Library         | 21. Sheep barn                 | <b>33. Veterinary Teaching Hospital</b> |
| 10. Geosciences            | 22. Cowshed                    | 34. Pavilions of Veterinary Hospital    |
| 11. Rectory                | <b>23. Agrarian Sciences</b>   | 35. Carcass study unit                  |
| 12. Oenology               | 24. Botanical Garden (new)     |   |

### 6.1.2. PREMISES USED FOR CLINICS AND HOSPITALIZATION

*The information to be entered in Table 6.1 is the number of animals can be accommodated, not the number of animals used. Certain premises may be used to accommodate different species of animal. If so, the same premises should be entered only once.*

The VTH-UTAD underwent renovation and extension works in 2009, and now covers about 3,864 m<sup>2</sup>. It is partitioned into two kinds of facilities: the main building (Figure. 6.4) where the VTH-UTAD works and another that is only for wildlife animals (Figure. 6.5).

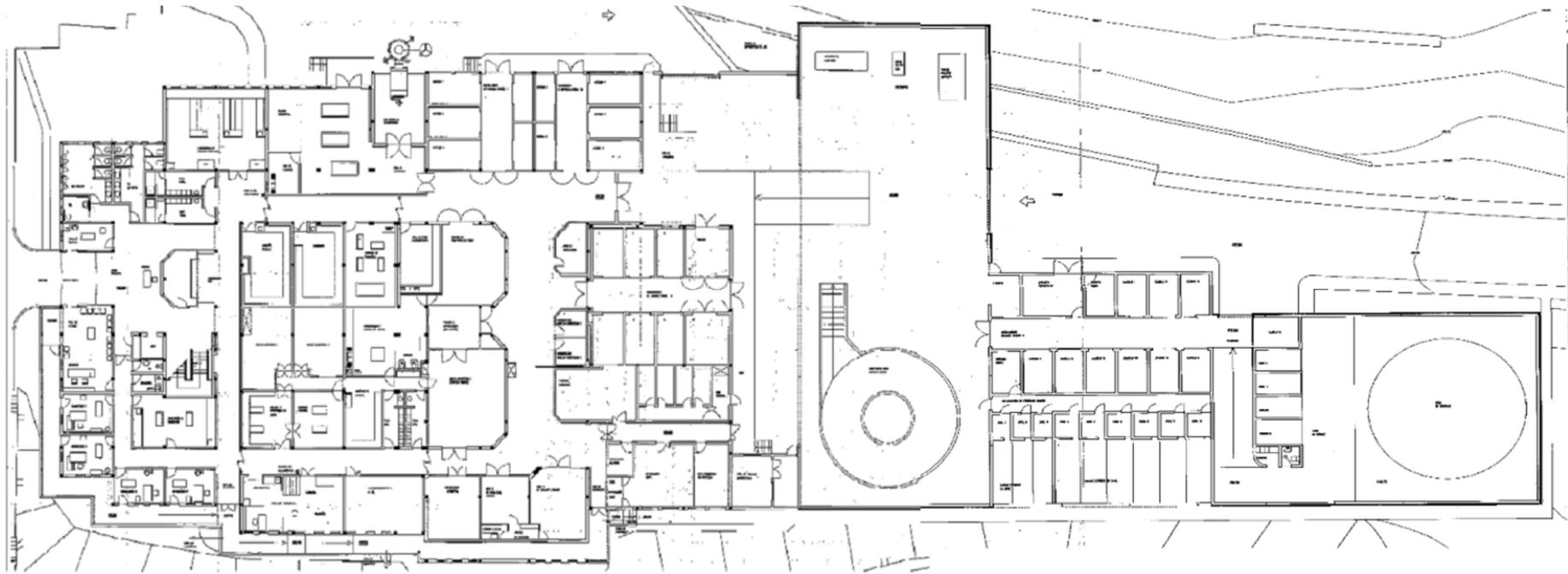


Figure 6.4 – Main VTH-UTAD Building

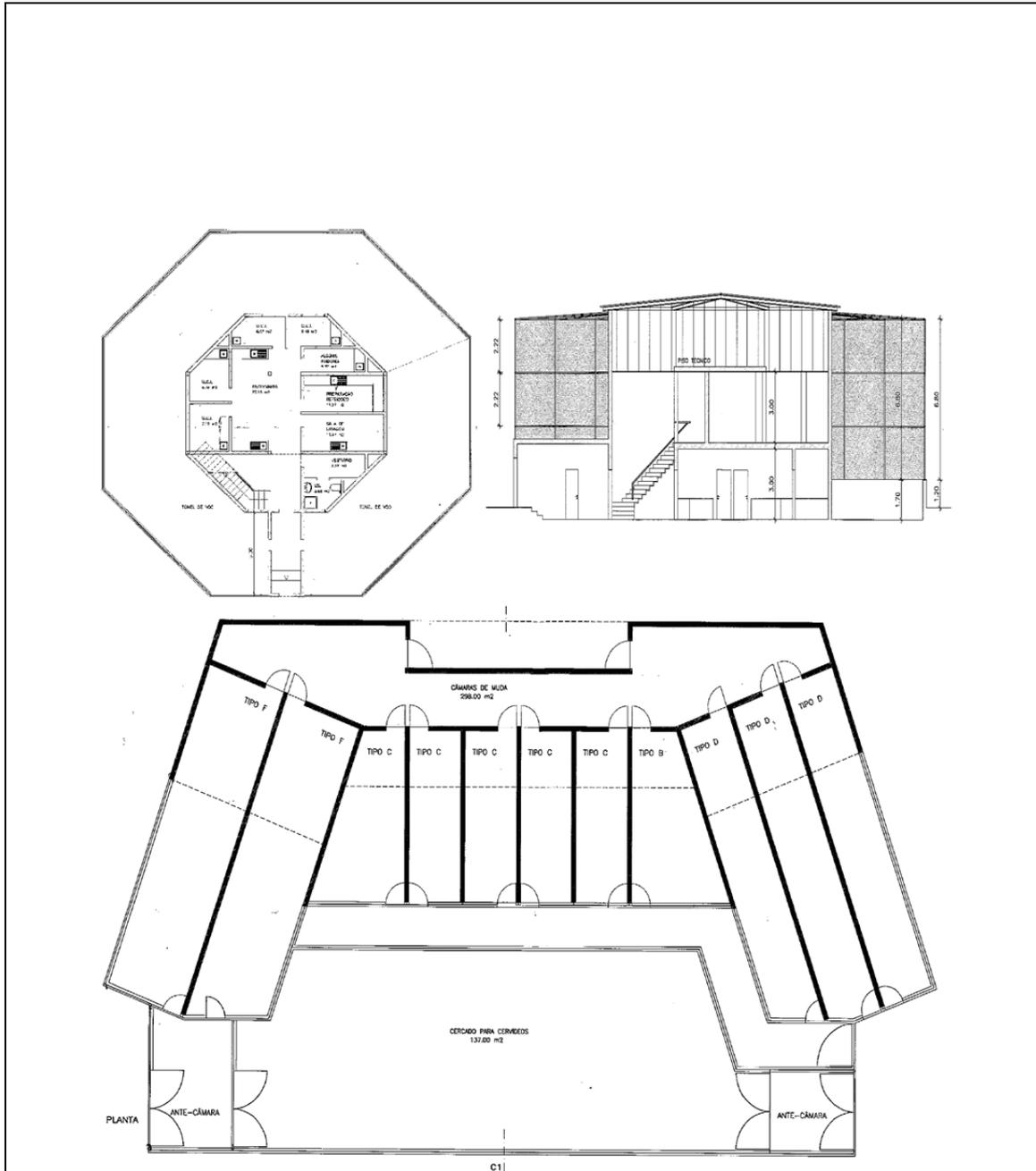


Figure 6.5 – Building for wild animals

The main building has two floors and the VTH-UTAD occupies the ground floor consisting of 4 principal areas: the small/exotic animals area; the livestock and equine area; diagnostic imaging area and the surgery area.

The small/exotic animals area, consist of:

- Four consultation rooms, two with 13.5 m<sup>2</sup>, and another two with 9.9 m<sup>2</sup>.
- One vaccination room with 8.8 m<sup>2</sup>.
- Observation and treatments room with 30.0 m<sup>2</sup>.
- Hospitalisation room for cats with 4.4 m<sup>2</sup>.
- Hospitalisation room for dogs with 36.0 m<sup>2</sup>.
- Intensive care room with 28.0 m<sup>2</sup>.
- Isolation and hospitalisation of suspected animals unit of 19.0 m<sup>2</sup> (temporarily occupying the CT scan room).
- Hospitalisation room for exotic animals with 30.0 m<sup>2</sup>.
- A restroom/ medication preparation room with 15.0 m<sup>2</sup>.

The Livestock and Equine area consists of:

- One consultation room with 13.0 m<sup>2</sup>.
- 15 hospitalisation boxes with 10.0 m<sup>2</sup> and one with 16.0 m<sup>2</sup> for intensive care.
- Isolation and hospitalisation of suspected animals unit with 3 boxes with 10.7 m<sup>2</sup>, and two with 4.3 m<sup>2</sup>.

Diagnostic Imaging area:

- Ultrasound room (in conjunction with observation and treatments room)
- Magnetic resonance room of 26.0 m<sup>2</sup> with a control room of 9.4 m<sup>2</sup> in common with the CT scan room (in equipment)
- CT scan room with 21 m<sup>2</sup> (temporarily occupied with the isolation and hospitalisation of suspected animals unit)
- Rx unit equipped with:
  - Control room with 8.0 m<sup>2</sup>.
  - Small animal room with 19.0 m<sup>2</sup>.
  - Large animal room with 37.5 m<sup>2</sup>.

Surgery area:

- Patient preparation room (trichotomy, premedication, induction of general anaesthesia) with 22.0 m<sup>2</sup>.
- Two major surgery procedures rooms for small animals, one with 31.5 m<sup>2</sup> and other with 24.5 m<sup>2</sup>.
- One small surgery room for small animals with 22.0 m<sup>2</sup>.
- Staff preparation room for surgical procedures with 16.0 m<sup>2</sup>.
- Materials preparation rooms, one for washing, other for disinfection and another for sterilization, with a total of 40.0 m<sup>2</sup>.

- One male locker room with 7.8 m<sup>2</sup>.
- One female locker room with 7.8 m<sup>2</sup>.
- One equine surgical theatre to procedures under general anaesthesia equipped with self-adjustable surgical bed with 51.0 m<sup>2</sup>.
- One induction/recovery room organized with soft padded material on the floor and wall to avoid traumatic injuries with 10.8 m<sup>2</sup>.
- One large animals surgical theatre for standing procedures with 36.5 m<sup>2</sup>.
- One training room for procedures on cadavers with 31.5 m<sup>2</sup>.

Also functioning on this floor are:

- A hydro and physiotherapy unit for small animals (rectangular) with 4x2x1.2 m and another for large animals (circular) with a swimming area 3.4 m wide and 3.0 m deep.
- A riding arena with 225.0 m<sup>2</sup>.
- A necropsy room with 52.0 m<sup>2</sup> equipped with an incinerator.
- A clinical haematological and biochemistry laboratory with 59.0 m<sup>2</sup>.
- A pharmacy / medication store room with 33.5 m<sup>2</sup>.
- A down/up load area for animals and carcasses
- A reception and a waiting room with 30.0 m<sup>2</sup>.
- A medical records archive with 12.0 m<sup>2</sup>.
- A laundry with 11.5 m<sup>2</sup>.
- A rest area equipped with a dining room and a small kitchen with 30.0 m<sup>2</sup>.
- Two snack machines.

On the first floor there is:

- The VTH-UTAD meeting room.
- A seminar room.
- An area for students with internet access.
- A secretariat room.
- A few offices.

The building for wildlife animals facilities is divided into three different buildings:

- Octagonal flying cage where we can find:
  - Flying area with 5 m wide and 8m high.
  - Hospital area with two floors:
    - Ground floor:

- Locker area with 9 m2
- Treatments area with 27 m2.
- Meals preparation area with 11 m2.
- 6 hospitalisation areas with 41 m2.
- First floor:
  - Office area with 42 m2.
- Linear flying area with 26.0 m length, 8 m width and 4 m height.
- Small flight moulting chamber area with 298 m2 and an exterior fence with 137 m2.
- There is also a fence with 2.5 ha for roe deer.

Table 6.1 - Places available for hospitalization and animal to be accommodated

	<b>Species</b>	<b>No. Places</b>
Regular hospitalisation	Cattle	2
	Horses	15 individual boxes 1 intensive care box
	Small ruminants	1 box for 2 small ruminants
	Pigs	1 box for 2 pigs
	Dogs	32 individual cages 15 cages in the intensive care room (dogs and cats)
	Cats	16 individual cages
	Other	Exotic animals: 9 individual cages for reptiles 12 individual cages for birds Wildlife: 25 individual cages 11 small flight moulting chamber 2 large flying cages (1 linear and 1 octagonal)
Isolation facilities	Farm animals and horses	5 individual boxes
	Small animals	18 individual cages
	Other	wildlife animals: 5 individual cages

Table 6.1.1 - Company name, equipment model and type of exam/analysis performed by each equipment been used in the VTH-UTAD

Company	Name	Used for:
Philips	HD3	Abdominal and Cardiac US scans
Leica	M680	Microsurgery and ophthalmology
Leica	Microscopy	Training procedures in microsurgery
Welch-Allyn	767	Otoscopy/ophthalmoscopy
Philips	Optimus 80	x-ray of small, large and wild animals
Trophy	x-ray	Odontology
Henry Schein	Vet ultima 2000	Odontological procedures
Kowa	SI-15-Portable Slit Lamp	Ophthalmology
Heine	Omega 500	Ophthalmoscope
Heine	Head magnifier	Magnification of the surgical field
Reichert	Tono-Pen Vet	Measure of the intraocular pressure
Aesculap	Hilan	Pneumatic drill
Nihon-Kohden	Neuropack	Electromyography
Storz	Flexible endoscope	Small animal flexible endoscopy
Storz	Flexible endoscope	Large animal flexible endoscopy
Storz	Rigid endoscope	Small, exotic and wild animal rigid endoscopy
Fukuda Denshi	Auto Cardiner FCP-145U	Electrocardiography
Bbraun	Infusomat FM	Fluids Infusion
Bbraun	Infusomat Space	Fluids Infusion
Bbraun	Perfusor Compact S	Drugs infusion
Bbraun	Stimuplex	Peripheral nerve block
Athena		Drugs infusion
JSM	Autocave	Sterilize material
	Package machine	Sealing packages
Storz	Protegé	Phacoemulsification
Various brands	Anaesthesia apparatus (4)	Volatile anaesthetic delivering
Datex –Ohmeda	S/5 Avance	Volatile anaesthetic delivering and mechanical ventilation
Hallowell EMC	Tafonius	Volatile anaesthetic delivering and mechanical ventilation (large animals)
Haico	Telgtell	Large Animal Surgery (table)
Datex –Ohmeda	AS/5 Anaesthesia Monitor	Anaesthesia monitoring
HP	Viridia 24	Anaesthesia monitoring
Bbraun	Vet Care	Respiratory and cardiovascular monitoring
Philips	Practix 160	Portable x-ray
Gasin		Suction machine (2)
Duo Huntleigh Vettex	DV2	Doppler Arterial Pressure Measures
Athena	S&W	Anaesthesia monitoring
Valleylab	Force 2	Electrosurgery
EMED	ES 350 Surgilock	Electrosurgery
Synthes	Compact Airdrive II	Pneumatic power tool and saw for surgery
Makita	6019 D	Electrical power tool for surgery
Fujifilm	FCR PRIMA	x-ray digitalization system

### 6.1.3 PREMISES FOR ANIMALS

*Give a description of the facilities for rearing and maintaining normal animals for teaching purposes.*

*If the Faculty has no farm of its own, please explain in the SER the practical arrangements made for teaching such subjects as animal husbandry, herd health, and the techniques of handling production animals.*

At the UTAD campus there are several facilities for rearing and maintaining animals for teaching purposes. These facilities are closely related to the origin of UTAD, back in the 1970's, when the former Trás-os-Montes e Alto Douro Polytechnic Institute was created and its activity was centred on agronomy courses, namely animal production. Part of the current facilities came from the formation of UTAD, meaning that some improvements are needed.

At the moment, UTAD has legal authorization for (number of Livestock Units):

- 46.6 bovine
- 28 ovine plus caprine
- 62.2 swine
- 4.9 poultry
- 10.3 rabbits
- 2.8 equine
- 0.7 wild rabbits

The facilities are structured as following (indications from the map in figure 6.3):

- **Bovine (dairy)** (building 22 on the map)

Places for 40 tie stall cows, milking room with 4 places, milk storage room, young calves room; these facilities are undergoing redevelopment, with financial support already provided (PRODER Ref. 27502); this redevelopment is aimed mainly to improve animal welfare (new roof, open walls to increase ventilation, replacement of tie stall for free stall for 32 cows, ...) and manure management (310 m<sup>2</sup>).

- **Bovine (meat)** (building 21 on the map)

Nearly 300 m<sup>2</sup> in shed 21 is used for male calves and reproductive bulls

- **Sheep and goat** (building 21 on the map)

Nearly 450 m<sup>2</sup> in shed 21 is used for sheep and goat. This shed is complemented with structures for handling, bath and feet treatment.

- **Rabbits** (building 17 on the map and annex open area)

In shed 17, 200 m<sup>2</sup> is used for rabbits (reproduction and growth). There is a pen of 700 m<sup>2</sup> in the open air for wild rabbits.

- **Poultry** (building 17 on the map)

In shed 17, 200 m<sup>2</sup> is used for poultry (hen, chicken and nutrition studies).

- **Swine** (building 18, 19, 20 on the map)

The three sheds (600 m<sup>2</sup>) used for swine includes pens for reproduction, growth, quarantine and health assistance.

- **Equine** (building 25 on the map)

Annex to an old building of the original farm where the university was implemented, where there is a stable for horses, composed by 5 boxes (18 m<sup>2</sup> each) with open air area.

- **Fish** (building 25 in the map and scarps)

Nearly 30 m<sup>2</sup> in annex of building 25 is used for small tanks for fish and preparation of composed foods. In the scarps next to the campus, there are about 30 tanks of variable dimension.

- **Bees** (scarps)

10 hives

- **Nutritional studies for ruminants** (building 22 on the map)
- **Carcass studies unit** (building 35 on the map)
- **Station for manure treatment**

Next to the animal production sheds, to be redeveloped in the short term (PRODER Ref. 27502);

Included in the main building of the VTH-UTAD:

- **Livestock animals and Equines**

Three boxes with 10.7 m<sup>2</sup>, and two with 4.3 m<sup>2</sup>.

- **Dogs and cats**

There is a space (150 m<sup>2</sup>) used for maintaining dogs and cats; the space is organized with 8 cages of 12.0 m<sup>2</sup>

- **Rats and mice**

There is a provisional space (30 m<sup>2</sup>) used for maintaining rats and mice. This space is provisionally approved by the General Direction of Veterinary – Ministry of Agriculture until 2013. After that period (during 2012/2013), these animals will be relocated in the biotherium in the new veterinary sciences building (30 on the map). The approval process of this structure is still in hand.

#### 6.1.4 PREMISES USED FOR THEORETICAL, PRACTICAL AND SUPERVISED TEACHING

*The same room should not be entered under two or more headings, even if it is used, for example, for both practical and supervised work.*

Table 6.2 - Premises for clinical work and student training

Small animals	no. consulting rooms	5
	no. surgical suits	3
Equine and food animals	no. consulting rooms	2
	no. surgical suits	2
Other (specify)	no. consulting room for exotic animals	1

Table 6.3 - Premises for lecturing (usually used for the IMVM)

Hall	Number of places	Hall identification	Building
1	250	Auditorium AS	Agrarian Sciences
2	120	Auditorium	“Pedrinhas”
3	85	N2.01	Agrarian Sciences
4	80	N1.01	Agrarian Sciences
5	80	N1.75	Agrarian Sciences
6	80	N2.07	Agrarian Sciences
7	55	Room 50	“Pedrinhas”
8	49	N2.02	Agrarian Sciences
9	48	N1.21	Agrarian Sciences
10	47	N1.14	Agrarian Sciences
11	36	Room 30	“Pedrinhas”
12	36	N1.33	Agrarian Sciences
13	35	N1.05	Agrarian Sciences
15	30	N1.23	Agrarian Sciences
16	22	N1.20	Agrarian Sciences

Table 6.4 - Premises for group work (NOT APPLICABLE)

No premises are specifically previewed for group work; Students can use the premises indicated in table 6.3 or those in Table 6.5 or the rooms for work group in the central library.

Table 6.5 - Premises for practical work

Hall	No. places	Hall identification		Building
1	35	N0.05	Anatomy	Agrarian Sciences
2	34	N1.16	Biostatistics/Animal Breeding	Agrarian Sciences
3	24	N1.34	Anatomo and Histopathology	Agrarian Sciences
4	18	N2.04	Animal Physiology	Agrarian Sciences
5	20	N2.11	Infectious diseases	Agrarian Sciences

Hall	No. places	Hall identification		Building
6	12	N2.16	Microbiology	Agrarian Sciences
7	12	N2.21	Parasitology	Agrarian Sciences
8	23	N2.31	Anatomo and Histopathology	Agrarian Sciences
9	18	N2.36	Animal Physiology	Agrarian Sciences
10	12	N2.78	Nutrition	Agrarian Sciences
11	30	N3.15	Multipurpose	Agrarian Sciences
12	30	Pav.I D	Semiology	Annex VTH.
13	20	Pav.II E	Pharmacology/toxicology	Annex VTH.
14	30	Room 16	Multipurpose	Pavilion 3
15	20	Room 17	Food Technology/Food Inspection	Pavilion 3
16	30	Room P1	Genetic	Pavilion 1

The halls used for lecturing are equipped with an overhead projector and multimedia projectors. When no multimedia projector is installed in the hall, there are several portable devices available for use. Laboratories are equipped with the basic equipment needed for the practical classes. In some practical classes the equipment available for teaching purposes is complemented with equipment from the research laboratories used when necessary. The research laboratories receive students for preparation of their dissertation or during the practical training III and IV. The Biostatistic/Animal Breeding Laboratory is equipped with computers.

*Please give a briefly description of health and safety measures in place in the premises for practical work and in the laboratories to which undergraduate students have access*

In UTAD, the level of safety of laboratories is closely related to the age of the building. In the Veterinary Hospital, the more recent structure which is already in use, the basic structural safety measures have been implemented. The main corridors are equipped with automatic fire extinguishers and anti-fire doors. Manual fire extinguishers and fire hoses are distributed throughout the building and are clearly identified by specific signs. Emergency exits and routes

are identified at strategic points. Emergency showers and eye washing devices are available near laboratories with a higher risk of biological or chemical contamination.

In Agrarian Sciences, the building where most of the classes take place, the basic structural safety measures are in place (emergency exits, fire extinguishers and hoses, emergency showers and eye washing devices are available in some laboratories) but the signage could be improved.

In the older part of the campus, the structural safety measures are more critical. Manual fire extinguishers and fire hoses are present, but signage could be improved. A number of safety measures are present in laboratories. In the pavilions annexed to the veterinary hospital, the safety measures could to be improved (laboratories in this part of the campus that are to be deactivated in a short time, see 6.1.9).

Almost all the laboratories are equipped with biological and/or chemical hoods to safely manipulate biological or chemical hazardous materials. When the laboratory is not fully equipped with safety equipment, classes are planned so as to avoid the unnecessary exposure of students to hazards (changing the laboratory where the class takes place, or replacing the material of the class by a surrogate non-hazardous material). The anatomy laboratory has a ventilation system for the continuous forced renewal of air.

Use of working clothes is mandatory in the hospital, laboratories, dissection room, slaughterhouses, premises for animals, external farms.

In the first practical lesson in each premise involving risk, clear instructions are presented for the students about the specific safety measures in that premises.

Most of the non-teacher workers in the university have attended professional training on health safety in the last few years, promoted by the University or by their trade union.

#### **6.1.5 DIAGNOSTIC LABORATORIES AND CLINICAL SUPPORT SERVICES**

The University offers several diagnosis services by the following labs: Clinical Haematology and Biochemistry; Histopathology and Anatomical Pathology; Microbiology and Parasitology, as well as several Clinical services.

### **Clinical Haematology and Biochemistry Laboratory**

This laboratory is located on the ground floor of the VTH-UTAD building (59.0 m<sup>2</sup>), providing support for the handling of VTH-UTAD's clinical cases. Four Veterinary teachers with specific skills in veterinary clinical pathology work in this laboratory under a rotation scheme. The lab also has three support staff.

The Laboratory is open Monday through Friday from 9:00 until 17:30, and receives samples mostly from clinicians of the UTAD - VTH. In terms of organization the laboratory is organized into two areas:

- Ordinary period (from 9:00 to 17h30, Monday to Friday, 365 days/year) – Analyses are performed by support staff and validated by one of the teachers.
- After-hours period (from 17h30, nights, holidays and weekends) – Analyses are performed by the veterinary clinicians on duty).

Although there is no physical separation between the ordinary and after-hours area, there is a real division in order to optimize the laboratory routine. The following equipment is available in the Laboratory for analyses: ordinary period (Laser-cyte, Daytona-Fx Randox, Microscope, Coag Dx Analyser Idexx); after-hours period (QBC - Autoreader, Vet-Test, Microscope, i-stat, refractometer).

### **Histology and Anatomical Pathology Laboratory**

The Histology and Anatomical Pathology Laboratory (HAPL) is used for pathology diagnosis supporting VTH-UTAD and veterinarians mainly in the North and Centre of Portugal. The laboratory (approx. 200m<sup>2</sup>) is currently located on the second floor of the Agrarian Sciences building.

Eight veterinary teaching staff with specific skills in pathology and 3 support staff form the laboratory team. Seven of the veterinary teaching staff participate daily, following a weekly service and are responsible for all services: macroscopic description, histological and cytological diagnosis (on HAPL) and necropsies (VTH-UTAD necropsy room). Histochemical specific techniques and immunohistochemistry are also routinely performed. Electron Microscopy analysis is not available in the laboratory, although UTAD has an Electron Microscopic Unit that could be used when required.

The HALP facilities are distributed in different areas: the main working area (two microtomes, a manual microtome and one semi-automatic; a cryostat microtome, an automatic staining machine; an automatic slide mounter; immunohistochemistry horizontal chambers); a cut and

processing room (an automat vacuum tissue processor; an inclusion device and a macroscopic station); a diagnosis and photo room (digital system for acquired images); and an archive room (with archive blocks and slides that is 24 years old); and a cell culture room (laminar flow cabinet, CO2 incubator, inverted microscopic).

### **Medical Microbiology Laboratory**

The Medical Microbiology Laboratory (MML) comprises two main microbiology laboratories (approx. 330.0 m<sup>2</sup> in total) and the Water Environmental Microbiology Laboratory and are currently located on the second floor of the Agrarian Sciences building. The group comprises four veterinary teaching staff with specific skills in microbiology and four support staff. The Laboratory offers veterinary microbiology diagnostic testing and research services to VTH-UTAD, government organizations, private sector, and individuals, mainly in the North and Centre of Portugal.

The facilities of the Microbiology Unit are made up from different laboratories and rooms with specific equipment: Microbiology Laboratory 1, Microbiology Laboratory 2 and Water Environmental Microbiology Laboratory. These laboratories provide diagnostic support in the field of bacteriology, mycology and infectious diseases, and have all basic equipment to perform routine tasks of diagnosis: spectrophotometers, biological safety cabinet, ultrasonic sonicator, electrophoresis apparatus, lyophilizer, fluorescence microscope,

### **Parasitology Laboratory**

The Parasitology Laboratory's team comprises three veterinary teachers with specific skills in parasitology (one of whom is a European Veterinary Parasitology College Diplomate) and one Support staff. The Lab's facilities (one working, one washing and one store room) are currently located on the third floor of the Agrarian Sciences building. The Parasitology Laboratory performs parasitological analyses required by the VTH-UTAD as well as by Veterinarians mainly from northern Portugal.

The Laboratory has all the basic equipment needed for parasitologic diagnosis. The main equipment includes: 1 mini transblot cell, 1 plate spectrophotometer, 1 epifluorescence microscope, 1 vertical electrophoresis pound.

### **Central Clinical support services**

The VTH has three main fields of work: Small Animals Medicine and Surgery; Livestock and Equine Medicine and Surgery and Wild and Exotic Animals. The VTH has one director and three vice-directors chosen by the Rector from among the teaching staff.

The clinical staff is composed by the senior clinical staff: teachers (n= 15) and full-time hired veterinarians support staff (n= 12) and the junior clinical staff: DVM interns (6 in small animals, 3 in Livestock and Equine and 2 in wild and exotic animals) who are in post-graduation training and spend 12 months in clinical rotations among the different services, there are also 11 support staff (that includes 2 administrative staff). In total there are 49 people working in the VTH. The hospital works on a 24h/day and 365 day/year basis, with an after-hours emergency service for all areas. It is organised into several services: internal medicine, surgery (soft tissue and orthopaedics), anaesthesiology, cardiology, diagnostic imaging, neurology, odontology, oncology, dermatology, ophthalmology, intensive care and reproduction that address the needs of all work fields. There is also a mobile unit (pick up van) in the large animal service and another in the wild animal service. To give support to VTH-UTAD's activities, there is an extensive range of equipment (see table 6.1.1). All services aim to give an outstanding service to our clients and referral vets with high quality veterinary medical services and specialised procedures. The first and the second opinion cases come mainly from the Vila Real district, however our field of work extends to the whole of the North and upper Centre regions of Portugal.

#### **6.1.6. SLAUGHTERHOUSE FACILITIES**

Please refer to Chapter 4 (4.1.5)

#### **6.1.7. FOODSTUFF PROCESSING UNIT**

At the moment there is a small pilot plant for meat products (machines for mixing, stuffing, cooking, smoker, dry-controlled) in the multipurpose Food Technology Laboratory in Pavilion 3. In this unit it is possible to prepare almost all types of meat products. Regularly during the practical classes students prepare cooked products and dry cured products. The processing of dairy products is also made in classes, but without the most appropriate equipment for the purpose. The lack of a pasteurizer for milk is the main problem. There are practical classes in yogurt, cheese and butter processing, prepared with milk heated by discontinuous pasteurization in a water bath, or with raw materials acquired that are already pasteurized.

### 6.1.8. WASTE MANAGEMENT

*Briefly describe the system and equipment used for disposing of waste material, cadavers carcasses, biological waste of different types, excreta, etc.*

UTAD has two main strategies for disposing of hazardous waste. In the Veterinary hospital there is an incinerator to eliminate cadavers, organs or other excised parts of animals. Bovine and small ruminant carcasses are collected by a specialized company under the national program to control transmissible encephalopathies “*Sistema de Recolha de Cadáveres de Animais Mortos na Exploração*” (SIRCA) – System for collecting cadavers of dead animals, pursuant to [Regulation \(CE\) no. 1069/2009](#). This system is coordinated by the Veterinary Directorate of the Ministry of Agriculture.

The hazardous waste produced by the laboratories is collected by specialized companies. The contractual agreements and internal procedures are coordinated by the Pro-Rector for Buildings, Environment and Safety of UTAD. There are containers to separately collect:

- 1. Biological waste
- 2. Drugs
- 3. Sharp and contaminated instruments
- 4. Toxic and hazardous chemical waste

The collection of wastes 1, 2 and 3 is made by the company AMBIMED. Each user (laboratory, hospital) requests the necessary number of containers from UTAD’s internal services. When they are full, they are collected by an UTAD employee, and stored in a specific shed on the edge of the campus. Every 15 days the containers are collected from the University by AMBIMED. The waste 3 is collected by the company RRI and Palmiresíduos, respectively. These have a similar internal protocol; the collection from the university is made on request.

All the residues produced in UTAD and collected by specialized companies must be notified to the Portuguese Agency of the Environment, through a web application SIRAPA.

### 6.1.9. FUTURE CHANGES

In the near future, the precarious laboratories in pavilions 2 and 3 will be deactivated. The food technology and food inspection classes will migrate to the new laboratories in the new building (30 on the map). There, large and safe laboratories will be available for practical food hygiene and food technology classes. The construction of the building is finished, and at the moment the furniture is in the acquisition phase. These laboratories are expected to close during 2012/2013.

In new building there is a Biotherium. Rats and mice currently in the Veterinary Hospital will be moved to these premises.

## 6.2. COMMENTS

- *Comment on the adequacy of the buildings in general for undergraduate teaching.*

In general, the premises available for teaching are adequate. Some improvements can be made, namely related with the safety in laboratories and comfort in halls.

- *Comment on the adequacy of the equipment in general for undergraduate teaching.*

The equipment in the veterinary hospital is mostly recent (see Table 6.1.1). It is adequate for teaching. New equipment is in the acquisition phase, namely:

- Two radiolucent surgical tables;
- One anaesthesia machine with ventilation and hemodynamic and gas monitoring;
- One anaesthesia machine with ventilation;
- Two anaesthesia machines without ventilation;
- Two hemodynamic and gases monitors;
- Two portable oximetry and capnography monitors;
- One cardiopulmonar resuscitation device;
- Two roof surgical lamps with camera;
- Three surgical floor lamps;
- Six observation lamps;
- Two ultrasound equipments for cardiac and general procedures;
- One fluoroscopy device.

We are also preparing a process to be submitted for QREN funds for the acquisition of a magnetic resonance device and a computed tomography device.

In general, the laboratory equipment suits the function. In the near future some equipment will need to be replaced.

Computer-assisted interactive learning methods will be useful for students who work in clinical environments. There is a hall available in the Veterinary Hospital for this purpose, but it must be equipped.

- *Comment on the maintenance of the buildings and equipments.*

The maintenance of the buildings is performed by technical staff of the University, or, when necessary, by external professionals. The main building where the IMVM students have classes (agrarian sciences) is over 20 years old. A general restoration of the building is desired, but given the economic situation of the University, it will not be possible in the near future. The old “Pedrinhas” building, although emblematic in the university as it is the oldest part of the Campus, should be restored to improve the level of comfort of the classrooms.

Equipment maintenance is performed under contract with specialized companies. Part of the maintenance, particularly of old equipment, is made by UTAD’s technicians.

## CHAPTER 7. – ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

### 7.1. FACTUAL INFORMATION

#### 7.1.1. ANATOMY

*Indicate the materials that are used in practical anatomical training and how these are obtained and stored*

Materials used in practical anatomical training are presented in Table 7.1.

Table 7.1 - Material used in practical anatomical training

	Dog		Ruminant *		equine		other
	11/12	10/11	11/12	10/11	11/12	10/11	11/12
<b>Live animals</b>	0	0	0	0	0	0	0
<b>Cadavers</b>	12	16	0	0	0	0	8
<b>specimen</b>	12	16	16	16	8	8	8
<b>Other</b>	0	0	0		0	0	Pig and chicken
<b>ultrasound</b>	0	0	0	0	0	0	0
<b>computed assisted teaching</b>	For MRI, CT	For MRI, CT	0	0	0	0	0

**Specimen figures** exposed refer to the number of specimen of **each** organ used (ex. 8 livers, 8 hearts, 8 lungs, and others...). \* Cattle, sheep and goat. MRI – magnetic resonance imaging; CT – Computerised tomography scan.

Specimens used in practical anatomical training are the following:

- dog fixed cadavers, including specimens;
- for ruminants, equines and other (swine): lungs, heart, liver, spleen, genital organs, digestive tract;
- for equines only: fore and hind-limbs;
- cadavers of wild species.

Dog cadavers are obtained from public kennels. Wildlife cadavers are obtained from zoological parks and VTH-UTAD, and other specimens are also obtained from slaughterhouses on the basis of agreements. Both are transported to the University with a UTAD vehicle, which is made available for that purpose.

All the material used is properly stored in the refrigerated chamber and in freezers, located in the Veterinary Anatomy Laboratory dissection room. In addition, complete series of bones and skeletons of several domestic species are available at the Veterinary Museum (adjacent to the dissection room).

### 7.1.2. PATHOLOGY

*Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material*

Table 7.2 a shows the number of necropsies performed over the past three years by teachers and pathologists of the Histology and Anatomic Pathology Laboratory.

Table 7.2.a - Number of necropsies over the last 3 years

Species		Number of necropsies			Average
		2011/2012	2010/2011	2009/2010	
Food-producing animals;	Cattle *	10	11	11	58 (without fish) or 168 (with fish)*
	Small ruminants	22	29	20	
	Pigs *	15	25	30	
	Other farm animals Fish Ostrich	91	163	77 1	
Equine		12	10	11	11
Poultry		74	27	113	122,66
Rabbits		92	9	63	
Companion animal/exotic	Dogs	44	67	84	128
	Cats	11	28	33	
	other (indicate species): Mice, rats and hamsters	5	13	28	
	Cage birds (psitacine birds and passerine birds)	9	33	23	
	Marsupials	0	0	2	
	Turtles	0	1	1	
	Snakes	0	0	1	
	Iguanas	0	1	1	

**\*This average was calculated with and without fish necropsies.**

Table 7.2a shows the number of necropsies performed over the past three years by teachers and pathologists of the Histology and Anatomic Pathology Laboratory.

Cadavers examined at the Pathological Anatomy section originate from the VTH-UTAD, outside private clinics and farms, zoological and natural parks. Animals from UTAD research projects that include post mortem examinations are also included (fish, rabbits and poultry).

A multidisciplinary approach to necropsies can include involvement of Microbiology, Parasitology and Toxicology in order to obtain a diagnosis. The rules of collection of samples are also addressed and students also collect samples for additional exams for histology

purposes. In some cases fresh material is also collected and cut into a cryostat, allowing rapid diagnosis.

In cattle and pigs, the students also observe organs or organ fragments sent by practitioners who perform necropsies (not recorded in the table) and sometimes slaughterhouse material (e.g. lung) that in case of ruminants it is restricted due to Portuguese law related to transmissible spongiform encephalopathies.

Practical histopathology sessions are given with formalin-fixed paraffin-embedded tissues coming from necropsies and from the histopathology diagnostic service.

Additional sources for the teaching of necropsies are wildlife cadavers, mostly conveyed by VTH-UTAD and competent authorities, specifically 132 animals in year n (2011-2012), 165 in year n-1 (2010-2011) and 111 in year n-2 (2009-2010), with an average of 136 animals. These included ferrets, salamanders, wild boar, deer, birds of prey (falconiformes and stringiformes - falcons, eagles, and owls), other wild birds, tortoise, genet, otter, badger and others. Also under a cooperation protocol between UTAD and Maia Zoo a lion and a hippo were also necropsied during this period.

### 7.1.3. ANIMAL PRODUCTION

*Indicate the availability of food-producing animals for the practical teaching of students a) on the site of the institution;*

Food-producing animals and horses currently available in UTAD's facilities are indicated in table 7.2.b. The Food-producing animals' and horses facilities are presented in the UTAD campus and can easily be reached by small groups of students to perform practical activity. In these facilities IMVM students perform practical training in the following areas:

- Farm and animal production management
- Morphological evaluation
- Nutrition
- Reproduction
- Ethology and animal welfare
- Bio-security and disease risk factors
- Preventive medicine
- Medicine and Surgery
- Infectious disease

Table 7.2.b - Number of food-producing animals in UTAD's campus

Species		Number of animals
Poultry	Hen	400
	Chicken	480
Rabbits		80
Pigs	Sow	35
	Boars	4
	Offspring	Sold at 30/40 days or latter at 100/110 kg of live weight
Small ruminants - ovine	Ewe	42 "Churra da Terra Quente"
		31 Ille de France
	Ram	20 "Churra da Terra Quente"
		20 Ille de France
	Offspring	1 delivery/year
Small ruminants - caprine	Goat	45
	Male	2
	Offspring	1 delivery/year
Horses		9
Cattle (2012)	Meat crossbreed	6
	Fistulated	2
	Mirandesa	1
	Maronesa	2
	Holstein Frisia	10 (18 in 2011; 25 in 2010)
Fish	Mainly Carp ( <i>Cyprinus carpio</i> ), Tilapia ( <i>Oreochromis niloticus</i> ), Trout ( <i>Onchorhynchus mykiss</i> )	Around 30 tanks with variable number (2000 to 3000) of fish

*Indicate the availability of food-producing animals for the practical teaching of students b) on other sites to which the institution has access.*

Under specific agreements with UTAD, external food-production facilities and farms are available offering students the opportunity to enhance their practical activities and to apply knowledge acquired during the training performed at the University Farms. These visits are tutored by teachers in external practical classes of some curricular units, namely:

- Poultry, rabbit and swine medicine
- Poultry herd (150 000 poultry) - Carvalhal- S. Pedro do Sul

- Hen farm (600 laying hens) – Vila Real
- Rabbit farm (2 500 females) – Mirandela
  
- Preventive Veterinary Medicine
- - Stables for horses (equestrian centre) - Vila Real

Additionally, external clinical classes are available (Ruminants Medicine and Surgery; Clinical Traineeship V and VI) in animal farms where groups of 8 students per class may follow the teacher during clinical practice.

#### **7.1.4. FOOD HYGIENE/PUBLIC HEALTH**

*Indicate the availability of farm animals and products of animal origin for the practical teaching of students in veterinary public health, food hygiene, inspection and technology.*

In the IMVM – UTAD curriculum, practical training in food inspection is developed in the Food Hygiene and Inspection I and II curricular units in the 5<sup>th</sup> year, when students can carry out external practical classes, for instance in slaughterhouses, fish markets, canteens, as was previously described in the tables in chapter 4.1.5 (please refer to the tables).

In addition, students can carry work in food hygiene, inspection and technology in UTAD's laboratory practical classes (please see 4.1.5. and 6.1.7.). This practical work includes the handling of products of animal origin like raw meat (bought in local food stores), meat products (some bought in local food stores and others produced in the laboratory – please see chap. 6.1.7.), eggs (from UTAD's hen farm), milk (from UTAD's cattle farm) and fish (bought in the local fish market).

#### **7.1.5. CONSULTATIONS AND PATIENT FLOW SERVICES**

##### **7.1.5.1 CONSULTATION**

*State the number of weeks, in the course of the year, during which the clinics are open.*

*State the number of consultation days each week.*

*State the consultation hours*

The VTH-UTAD is open 24 hours a day, all year round in all the three main areas of work: Companion Animals; Livestock and Equines; and Wildlife and Exotic animals. The general consultations are open from Monday to Friday from 10.00 to 19.30. The emergency timetable is from 19.30 to 10.00.

The emergency, intensive care and hospitalization services are open 24 hours a day, 7 days a week.

### 7.1.5.2 PATIENT FLOW

*The number of animals to be stated are for all disciplines combined (medicine, surgery, reproduction, etc.). In Table 7.3 only animals coming into the Faculty should be included. Animals studied in practical teaching outside the Faculty should be entered in the section entitled "Ambulatory Clinic" (Table 7.4).*

*The term "consultation" refers to those patients which come in and go out during daily consultation hours. "Hospitalisation" refers to those patients which are retained in the clinic as "in patients" following presentation.*

The number of cases received for consultation and Hospitalized in the VTH - UTAD in the past three years is presented in table 7.3.

Table 7.3 - Number of cases: a) received for consultation, and b) Hospitalized in the Hospital in the past three years

Species		Number of cases						Average
		Year 2011/2012*		Year 2010/2011		Year 2009/2010		
		a	b	a	b	a	b	
Food producing	Bovine	#	#	#	#	#	#	#
	Ovine, Caprine	#	#	#	#	#	#	
	Porcine	#	#	#	#	#	#	
	Other farm animals**	#	#	#	#	#	#	
Equine		120	44	136	58	92	36	116
Poultry		#	#	#	#	#	#	#
Rabbits		#	#	#	#	#	#	
Companion animals/exotic	Canine	2997	719	3426	822	3097	836	4113
	Feline	873	210	862	207	641	173	
	Other**	182	109	183	121	77	63	
Wildlife		208	204	206	196	196	190	203

\*\* - The species mainly seen in the exotic service are psitacids, turtles, rabbits, chinchillas, rats and guinea pigs.

# - Due to the economic crisis and the legal restriction of farm animal transportation implemented after the Bovine Spongiform Encephalopathy problem, almost no farm animals have been seen and hospitalized in the VTH-UTAD.

### 7.1.6 VEHICLES FOR ANIMAL TRANSPORT

*State the number and nature of the Faculty vehicles that can be used to bring sick animals to the clinics.*

The VTH-UTAD has 1 4x4 vehicle pick up and 1 trailer for transportation of equines and farm animals and another 4x4 pick up for the transportation of wild animals.

### 7.1.7 ON-CALL EMERGENCY SERVICE

*Outline what emergency service is available (full-time, 24 h service, ON-CALL or 8-22 h duty) and discriminate for species.*

In all the three main areas of work, the VTH provides a 24 hour a day, 7 days a week emergency service in which we have an intern present at the VTH and at least one senior Veterinarian in prevention (for each area).

<http://www.utad.pt/vPT/Area2/OutrasUnidades/HospitalVeterinario/Paginas/hvutad-home.aspx>

### 7.1.8 ON-FARM TEACHING AND OUTSIDE PATIENT CARE

#### 7.1.8.1 AMBULATORY (MOBILE) CLINIC

*The Ambulatory (Mobile) Clinic is defined as a unit which provides on-call outside services to farms and other institutions and is generally operated on a commercial basis.*

- *State the number of hours of operation per week. Is emergency service provided 24 h/day, 365 days per year? What is the degree of student participation (include duties)?*

The Ambulatory (Mobile) Clinic works an average of 40h/week and provides on-call outside services to farms and other institutions and is generally operated on a commercial basis. The emergency service is provided 24 h/day, 365 days per year. Students participate in the service in the Clinical Traineeship V and VI, in the voluntary service and during the period of practical training for the master dissertation (when appropriate).

- State the number, the type and the seating capacity of the vehicles used to transport students working in the ambulatory (mobile) clinic.

There is one vehicle, a 4X4 pick-up, with capacity for transporting 5 persons.

- State the approximate number of sick animals (specify cattle, swine, equine, poultry or small ruminants, others) seen by the ambulatory clinic per year during the past three years (Table 7.4).
- State the average number of visits in a year made by the ambulatory clinic to farms and other institutions.

The average number of visits in a year made by the ambulatory clinic to farms and other institutions reaches up to 200.

Table 7.4a - Number of cases seen by the ambulatory (mobile clinics) in the past three years

Species		Number of cases			Average
		Year 2011/2012	Year 2010/2011	Year 2009/2010	
Food producing	Cattle	458	300	336	717
	Small ruminants	247	244	197	
	Pigs	126	119	115	
	Other farm animals**	6	2	-	
Poultry (no of flocks)		-	2	1	2
Rabbits (no production units)		1	-	2	
Equine		143	148	226	172
Other		n/a	n/a	n/a	n/a

\*\* - The main species seen are mules.

#### 7.1.8.2 OTHER ON FARM SERVICES AND OUTSIDE TEACHING

*If there is no on duty Ambulatory (Mobile) clinic, a Faculty may have defined contracts with farms or other institutions to allow for outside teaching and patient care. Similarly, a Faculty may provide herd-health services.*

*Please indicate if and to what extent this applies to your Faculty. If applicable please provide no. of patients seen on outside teaching*

Table 7.4b - Number of cases seen on outside teaching in the past three years.

- Not applicable.

### 7.1.9 OTHER INFORMATION

*Indicate any notable additional outside sources of material for clinical training purposes, such as animal charities, animals awaiting slaughter, etc.*

#### **Small animals**

There is an agreement with the OMV (Veterinarian Portuguese Order) for the VTH-UTAD to be able to participate, pro bono, in stray dogs and cats neutering campaigns.

Several hospitals and clinics from the Northern Portugal which need services that UTAD's hospital offers send us referrals and second opinion cases. On the UTAD website there is a form available for that purpose.

<http://www.utad.pt/vPT/Area2/OutrasUnidades/HospitalVeterinario/Paginas/hvutad-home.aspx>

#### **Equines**

There is an agreement with the AEPGA (Portuguese Association for Study and Protection of Miranda Donkeys), an autochthonous donkey breed protection association, in which all animals inscribed in the association and needing specialized medical care may come to the VTH-UTAD.

#### **Wild animals**

There is another agreement with the SEPNA (Nature and Environment Protection Service of Portuguese National Guard). All wounded or injured wild animals and illegal captive animals are transported to the VTH-UTAD for their rehabilitation and later release into nature.

Also, all animal suspected of being poisoned with environmental impact poisons are transported to VTH-UTAD by SEPNA. <http://www.antidoto-portugal.org/portal/PT/41/default.aspx>

Also the VTH-UTAD has a protocol of cooperation with several institutions (National Authority for Forests, the Municipality of Lamego, parish council of Lalim, and the Association for Iberian Wolf Conservation in the Freita, Arada e Montemuro mountains) for the implementation of reproduction in captivity of roe deer within fences.

Moreover, there is a protocol between the Histology and Anatomic Pathology Laboratory and Maia Zoological Park for the reception of organ samples and cadavers.

*Indicate how the level of clinical service that is offered by the Faculty (in small companion animals, equines and production animals) compares with outside practices in terms of facilities, hours of service, equipment, expertise, responsiveness, etc.*

For most of the services offered by the VTH-UTAD, and considering the average among Portuguese hospitals and clinics, we have a great variety of services and high quality equipment. Furthermore, the equipment that is now in the process of acquisition will reinforce this. VTH-UTAD's clinical staff has a good level of expertise and now we have a Diplomate of the European College of Veterinary Parasitology and two persons who have completed their residence in the European College of Veterinary Neurology and the European College of Veterinary Anaesthesia and Analgesia. Currently we are the only Portuguese institution that has an internship program in our three main work fields (Small animals, Livestock animals and Equines and Wildlife and exotic animals). Regarding the schedule, the emergency and hospitalization services, the service offered is available for longer hours when compared to the majority of hospitals and clinics.

### **Wild animals**

All important aspects of wild animal medicine and surgery are available in the VTH-UTAD, namely: 24h service, emergency and intensive care, imaging diagnostics (Rx, endoscopy ultrasound), surgery (orthopaedics and soft tissues) physiotherapy with the dedicated structure of the octagonal flying cage, flight moulting chambers, reintroduction of wild animals to their natural environment by a dedicated team and equipment.

With regard to surgery and emergency / intensive care, we are the only centre in our country with advanced life monitoring assistance.

The two flying tunnel allow advanced physiotherapy. The octagonal (round) tunnel is the only like structure in Portugal. There is a new protocol with the Municipality of Boticas where their biodiversity park contains a flying tunnel that only VTH-UTAD may use. This tunnel is the biggest in our country (100 x 20m).

For wildlife animals' medicine and surgery there is available a team of 4 dedicated full-time expertise veterinarians, supported by all VTH-UTAD staff, facilities and equipment.

*Provide an indication in percentage terms of the proportion of cases that are primary (i.e. first opinion), and referrals (provide a breakdown by species, if helpful). If the Faculty has a particular aim or policy as regards this mix, describe it.*

In small animals the percentage of referrals/second opinion cases and advisory services is 5%, if we consider the total number of cases seen. When considering the neurology or odontology services this number can reach up to 20%. In Livestock animals and equines this number is 15%.

It is a VTH-UTAD goal to increase referrals and second opinion cases. In order to achieve this goal, in the current year we started a number technical / scientific meetings with the private

practitioners of our area of influence with the main objective of strengthening bonds of cooperation. This strategy allows us to enhance the teaching of the most common clinical cases and referrals without interfering with the private practitioners.

*Indicate what areas of clinical specialisation are covered, and the extent of the coverage (for example, a veterinarian with a particular specialisation may see patients in the clinic for one day a week, 3 afternoons, etc.).*

The VTH-UTAD has different services covering internal medicine, surgery (orthopaedics and soft tissues) anaesthesiology, neurology, oncology, odontology, dermatology, cardiology, ophthalmology, reproduction diagnostic imaging, and emergency and intensive care, Livestock and Equines and Wildlife animals Medicine and surgery (see please chap. 6).

The VTH-UTAD schedule is already shown in 7.1.5.1. The hospital is now undergoing a reorganization process. The practitioner responsible for the different services attends the cases whenever it is needed according to their possibilities with no scheduled hours.

*Indicate the relationship the Faculty has with outside practitioners (in small companion animals, equines and production animals) in terms of matters such as referral work, providing diagnostic or advisory services for private practitioners, practitioners participating in teaching, holiday or 'seeing practice' work for students, feedback on the level of clinical training. Describe (if applicable) any other relationships with outside organisations that are routinely used to provide students with training (in particular practical training) in other clinical subjects (e.g. pathology work, interaction with state veterinary work).*

The relationship with private practitioners has been fruitful. Experienced practitioners are often invited to participate in learning activities such as lectures, seminars or workshops. The feedback on the level of clinical training is given mainly when practitioners are enrolled in the students' dissertation work.

*Provide an outline of the administrative system(s) used for the patients, e.g. in terms of how case records are kept, how data are retrieved, whether systems are centralised, etc.*

Until nowadays all medical records were kept on paper and for that we have an archive room. At the time of elaboration of this document we are implementing a customized database (QVET). This software allows all the analytical results, images and documents to be included in the patient's clinical history. At the time of the first arrival at the VTH-UTAD all patient and owner data are recorded and a medical history file is opened.

There are 12 computers in all hospital connected to this network, sharing the database which allows access to patient information in each point.

### 7.1.10 Ratios

See the section 'Main Indicators' in **Annex Ia** for the figures needed for calculating ratios. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

Animals available for clinical training as ratio of the number of students in last full year of clinical training is presented in Table 7.5.

Table 7.5 - Animals available for clinical training (in the clinics of the Faculty or seen through the Ambulatory clinic) as ratio of the number of students in last full year of clinical training

	DENOMINATOR
R11 * $\frac{\text{no. of students graduating annually}^{a)}}{\text{no. of food – producing animals seen at Faculty}^{1)}$	#
R12 $\frac{\text{no. of students graduating annually}^{a)}}{\text{no. of individual food – animal consultations outside the Faculty}^{2)3)}} = \frac{50}{717} = \frac{1}{14.34}$	<b>14.34</b>
R13 $\frac{\text{no. of students graduating annually}^{a)}}{\text{number of herd health visits}^{3)4)}} = \frac{50}{35} = \frac{1}{0.7}$	<b>0.7</b>
R14 * $\frac{\text{no. of students graduating annually}^{a)}}{\text{no. of equine cases}^{1)}} = \frac{50}{288} = \frac{1}{5.76}$	<b>5.76</b>
R15 $\frac{\text{no. of students graduating annually}^{a)}}{\text{no. of poultry/rabbit cases}^{1)}} =$	#
R16 $\frac{\text{no. of students graduating annually}^{a)}}{\text{no. of companion animals}^{1)} \text{ seen at Faculty}} = \frac{50}{4113} = \frac{1}{82.26}$	<b>82.26</b>
R17 $\frac{\text{no. of students graduating annually}^{a)}}{\text{poultry (flocks)/rabbits (production units) seen}^{2)3)}} = \frac{50}{2} = \frac{1}{0.04}$	<b>0.04</b>
RWMS: $\frac{\text{no. of students graduating annually}^{a)}}{\text{no. of wildlife animals}^{1)} \text{ seen at faculty}} = \frac{50}{203} = \frac{1}{4.06}$	<b>4.06</b>

\*Calculated with sum of the numbers of table 7.3 and 7.4a

# - Due to the absence of data, there was no calculation of the ratio (see table 3).

Animals available for necropsy are presented in Table 7.6.

Table 7.6 - Animals available for necropsy

	DENOMINATOR
R18a $\frac{\text{no. of students graduating annually}^a)}{\text{no. of necropsies food producing animals + equines}} = \frac{50}{69} = \frac{1}{1.38}$	<b>1.38</b> (without fish)
R18b $\frac{\text{no. of students graduating annually}^a)}{\text{no. of necropsies food producing animals + equines}} = \frac{50}{179} = \frac{1}{3.59}$	<b>3.59</b> (with Fish)
R19 $\frac{\text{no. of students graduating annually}^a)}{\text{no. of poultry/rabbits}^1)} = \frac{50}{122} = \frac{1}{2.44}$	<b>2.44</b>
R20 $\frac{\text{no. of students graduating annually}^a)}{\text{necropsies companion animals}^1)} = \frac{50}{128} = \frac{1}{2.56}$	<b>2.56</b>
RWN $\frac{\text{no. of students graduating annually}^a)}{\text{necropsies wildlife}} = \frac{50}{136} = \frac{1}{2.72}$	<b>2.72</b>

### 7.1.11 OTHER SPECIES

*Indicate how the Faculty deals with fish and other food producing species.*

Besides specific training in fish inspection, the IMVM-UTAD curriculum provides training in fish production in the Animal Production traineeship curricular unit. Additionally, students may improve training in fish production in the optional curricular unit “Aquaculture”. Furthermore, mostly of the fish tank facilities in the UTAD are used for research projects that allow the use of animals for necropsies and practical classes. This could be limited by the scheduling of the research project.

### 7.2 COMMENTS

*Feel free to comment on all data provided in this Chapter.*

Based on (general) compliance with the EAEVE ratios, it can be commented that an adequate number of animals and amount of teaching material of animal origin are available to students.

However, it is important to state that although the renovation and extension works of the VTH-UTAD were considered to be completed in May of 2009, there are still some issues pending, namely equipment and technical problems that have still not been resolved. This means that VTH-UTAD is still not working to full capacity. We assume that the resolution of these problems might improve the quality of the services and increase the number all of cases seen as well as the number of referrals and second opinion cases.

*Comment on major developments in the clinical services, now and in the near future.*

The major developments were in terms of better and bigger facilities, more and better qualified staff, development of more working areas that lead to an improvement of the quality of services and number of cases seen. Once more, one of the main achievements was in the wildlife field due to the creation of specific facilities.

*Comment on local conditions or circumstances that might influence the ratios in tables 7.5 and 7.6.*

Some weaknesses are found in R11 (food-producing animals seen at the hospital), R15 (Poultry and Rabbit cases seen at the hospital) and R17 (Poultry flocks/ rabbits – production units). This is mainly due to legal and economic constraints as was previously described. A great effort has been made by the teaching and clinical staff to reach the reported numbers and further effort will be necessary to maintain them in future years, and improve them where indicated. Please see suggestions

The number of necropsies performed on poultry is high. However, because the majority of these animals belong to clinical trials, the date of slaughter is not always compatible with the classes.

In this chapter two new ratios were introduced: RWMS (Wildlife Medicine and Surgery ratio) and RWN (Wildlife Necropsies ratio). These two new ratios were introduced to emphasize the importance that wildlife subjects have in the clinical activity in the VTH-UTAD, supporting the adequate practical training of the students, as well as research activities.

### 7.3 Suggestions

*If the denominators in tables 7.5 and 7.6 for your Faculty are not meeting the range as indicated in Annex I, **Supplement A**, what can be done to improve these ratios?*

We would like to improve the number of external classes involving poultry, rabbits, and herds, but due to strict security policy, these visits are limited. For this reason, in order to improve R17 the most important measure that could be proposed is to create formal agreements with farms

and their veterinarians to allow students to have contact with these matters. The extra-mural work suggested in chapter 4 might help to improve this ratio.

Concerning ratios 11 and 15, they are very difficult to achieve because of unfavourable legislation and economic reasons. Also related to R15, the production systems in our country are unfavourable for animals coming to the VTH-UTAD.

## CHAPTER 8. – LIBRARY AND LEARNING RESOURCES

*Give a general description of the library/libraries of the establishment/university that are available to students. Indicate how the library/libraries are managed (e.g. library committee). For each major library of the establishment, please provide the following information, either in narrative or tabular form.*

### 8.1. FACTUAL INFORMATION

The UTAD's Library is managed by "The Library and Documentation Services" whose mission is to ensure a successful and proficient collection, processing and diffusion of documents in different formats, contributing to the development and consolidation of different knowledge, learning and research, safeguarding corporate values and culture, promoting the publication and diffusion of audio-visual and scriptural documents, multimedia networks and enhancing partnerships and cooperation through community support.

UTAD's Library and Documentation Services include the following core areas: a) General Archives; b) Audiovisual and Multimedia; c) Libraries; d) Publishing and Graphics.

The Libraries sector is currently composed of eight specialized units of documentary handling, distributed over different geographical locations (Vila Real and Chaves), corresponding to different areas of scientific and teaching discipline:

- **Central Library (CL);**
  - Humanities, Social Sciences (including economic and management studies);
  - Exact Sciences, Natural and Technological;
  - **Agrarian Sciences**
  - Telematic European Documentation Centre (CTDE - Centro Telemático de Documentação Europeia);

- Centre of the National Institute of Statistics (CINE - Centro do Instituto Nacional de Estatística);
- Hemerotheque ;
- Library of CIFOP;
  - Education, Psychology, Social work, and Sport
- Library Centre of Chaves
  - Tourism, Entertainment, Recreation and Leisure and Education;

The “Central Library” was established in December 2000 through the unification of the different departmental libraries and centralizes the bibliographic collection of several Departments. The Central Library has its own body of regulations.

UTAD’s Central Library is housed in a building that occupies a total area of 6921 m<sup>2</sup> and is divided into different clearly differentiated sections.

Thus, the librarians are responsible for providing services for students (undergraduate and postgraduate), professors, support staff, and researchers who study and/or work in UTAD. The whole body of the bibliographic resources is catalogued and indexed in the Central Library and is easily available to users. The books and journals for veterinary students are on UTAD’s central library on the University Campus in the **Agrarian Sciences room**.

### 8.1.1 LIBRARY AND OTHER INFORMATION TECHNOLOGY SERVICES

*Indicate how the library/libraries are managed (e.g. library committee)*

The Library is under the control of the Director of Library and Documentation Services. The Director supervises Library activities, and manages the budgets. The process of financial control including balance sheet is centralized in UTAD’s financial services. The Library Board is responsible for the coordination and final checking of the cultural and scientific choices on the Library’s purchasing and services.

### 8.1.2 LIBRARY STAFF

*(Full-time equivalents of part time employees and number of full-time employees)*

There are 18 people including the Director working at the Library full-time in their normal weekly working hours (36 hours). A technical supervisor is especially responsible for the management of the Veterinary Sciences area of the library resources. There are no part-time employees.

### 8.1.3 LIBRARY WEBSITE

The Library has its own website <http://www.sdb.utad.pt/>, regularly updated by a dedicated webmaster, available to all users. Through the website, users can get all the information about the library (description and history of the building, opening hours, available trials, library regulations, etc) and all the necessary information to consult UTAD's library system catalogue to access to the available resources (e-journals, databank, ...) and to access some services (e.g. reservation of books, requests for document delivery or interlibrary loans, consultation of the repository...).

### 8.1.4 LIBRARY RESOURCES

The Library receives basic financial support from the UTAD and from the different schools. The acquirement of new books, the order/renewal of journal subscriptions is handled by the Library itself, but students and teachers acquisition proposes are considered.

The Library's resources amount to approximately 200,000 books and periodicals. Ever since the unification of the libraries, all the books were classified according to UDC (Universal Decimal Classification) catalogues.

### 8.1.5 ACCESS, READING PLACES, ON-LINE LITERATURE SEARCH

The Library is equipped with wireless, which multiplies the availability of all the electronic resources. Authorized users (all students included) can have access from any computer in the university (wireless is available throughout the campus) or from home to the electronic resources' portal of UTAD's Library System, regularly updated by a dedicated webmaster, available to all users. It includes databases, free journals, e-magazines, e-books and theses (dissertations).

Table 8.1: Spaces in UTAD's Libraries

Spaces	No.	Total
Individual Offices – Central Library - (CL)	32	32
Group Offices (capacity 10 places) - (CL)	8	80
Group Offices (capacity up to 6 places) - (CIFOP)	2	12
Group Offices (capacity up to 12 places) - (CIFOP)	1	12

Spaces	No.	Total
Group Offices (capacity 16 people) - (CL)	2	32
Reading Room (capacity 140 places) - (CL)	3	420
Reading Room ( capacity 80 places) - CIFOP	1	80
Reading Room ( capacity 106 places) - Chaves	1	106
Reading Room (capacity 12 places) - Economic, Sociology and Management	1	12
Hemerotheca CTDE (capacity 9 places) - (CL)	1	9
Internet Places (CL: 15; Chaves 1; CIFOP <sup>1</sup> : 11)	27	27

Integrated Centre for Teacher Training – From Portuguese, Centro Integrado de Formação de Professores--CIFOP

### 8.1.6 OPENING HOURS

The Library is open every month of the year, Monday through Friday from 9.00 to 19.30. The Library is closed on weekends and during other national and religious holidays. During vacations the schedule is 9h-12h15m and 14h-17h15m.

### 8.1.7 SERVICES

The Library provides the following services:

- orderly access to the patrimony of textbooks, scientific books, and specialized journals;
- electronic loans of books, with the possibility of electronic renewals
- on-line research and distribution of bibliographic information;
- self-service photocopying of the materials available (whenever permitted by law);
- document delivery;
- access to on-line data bases and to all the electronic resources available from the UTAD.
- inter-library book loans;
- - service support and guidance literature that provides bibliographic support of the works
- organization of courses for students of all grades (students, researchers, teachers, technicians) on the use of the UTAD Library System Catalogue,

electronic resources (b-on) and bibliographic databases available in the University's net (INE, PORDATA)

- the Library has a Support Room for Special Reading. This room has facilities for people with visual and motor impairment to access computer technologies and the Internet. Examples are an electronic reader for quadriplegics, a *teletupa* (electronic magnifier), an independent text reader, text scanners and speech content in digital format, talking books and remote service print in Braille.

### 8.1.8 ONLINE SERVICES

#### a) B-on

The On-line Knowledge Library (from the Portuguese *Biblioteca do Conhecimento Online* - b-on) makes unlimited and permanent access available, within the research and higher education institutions, to full texts from over 16,750 scientific international publications from 16 publishers, through subscriptions negotiated on a national basis with these publishers.

B-on provides two sets of general content, one for academic and research institutions and another for hospitals. In the Medical Sciences area, this service has access to 7,715 periodicals, and in agricultural subjects 1,374, including 124 specifically on Veterinary Sciences.

Library users have access to the electronic journals that have been subscribed to or are available through b-on. Access to free journals is possible through all workstations connected directly to the University network or through VPN outside UTAD. The VPN Cisco connection is reserved to students, teachers, and the technical and administrative staff of UTAD and to everyone who has a research or teaching contract with the University and also to visiting professors and occasional users admitted to the Library services.

#### b) UTAD Repository

The UTAD repository includes academic publications of UTAD professors since 2004 to the present, including scientific papers and theses.

#### c) Web of Knowledge

Thomson Reuters Web of Knowledge is a research platform that grants access to objective content and powerful tools to search, track, measure and collaborate in the sciences, social sciences, arts, and humanities. This intelligent research platform provides access to the world's leading citation databases, including powerful cited reference searching, the Analyze Tool, and over 100 years of comprehensive backfile and citation data.

### 8.1.9. OTHER AVAILABLE PLATFORMS

- a) Association of European Research Libraries (LIBER - (Ligue des Bibliothèques Européennes de Recherche - Association of European Research Libraries)

Is the main research libraries network in Europe. LIBER encompasses more than 400 national, university and other libraries from more than 40 countries.

- b) Scientific Open Access Repository of Portugal (RCAAP - from the Portuguese Repositório Científico de Acesso Aberto de Portugal)

RCAAP portal aims to collect, organise and index Open Access scientific content from Portuguese institutional repositories. RCAAP constitutes a single entry point for the search, discovery and recall of thousands of scientific and scholarly publications, namely journal articles, conference papers, theses and dissertations, distributed by several Portuguese repositories.

- c) Portuguese Association of Librarians Archivists and Document (ADB).

The ADB aims to defend the interests of its members in all aspects of their activities and careers, as well as strengthen ties of solidarity; to foster research in areas related to occupational sectors; to promote the improved scientific, technical and cultural development of its members with a view to full awareness of their identity and professional ethics; to intervene in policy areas relating to the planning, implementation and reorganization of Documentary Information Systems; to uphold the Right to Information from the perspective of an integral development and assess the quality of content and curriculum structures of various levels of training.

- d) Centre of the National Institute of Statistics in UTAD (CINE - UTAD)

The Library has also access to information from INE located on the 1<sup>st</sup> Floor of UTAD's Central Library identified with appropriate signage. The C.I.N.E.-UTAD's mission is to promote and provide a preferred range of services and national statistical information directed to the entire UTAD academic community, as well as the community of the District of Vila Real. The C.I.N.E.-UTAD has a computer for exclusive use on the research information published by INE in its Portal (which includes the Digital Library of Official Statistics) and CD-ROM editing. It is also equipped with a display of publications by INE, with free access to the shelves. The entire collection is organized by areas of knowledge, presented in chronological order. The daily highlights sent to the media are provided in this service. In consulting surveys, all interested parties may obtain technical support from two duly authorised professionals. Furthermore,

support is also available and / or additional information by telephone through a direct and free service to the INE.

e) PORDATA

Is a public inclusive project service devised for a large number of users who share an interest in discovering more about Portugal. The PORDATA project starts with twelve themes: Population; Health; Education; Social Protection; Employment and Labour Market; Enterprises and Personnel; Family Income and Expenditure; Housing and Comfort; Justice; Culture; National Accounts; Government Accounts. Each one of these themes is subdivided into various sub-themes, which include a number of statistical data series. This data can be seen in tables, for all or part of the period of available data, and can also be seen in static or dynamic graphs. It can also be automatically transformed into common indicators (such as percentages or variations) and, when the unit of measurement is the Euro, current price figures can be converted into constant prices.

f) Network of Collaboration Between Europe & Latin American-Caribbean countries (NECOBELAC)

Stands for Network of Collaboration Between Europe and Latin American Caribbean (LAC) countries. This network is intended to spread know-how in: scientific writing, open access publishing among all the stakeholders in scientific communication for the safeguarding of public health. NECOBELAC aims to foster scientific and technical cooperation between Europe and LAC countries. A network of institutions is being creating to collaborate in ad hoc training programmes in information production and dissemination, including technical and ethical issues. NECOBELAC promotes the coordination and effectiveness of the existing health-related information infrastructures in Europe and LAC countries to achieve a wider scale uptake of community engagement, embedding the use of open access methods within accepted working practices.

g) Publishing in Higher Education APEES – (from the Portuguese Associação Portuguesa de Editoras do Ensino Superior)

Publishing in Higher Education is a platform for collaboration, mutual support and optimization of the potential of all higher education publishing institutions in our country. It promotes the development of the publishers of higher education establishments and contributes towards the improvement of production processes, and the marketing and dissemination of what is done or produced by the associated publishers.

### 8.1.10 SUBSIDIARY LIBRARIES OF THE FACULTY

*Please describe the subsidiary (e.g. Departmental) libraries of the Faculty, and arrangements for student access*

There are no subsidiary Libraries in Veterinary Sciences. All the information is centralized in the Central Library. However there is a small library at the hospital, available 24 hours a day, with some specific books and magazines for clinical subjects, for real time access during hospital practice. This library is available for teachers, students and veterinary technicians (non-teaching staff) from VTH-UTAD. Access is regulated by an employee and the material is accessed in situ.

### 8.2 COMMENTS

*Please comment on the adequacy of the books and accessible journals, of the opening hours and of the provision of reading spaces and support personnel.*

The Library stocks in Agrarian Sciences Area are specialized in Veterinary Science, Agriculture, Animal Production, and Food Technology and Hygiene. In general terms, the collection is adequate but outdated in some subjects. An effort has been made regarding its annual renewal. The veterinary students association also contributes assiduously towards the acquisition of books. Teaching staff and students intervene in the selection of the books, adapted to teaching needs.

Hard copies of journals are not received for two years, replaced by on-line access to full papers through the B-on Consortium. Internet access is easy and adequate, both on Campus or from outside through VPN. This system allows access to the SDB Portal from home, thereby removing the need to be physically at the Library. The on-line reload and inter-library book loan system is very positive. However, students have requested a wider schedule.

*Please comment on the Faculty's provision of IT facilities and the approach to self-learning, and on the further developments in this area.*

The Library provides IT-facilities to enable readers to consult the electronic resources and catalogues.

The Audiovisual and Multimedia services include filming, video and audio editing. The use of these facilities should be improved to make more CD, DVD, atlases, and slides available for consultation so as to facilitate self-learning.

### 8.3 SUGGESTIONS

The Library's budget has been reduced over recent years. However, this year, more books have been purchased for the Veterinary Area (5,000 Euros), but even so, this is budget is still insufficient to meet the needs of users.

In general, students ask for an extension of the week-day opening hours and to increase the purchase of book copies (more copies of the same book) for consultation and increase the subscriptions to veterinary medicine periodicals.



## CHAPTER 9. – STUDENT ADMISSION AND ENROLMENT

### 9.1. UNDERGRADUATE COURSES

#### 9.1.1. UNDERGRADUATE STUDENT NUMBERS

*Table 9.1 asks for numbers of undergraduate students in the veterinary training institution. This means students enrolled for undergraduate training and paying the corresponding tuition fees (if applicable), except for those students who do not participate in the teaching offered.*

*Some veterinary curricula require students to successfully complete all courses presented in an academic year before they can start the subjects in the following year. In other establishments students have to complete all the subjects in the curriculum before graduating, but can do so in a more flexible way. In the latter instance, it may be difficult – perhaps impossible – to place some of the students in a specific year of the programme*

*In any case, please indicate the minimum no of years (MNY) allowed to successfully complete the curriculum.*

Note: The data presented in this chapter of SER relate to 31 December 2011. Data in tables 9.4 (number of graduating) and 9.5 (average duration of studies) are updated in June 2012.

The IMVM-UTAD has a minimum number of years (MNY) to successfully complete the curriculum of 5.5 years (330 ECTs, 60 ECTs/year). In the scholar year 2011/2012 there were 481 students with active enrolment (Table 9.1) and 10 Erasmus students. There are a higher proportion of female students (71%).

Table 9.1 - Undergraduate students' composition in the year 2011/2012

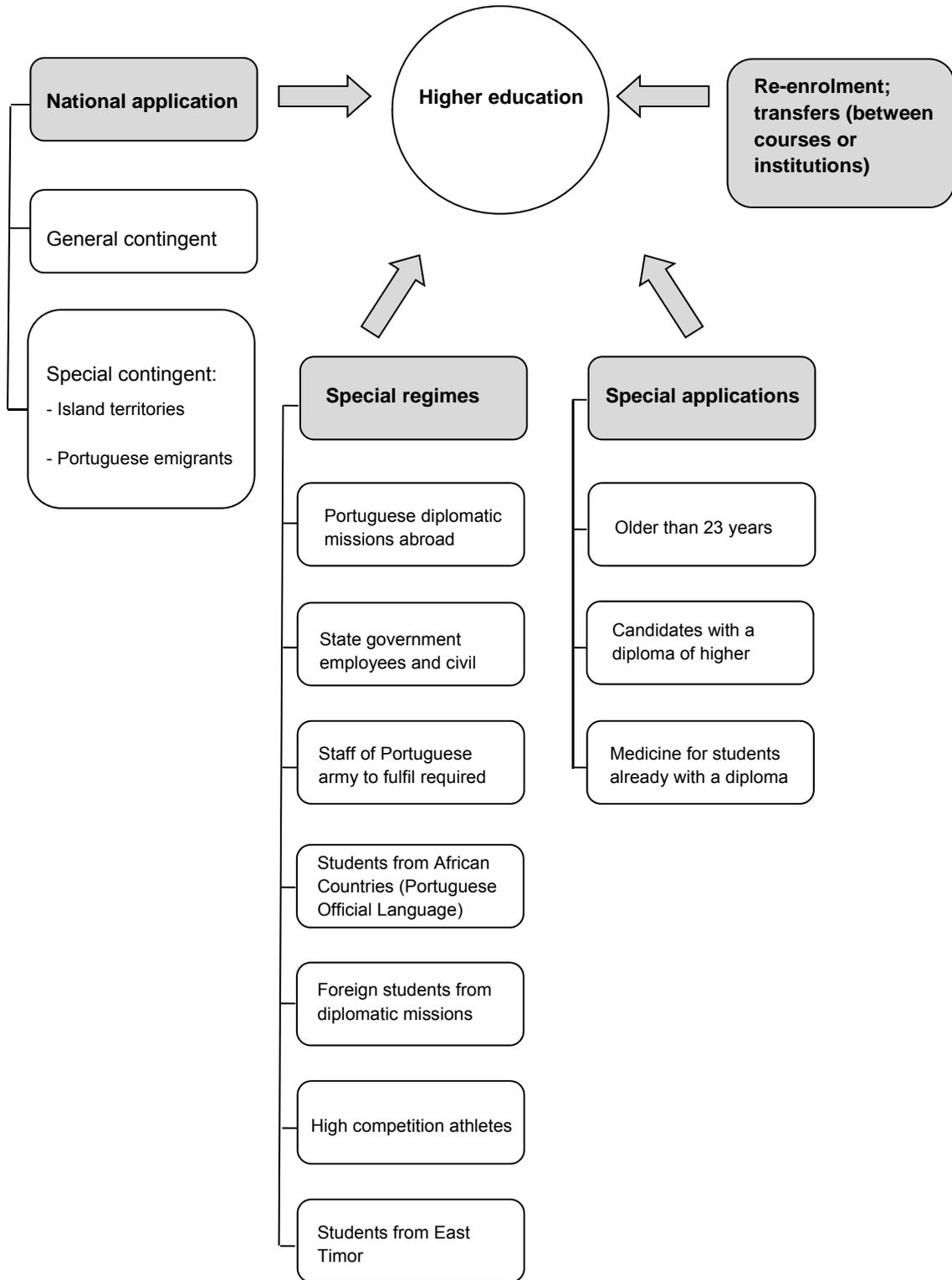
Total number of undergraduate students <sup>1</sup>	481
Total number of male students	141
Total number of female students	340
-from EU countries (Erasmus)	10
-from non-EU countries	

<sup>1</sup>. Without Erasmus students

### 9.1.2. STUDENTS ADMISSION

[State the minimum admission requirements.](#)

The admission of students in the IMVM-UTAD follows the legal provisions in Portugal. Generally, access to public higher education is made according to the possibilities outlined in **Figure 9.1** – Access to a private institution is made by institutional applications with their own specific criteria, delimited by the legal minimum requirements. The National Application and Special Regimes are managed centrally by DGES of the Ministry of Education and Science. Special applications and transfers are managed by the institution where the candidate applies. Most students are enrolled through the DGES's national application. This application is made in two phases: in the first (July-August), all the places are offered for application; In the second phase (September-October) only the remaining non-occupied places are available for application. The second phase is allowed for students who did not have exam classifications in time for the first phase (second call of the high school exams or revision of classification).



**Figure 9.1** – Scheme of application and enrolment in Public Higher Education in Portugal. Adapted from the Department of Higher Education, Ministry of Education and Science (until 2011: Ministry of Science, Technology and Higher Education);

<http://www.dges.mctes.pt/DGES/pt/Estudantes/Acesso/FormasdeAcesso/>

- *Indicate whether there is a limit to the number of students admitted each year.*

The number of places to each course/university for the National Application and Special Regimes is established by the DGES, by proposal of the Rector of University. At UTAD the number of places is decided by the rector as allowed for in UTAD's statutes (article no. 48, 1-c of the statutes, see Annex). However, in recent years all Portuguese universities have had their *numerus clausus* frozen (the global number of the institution, not necessarily for each course). In 2011, due to the dramatic financial situation of Portuguese Universities, it was possibly to – exceptionally – slightly increase the *numerus clausus*.

- *Describe how the number of government-funded student places is determined.*

The number of places offered by UTAD for the general application of DGES and for the Special Applications and Transfers is defined by the Rector of the University. There has been a *praxis* of consulting the structure below the Rector, in order to gauge the ideal number of students to have the best learning conditions and the opportunity to increase the number of students beyond the frozen *numerus clausus*. All the students enrolled, by any of channels outlined in figure 9.1, are government funded (those limited by the *numerus clausus* and the extraordinary admissions by Special Applications and Transfers).

- *Outline any selection process (or criteria) used in addition to the minimum admission requirements.*
- *Describe whether students applying for and/or starting veterinary training have an equal or very variable knowledge base in scientific disciplines from their previous studies.*

To use the national application of the DGES, students must have successfully completed the high school (last three years of twelve) or other legally recognized qualification (particularly important for special regimes). During high school, students must have the subjects of Chemistry and Biology (this criterion was established by the University). Since 2009, the University only has the option to define the second subject, as Portuguese law (*Order no. 1031/2009 of 10 September; DR, 1.ª série - No. 176*) imposed Biology as mandatory for candidates to Veterinary Medicine.

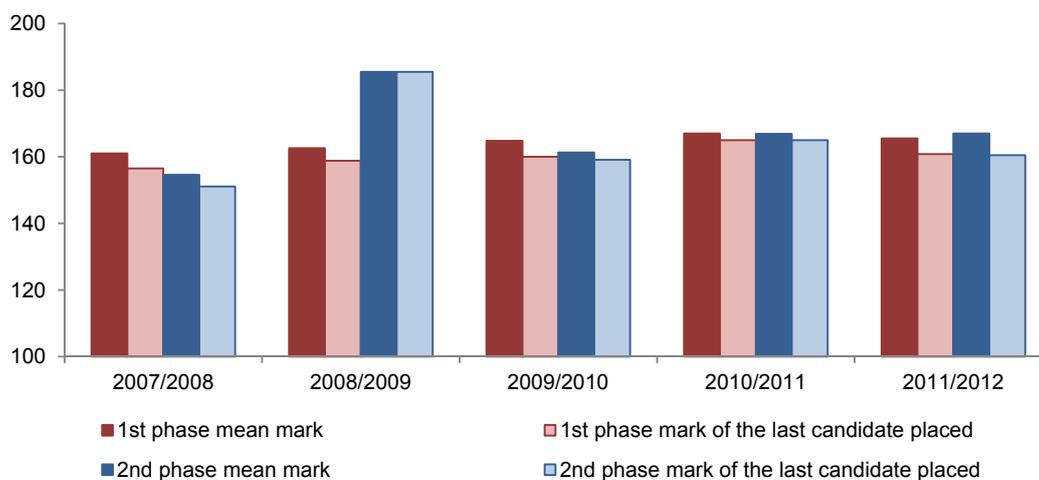
Students are placed according to their classification from high school, which includes the classification in national exams on specific subjects. Figure 9.2 shows the evolution of the marks of the students placed by the National Application in both phases during the last five years. We can see that marks have remained stable, both mean and that of the last student placed.

- *Describe any circumstances under which extra students may be admitted to the undergraduate veterinary course.*

Special Application considers two types of candidates: Students already with a higher education diploma and older than 23 years with unfinished high school. For the first type of application, students usually came from other high education courses of a close scientific area (veterinary technicians/nurses; agronomics, biology or similar), that have similar requirements of subjects from high school and have curricula in the course they concluded that enriches their basic preparation. Candidates are ordered by final classification of the previous higher course, and the first ones on the list are admitted until the number of places is occupied.

In 2005 the changes introduced in the law opened the possibility for adults who have not finished high school to apply for higher education (*Decreto-Lei n.º 64/2006 de 21 de Março, Diário da República—I série-A n.º 57*). In brief, adults aged 23 years old on 31 December of the year prior to the application, or older, with no qualification for normal access to higher education, may apply through the realization of a series of evaluation procedures (Portuguese language and the specific subjects required for the course – Biology and Chemistry), curriculum analysis and interview, as defined in UTAD's specific regulations (*Regulamento n.º 220/2011. Regulamento das Provas Especialmente Adequadas a Avaliar a Capacidade de Maiores de 23 Anos para a Frequência na Universidade de Trás-os-Montes e Alto Douro, Diário da República, 2.ª série — N.º 66 — 4 de Abril de 2011*).

For all regimes of access, students have a pre-requisite (Pre-requisite B). They must prove the absence of psychic, sensory or motor disabilities that seriously interfere with their functional ability and interpersonal communication. Proof is provided through a medical declaration made on a standardized form available from the DGES, and presented upon the first enrolment in the University.



**Figure 9.2** – Evolution of the marks of students placed by the National Application in both phases during the last five years <http://www.dges.mctes.pt/DGES/pt/Estudantes/Acesso/FormasdeAcesso/>

- *Outline any changes foreseen in the number of students admitted annually. If applicable, describe how the Faculty plans to adjust to these changes.*

The number of students admitted annually is expected to stabilize.

*Table 9.2 asks for the numbers of undergraduate students admitted to the Faculty over the last five years. Apart from the 'standard' intake, the Faculty may also be taking in students as transfers from other courses, privately funded students, etc. Please indicate any supplementary intake of this kind in the last column of the table.*

The number of students applying for the IMVM-UTAD during the last five years, the number of the intake by the National Application of DGES (standard intake) and the number of students admitted by other entry mode is presented in table 9.2.a. The explanation of the other entry modes is presented in table 9.2.b.

There IMVM-UTAD is a high demand for the IMVM-UTAD. The number of students admitted during the five years period ranges between 10 and 22% of those applying for the course, which justifies the high classifications applying for the course (Figure 9.2).

Table 9.2.a - Intake of veterinary students in the last five years

Year	Number applying for admission <sup>1</sup>	Number admitted		
		standard intake <sup>1</sup>	other entry mode <sup>2</sup>	Total
2011/2012	557	85	21	106
2010/2011	676	71	35	106
2009/2010	582	77	49	126
2008/2009	441	88	13	101
2007/2008	310	69	17	86
<i>Average</i>	513	78	27	105

<sup>1</sup> Figure for the National Application of DGES

<sup>2</sup> Breakdown of other entry modes presented in table 9.2.b

The number of students admitted by other entry modes is considerable, averaging 27 admissions (Table 9.2.b). From those, the OD group should be considered separately, as it corresponds to students from the former Veterinary Medicine course, who have already graduated and who only apply to prepare their dissertation to obtain the master degree (they do not have to attend classes). The other modes of entry that are contemplated in Portuguese law have increased the number of government-funded students beyond the limitation of the frozen *numerus clausus*, namely older than 23 years and transfers from the same course in another

university, and who come mainly from private universities, and also from other public establishments.

Table 9.2.b - Intake of veterinary students in the last five years by “other entry mode”

Year	other entry mode				
	O 23	TC	TU	H	OD
2011/2012	7	1	6		7
2010/2011	2	14	6		13
2009/2010	5	17	12	1	14
2008/2009	2	7	3	1	
2007/2008	3	10	1	3	

**O23** Older than 23 years; **TC** Transfer from other course; **TU** Transfer from other University from the same course; **H**. Students with a higher education diploma; **OD**. Students with a higher education diploma in Veterinary pre-Bologna enrolled only for dissertation;

### 9.1.3. STUDENT FLOW

*Table 9.3 establishes to what extent students make progress in their studies. To this end, we look at the students who were admitted initially and which year they have reached after the MNY has elapsed.*

According to UTAD’s current pedagogic regulation (*Regulation 479/2011, 8<sup>th</sup> august 2011, article 5<sup>o</sup>, n<sup>o</sup>14*) a student is considered to be enrolled in a certain course year if s/he does not have more than 18 ECTs of curricular units pending from previous years. To be approved in one curricular unit the student must follow the specific requirements of that curricular unit, according to UTAD’s pedagogic regulation. The minimum criterion required is to obtain an average classification of 10 (on a 20 point scale) in periodical/continuous evaluation or final exam. The only criterion to progress is the number of ECTs in curricular units already approved. No specific subjects are considered for progression.

Table 9.3.a includes the relationship between the year of the course and the number of ECTs already obtained by the student. The relationship between the year of the IMVM-UTAD and the year of enrolment in the university is presented in tables 9.3.b and 9.3.c.

Table 9.3.a - Student flow and total number of undergraduate veterinary students

YEAR (done ECTs )	Total	admission type	
		Standard <sup>1</sup>	Other <sup>1</sup>
1 <sup>st</sup> year (<42)	132	103	29
2 <sup>nd</sup> year (42 to <102)	83	57	26
3 <sup>rd</sup> year (102 to < 162)	103	77	26
4 <sup>th</sup> year (162 to < 222)	67	54	13
5 <sup>th</sup> year (222 to < 282)	48	36	12
≥ 6 <sup>th</sup> year (282 >)	48	40	8

<sup>1</sup> Breakdown of year of admission for each group presented in tables 9.3.b and 9.3.c.

It is possible to observe that the structure distribution of students follows an inverted pyramid format, indicating that students fail to progress in the course. As can be inferred from the data in table 9.3.b (standard intake), of the students in the first year of IMVM-UTAD only 77.7% were admitted in 2011/2012. The remaining were admitted in 2010/2011 or before and failed to complete the necessary 42 ECTs to be considered in the second year. As the students progress in the IMVM-UTAD until the fourth year, the situation becomes worse, as the number of students in the expected year becomes smaller. In the third year, only half (49.4 %) of the students from three years before were admitted; Thirty nine percent of those in the third year were admitted four years before. A smaller percentage is even further behind (6.5% with 5 years, and 2.6% with 6 and with 7 enrolments). The improvement in the 6<sup>th</sup> year presented in table 9.3.b. might be only apparent, as it includes the students in the 6<sup>th</sup> year and more (once the allocation to a course year is made based on ECTs).

For the students admitted by other entry modes (Table 9.3.c) the situation has basically the same pattern. However, for the students in that mode of entry, two situations should be considered: The students admitted for the first year without any previous attendance of university (older than 23) and the students admitted with a previous diploma or transfers. The first group corresponds to those failing to progress to the expected year. The students admitted to IMVM-UTAD with a previous diploma or by transfer might have several ECTs credited from the skills previously acquired, resulting in students who are ahead of the expected year (percentages at the left of the grey cells in table 9.3.c). By way of example (data not presented), the last 10 students admitted to IMVM-UTAD with a previous diploma or by transfer obtained between 19 and 180 ECTs by skill accreditation. These students are always enrolled in UTAD in the first year of IMVM-UTAD, but after the analysis of their previously acquired skills they are re-allocated in the correct year, according to the number of ECTs credited

Table 9.3.b - Breakdown of year of admission for students admitted by the **standard intake**, expressed as a percentage of total students for the assigned year. Grey cells correspond to the expected relationship between admission year and year of the IMVM-UTAD; (sum in the row is 100%)

YEAR	2011/12	2010/11	2009/10	2008/09	2007/08	2006/07	2005/06	2004 and before
1st year	77.7	19.4	1.9	1.0				
2nd year		57.9	26.3	8.8	3.5	1.8	1.8	
3rd year			49.4	39.0	6.5	2.6	2.6	0.0
4th year				40.7	42.6	7.4	5.6	3.7
5th year					61.1	13.9	5.6	19.4
≥ 6th year						72.5	20.0	7.5

Table 9.3.c - Breakdown of year of admission for students admitted by **other admission modes**, expressed as a percentage of total students for the assigned year. Grey cells correspond to the expected relationship between admission year and year of the IMVM-UTAD; (sum in the row is 100%)

YEAR	2011/12	2010/11	2009/10	2008/09	2007/08	2006/07	2005/06	2004 and before
YEAR	2011	2010	2009	2008	2007	2006	2005	2004 and before
1st year	62.1	13.8	13.8	3.4				6.9
2nd year		42.3	42.3	11.5	3.8			
3rd year		19.2	46.2	19.2	7.7	3.8		3.8
4th year		15.4	7.7	30.8	30.8	7.7		7.7
5th year			8.3	8.3	25.0	25.0		33.3
≥ 6th year					25.0	0.0	12.5	62.5

The number of students graduating annually over the past five years is presented in table 9.4. When this SER was prepared the numbers for 2011/2012 were not yet available, as the students are allowed to deliver their dissertation up to the end of October 2012. In order to fulfil the requirement of five years, the year 2006/2007 was introduced that has no effect on the average presented.

The data for the students graduating in 2010/2011 has been corrected (inside parenthesis) for students who have delivered their dissertation, but when this SER was prepared, their classification was not in the database. Data presented in tables 9.4 and 9.5 considered regular students separately – those who attended classes during the normal period – and those who were enrolled only for dissertation preparation, as they were graduated in Veterinary Medicine under the pre-Bologna curricula.

The average number of students graduating during the indicated period was **50**. Considering that the *numerus clausus* for the standard intake was 65 students in the past, the finalisation ratio is **77%**. However, the real figures are lower when the other modes of entry are considered. In 2009/2010 an abnormally low number of students graduated. As the transition from the curricula of the pre-Bologna course to the current curricula took place in 2008/2009, it is probable that it had consequences on the number of graduates in the year immediately following.

Table 9.4 - Number of students graduating annually over the past five years (plus 2011/2012)

Year	Number graduating TOTAL	Number graduating ONLY REGULAR	Number graduating ONLY DISSERTATION
2011/2012	a		
2010/2011	81	65 (48) <sup>b</sup>	8 (2) <sup>b</sup>
2009/2010	30	23	7
2008/2009	56	50	6
2007/2008	60	60	NA
2006/2007	50	50	NA
Average (without 2011/2012)	55.4	49.6 (46.2) <sup>b</sup>	5.3

<sup>a</sup> The dissertations of students graduating in 2011/2012 will be delivered up to 31 October 2012. The public presentation of these dissertations will take place only between November 2012 and January 2013.

<sup>b</sup> When the data was organised to prepare the SER (last database search 22 Jun 2012), the academic services database has the figures indicated in parenthesis. The total number includes students with public defence of the dissertation during the first months of 2012, but not yet in the database.

The duration of studies of IMVM-UTAD is legally established at 5.5 years (11 semesters). The database of UTAD's academic services does not allow a student to be allocated in semesters, thus the regular duration for conclusion is considered to be 6 years. As can be observed in table 9.5, less than half of the students (49%; 1+26 from the total 55) from the standard intake finish the graduation in 6 years. A considerable part (33%; 18 from the total 55) needs 7 years, and 11% (6 from the total 55) 8 years. Among the students admitted via another mode of entry, the situation is worse, as 50% of the students need 8 years or more to complete the graduation.

The extension of the duration for the graduation might be related to progress during the course, explained by the high failure ratio, as can be inferred from the analyses of tables 9.3.

Table 9.5 - Average duration of studies (distribution of students in years\*); Figures in parenthesis are corrected for students with the dissertation already delivered, but for whom their classification as graduate was not in the database when the SER was prepared

Duration of attendance	Regular students			Only Dissertation
	Standard intake	Other entry mode	TOTAL	
Less than MNY <sup>a</sup>	(1)	2	(3)	2 (10)
6	19 (26)	2	21 (28)	
7	12 (18)	1	13 (19)	
8	5 (6)	4	9 (10)	
9				
10	(1)	1	1 (2)	
11	1 (3)		1 (3)	
>12	1		1	
TOTAL	38 (55)	10	48 (65)	10

\* As it is impossible to make a breakdown of students who graduated in 2011/2012, as they were not in the database at the time the SER was prepared, the breakdown for students graduating in 2010 is presented.

<sup>a</sup> students who finished the graduation with a shorter duration than the MNY were admitted by transfer (2 students, duration of 5 years)

*Describe the requirements (in terms of completing subjects and examinations) for progression to a subsequent year of the course.*

Please refer for explanation of table 9.3.a in this chapter.

- *Describe the academic circumstances under which the Faculty would oblige students to leave the course.*

At the moment UTAD has no prescription rule. The students may take the time they need to finish the graduation.

## 9.2. COMMENTS

### *Comment on standard of the students starting the course.*

The students admitted through the standard intake are students who were well prepared in high school. The classifications are clearly above the national average. The major problem that might occur with students starting the course is with those admitted via the other modes of entry, namely those older than 23 years, who have a weaker preparation in basic subjects, and who were out of the learning system for several years. However, these students are usually highly motivated, which helps them to follow the course with a reasonable degree of success.

### *Comment on the ability of the Faculty to satisfactorily decide the number of students it can accept.*

The number of students admitted is decided according to Portuguese law and UTAD's internal regulations. The decision on the number of students is a competence of the Rector. Neither the IMVM-UTAD Board nor the ECAV Board have specific competences in this matter. Usually, these boards are consulted, but without decision competences.

### *Comment on the factors that determine the number of students admitted.*

The concern of the IMVM-UTAD Board has been mostly related to the availability of teaching staff and facilities for teaching. As this decision is a legal competence of the rector, and all the procedures are in accordance with the law, they have the final decision on these figures.

### *Comment on the adequacy of the facilities and teaching program to train the existing number of students.*

For most of the curricular units the conditions are satisfactory. Improvement opportunities are identified in chapter 6.

### *Comment on the progress made by students in their studies, and the Faculty's ability to ensure that satisfactory progress is maintained.*

The progress of the students is the main hurdle that must be solved in the short-term. The conclusions from the information in the tables 9.3, 9.4 and 9.5 are worthy of concern, because students take more than the expected time to complete the course, and more than half of the students take at least one extra year to conclude the graduation.

The ability of the IMVM-UTAD and ECAV Boards has been limited. A plan for monitoring the curricular units with high failure rates, coordinated by the pro-Rector for Quality is in the implementation phase (2011/2012). This makes the definition of an improvement strategy

compulsory, defined with the responsible teacher, the course director and the school's pedagogic council. We expect to be able to see the first results from this plan in 2012/2013.

*Comment on the percentage of students that will eventually graduate*

The number of students graduating has been below the number of students admitted. As previously indicated, the ratio of graduation in students from standard intake is higher than those from other entry modes. As a result of the plan for monitoring curricular units with high failure rates, we expect to see an increase in the number of graduations in MNY in a near future.

### 9.3 SUGGESTIONS

*If you are not satisfied with the situation, please state in order of importance any suggestions that you may have concerning this Chapter if you feel unhappy about:*

*The number of students admitted;*

An effort should be made in order to limit the number of students admitted by the “other entry modes”

*The drop-out percentage and reasons, if known*

Not known. With UTAD's current computer system for the academic services, it is not possible to know if a student drops out. Only if the student clearly cancels the enrolment can the drop-out be detected. This situation usually does not happen. Unfortunately, there is no institutional system to detect if the student enrolls in other university.

*The average duration of studies*

The relationship between the programmed duration of studies and that observed must be improved. There is a need to increase the proportion of students graduating in 6 years.

*Other aspects*

No other aspects to comment.



## CHAPTER 10. – ACADEMIC AND SUPPORT STAFF

### 10.1. FACTUAL INFORMATION

#### **Definitions:**

**Budgeted and non-budgeted posts:** A distinction is drawn between:

- posts that are allocated to the Faculty and financed by the university or ministry responsible for the Faculty. These posts can be regarded as more or less permanent. They are termed "budgeted posts";
- posts that depend upon finance in addition to the allocation of budgeted posts from public money. These posts can fluctuate in number. They are termed "non-budgeted posts".

**Full-time equivalents (FTE):** Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). For instance 10 full-time posts plus two part-time posts at 50% plus 1 part-time post at 80% should be given as a total of 11.8 FTE.

**VS versus NVS academic personnel:** A distinction has to be made between teaching staff holding the degree of veterinary surgeon (VS) and non veterinary surgeon (NVS) teaching staff.

**Teaching staff:** It is understood fact that "teaching" staff will also do research.

**Research staff:** This category includes academic personnel whose main task is to do research work, even though they may from time to time participate in undergraduate teaching.

**Support staff:** This includes all posts, regardless of the work undertaken; secretaries, administrators, technicians, animal caretakers, cleaners, etc.

**Interns, residents, doctoral (Ph.D.) students** are not included in the staff numbers unless they perform regular, paid, teaching activities for at least 20% of their workload.

*If you find that the distinctions made between different groups of staff do not fit your situation, make the best distribution you can of your personnel between the headings we use. Add an explanatory note if you wish.*

The personnel provided for veterinary training is listed in Table 10.1. Allocation of academic teaching staff and support staff to the Departments and others structures is reported in Table 10.2. Ratios with students are reported in Table 10.3.

The data presented in this chapter relate to the 2011/2012 academic year. For academic teaching staff the number of FTE posts has been calculated from the ratio of hours taught in the IMVM-UTAD curriculum versus the total number of hours taught by each individual (<http://www.intra.utad.pt/Paginas/default.aspx>). Based on this approach, the eighty-two members of the budgeted academic teaching staff become 52.689 FTE.

For the non-budgeted academic teaching staff, the number of FTE has been calculated taking into account that a full-time hired veterinarian works 35 hours per week, eight hours of which are of clinical practical teaching. The three members therefore make 0.69 FTE.

The academic staff belongs mainly to the Veterinary Sciences Department (38.14 FTE); however, there is academic staff from other departments: Zootechnics (10.88 FTE), Biology and Environment (2.088 FTE) Agronomy (0.73 FTE), Genetics and Biotechnology (0.684 FTE), Forestry and Landscape Architecture (0.47 FTE), Chemistry (0.3 FTE) and Economics, Sociology and Management (0.087 FTE).

Table 10.1 - Personnel in the establishment provided for veterinary training

		Budgeted posts (FTE)		Non-budgeted posts (FTE)		Total (FTE)	
		VS	NVS	VS	NVS	VS	NVS
<b>1. Academic staff</b>							
	Teaching staff (total FTE)	39.74	12.949	-	-	39.74	12.949
	Research staff (total FTE)	-	-	-	-	-	-
	Others (FTE) <sup>(1)</sup>	-	-	0.69	-	0.69	-
	Total FTE	39.74	12.949	0.69	-	40.43	12.949
	Total FTE (VS + NVS)	52.689		0.69		53.379	
<b>2. Support staff</b>							
a)	responsible for the care and treatment of animals	5.8		-		5.8	
b)	responsible for the preparation of practical and clinical teaching	9.136		-		9.136	
c)	responsible for administration, general services, maintenance, etc	20.45		-		20.45	
d)	engaged in research work	1.5		-		1.5	
e)	others (technicians involved in the clinical routine work of teaching hospital)	4.9		18.31		23.21	
	Total support staff	41.786		18.31		60.096	
<b>3. Total staff</b>		94.475		19		113.475	

FTE: Full -Time Equivalentents; VN: Veterinary Surgeon; NVS: Non Veterinary Surgeon.

<sup>(1)</sup>Full-time hired veterinarian also performing teaching activities.

Table 10.2 - Allocation of academic (veterinary surgeon and non-veterinary surgeon) teaching staff and support staff to the departments and others structures

Departments/ Structures	Academic teaching staff (FTE)												Support staff (FTE) (see table 10.1)		
	Full prof.		Associate prof.		Assistant prof.		Assistant		Invited Assistant		Full-time hired veterinarian		Technical (b+d+e)	Animal Carers (a)	Adm. (c)
	VS	NVS	VS	NVS	VS	NVS	VS	NVS	VS	NVS	VS	NVS			
Veterinary Sciences	1.7	-	2.56	-	26.72	2.52	1.95	-	2	-	0.69	-	31.01	5.6	13.6
Zootechnics	0.42	0.24	-	0.34	2.39	4.75	-	0.9	1	0.84	-	-	2.54	0.2	0.25
Biology and Environment	-	-	-	0.05	-	1.038	1	-	-	-	-	-	0.146	-	-
Agronomy	-	-	-	0.49	-	0.24	-	-	-	-	-	-	0.05	-	0.05
Genetic and Biotechnology	-	-	-	0.28	-	0.324	-	-	-	0.08	-	-	0.1	-	0.05
Forestry and Landscape Architecture	-	-	-	-	-	-	-	0.47	-	-	-	-	-	-	-
Chemistry	-	-	-	-	-	0.3	-	-	-	-	-	-	-	-	-
Economics, sociology and management	-	-	-	-	-	0.087	-	-	-	-	-	-	-	-	-
Centralised Services UTAD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6.5

FTE: Full -Time Equivalents; VN: Veterinary Surgeon; NVS: Non Veterinary Surgeon

Table 10.3 - Ratios students/staff

		Denominator	Ratio
<b>R1:</b>	no. total academic FTE in veterinary training <sup>(1)</sup>	53.379	= 9.00
	no. undergraduate veterinary students <sup>(2)</sup>	481	
<b>R2:</b>	no. of total FTE at Faculty	not applicable	
	no. undergraduate students at Faculty		
<b>R3:</b>	no. total VS FTE in veterinary training <sup>(1)</sup>	40.43	= 11.9
	no. undergraduate veterinary students <sup>(2)</sup>	481	
<b>R4:</b>	no. total VS FTE in veterinary training <sup>(1)</sup>	40.43	= 1.24
	no. students graduating annually <sup>(3)</sup>	50	
<b>R5:</b>	no. total FTE academic staff in veterinary training <sup>(1)</sup>	53.379	= 1.13
	no. total FTE support staff in veterinary training <sup>(1)</sup>	60.096	

FTE: Full- Time Equivalents; VN: Veterinary Surgeon

<sup>(1)</sup> Table 10.1; <sup>(2)</sup> Table 9.1; <sup>(3)</sup> Table 9.4

*Outline how the allocation of staff to the Faculty is determined.*

*Outline how the allocation of staff to the departments (or other units) within the Faculty is determined.*

### **Teaching staff**

The selection and promotion of teachers is governed by specific legislation: the University Teaching Career Statute (ECDU) ([http://www.dges.mctes.pt/NR/rdonlyres/600EE55A-EA38-41D8-B083\\_ADEC8266C250/4638/DL\\_205\\_2009.pdf](http://www.dges.mctes.pt/NR/rdonlyres/600EE55A-EA38-41D8-B083_ADEC8266C250/4638/DL_205_2009.pdf)). This statute values all components of teachers' functions, with explicit consideration of scientific performance, pedagogical capacity and other educational activities relevant to the mission of Higher Education Institutions.

Additionally, the Statutes value greater transparency in recruitment procedures and juries, namely through the prohibition of specifications that inappropriately narrow the universe of candidates, focusing on public announcement of all stages of the process. The selection of academic staff is conducted by public international recruitment advertisements and staff promotion is administered according to ECDU. The Rector is responsible for opening recruitment procedures, approving final decisions of recruitment juries and for the final recruitment decision.

Staff needs are determined by departments themselves, which present the request for posts to the President of the ECAV who sends this to the Rector. Applications for increased or replacement staffing are approved or rejected by the University depending on the availability of sufficient funding in the budget and the staff needs.

### **Support staff**

The number and distribution of the support staff depend on the needs of each department. Staff selection complies with the following procedures: a) the Presidents of the Schools or Services Directors send information to the Rector requiring staff recruitment due to the need for indispensable support, after which the Rector will make the final decision once the Management Council has been consulted; b) staff promotion is conducted according to the respective laws, namely the legal provisions relating to staff performance evaluation.

*Indicate whether there are difficulties in recruiting or retaining staff.*

Difficulties in recruiting for budgeted staff are mainly linked to limitations imposed by budgetary restrictions and/or specific measures adopted at national government level, since the University budget for personnel comes directly from transfers from the State's budget.

New positions are conceded based mainly on the Teaching Capacity in the different Areas of Knowledge. One of the problems stems from the fact that the Department's perception of their teaching needs does not always can be guaranteed by the Rector. The Veterinary Science Department and the Directorate of the Course complain that the number of students in practical groups for each teacher in clinical practice sessions is still too large for veterinary practical work, in spite of the efforts in the last years.

*Describe (if appropriate) any relevant trends or changes in staff levels or the ability to fill vacancies over the past decade.*

**Although the real number of students in** IMVM-UTAD has been increasing over the last years, the number of academic staff decreased slightly, because when a teacher leaves, s/he is not replaced due to budgetary restrictions.

*Indicate whether it is easy to employ additional staff from service income (e.g. from revenues of clinical or diagnostic work).*

Concerning staff employment from service income, the Directors of the VTH-UTAD may propose the contracting of clinical staff which is paid out of its budget. Currently, the VTH-UTAD budget includes payments to eleven internships who carry out clinical activities in Small Animals Medicine and Surgery (six interns who carry out rotations in the Medicine, Surgery and Hospitalisation Services), in Livestock and Equine Medicine and Surgery (three interns who carry out rotations in the Equine Medicine and Surgery, and Livestock Medicine and Surgery Services) and in Wild and Exotic Animals (two interns who carry out rotations in the Medicine and Surgery Services), and eight full-time hired veterinarians (five in Small Animals Medicine and Surgery, one in Livestock and Equine Medicine and Surgery and two in Wild and Exotic Animals). The selection process for these interns/full-time hired veterinarian depends directly on the Veterinary Hospital Directors in accordance with objective publicized criteria tables. The contracting system does not follow the same regulations and procedures as the rest of the general competitive processes for contracting support staff in the UTAD.

*Describe the regulations governing outside work, including consultation and private practice, by staff working at the establishment.*

Academic teaching staff members under the regime of exclusivity are not allowed to have another job outside the UTAD (consultation or private practice), except in official institutions and with previous authorization from the UTAD (Article 70 of Decree-Law 205/2009 of 31 August, University Teaching Career Statute). Full-time teachers are allowed to have other paid functions outside the institution, provided they are authorized for this purpose (Article 68 of Decree-Law 205/2009 of 31 August, University Teaching Career Statute) and part-time academic teaching staff are allowed to have another job outside the UTAD in public or private institutions (Article 69

of Decree-Law 205/2009 of 31 August, University Teaching Career Statute). Currently, there are seventy-eight academic teaching staff members under the regime of exclusivity and four part-time members at the IMVM-UTAD.

*Describe the possibilities and financial provisions for the academic staff to:*

*a) attend scientific meetings;*

*b) go on a sabbatical leave.*

Academic staff should seek financial support from external sources to attend scientific meetings. These funds usually come mainly from research grants, projects or from the research centre to which the teacher is associated, etc.

The University Teaching Career Statute (Article 77 of Decree-Law 205/2009 of 31 August) regulates sabbatical leave. A Full Professor, Associate Professor and Assistant Professor have the right to request a sabbatical year for every six years of uninterrupted service to UTAD without any variation in salary. The aim of the sabbatical year has to carry out research or publish important works. In recent years, periods of a semester have been granted because, leaves for shorter periods of time are easier for teaching staff from the departments to provide.

## 10.2 COMMENTS

*Comment on the numbers of personnel in the various categories.*

### **Academic staff**

During these last years there have been some fluctuations particularly as a consequence of retirements and blocks of the selections procedure. The number of Full Professors has decreased, the number of Associate Professors has remained virtually unchanged and there has been a very significant increase in the number of Assistant Professors. This has resulted not only from the block on recruitment for higher positions that has been imposed by economic restrictions in the recent past, but also the promotion of Assistants to Assistant Professors directly after getting a PhD, under the previous ECDU (already outdated, replaced by the new ECDU in 2009).

As a positive point, we would like to highlight that in recent years, there has been a certain stabilization of academic staff which has a positive effect on specialization and dedication to teaching.

We consider that the Academic staff is high quality; moreover, generally speaking the staff is young, which is positive, since this results in a high level of motivation and willingness,

facilitating the adoption of new teaching methodologies and the implementation of new technologies in the classroom.

At the time when the University was growing and it was easier to hire new teachers, there was not an equal growth of staff in some areas. Currently limitations imposed by budgetary restrictions make it difficult to change this inequality, particularly in the area of medicine and surgery of large animals.

### **Support staff**

In the last decade the total number of positions for the support staff has increased, mainly in the VTH-UTAD. Even so, support staff must be increased, especially animal caretakers and personnel supporting practical teaching activities. Particularly problematic are situations in which a member of the support staff is off sick, since there is almost no possibility for their substitution by the University.

*Comment on the salary levels, especially those of academic staff in relation to the level of income in the private sector.*

Teaching and non-teaching personnel salaries are fixed by law, which is the same in all Portuguese public Universities. With respect to the comparison of income levels in the private sector, this is variable, and currently the job market for new graduates is very unstable.

*Comment on the ease or difficulty of recruiting and retaining personnel.*

Difficulties in recruiting personnel are only related to recurring blocks of selection procedures by **Rector**, since academic work at the UTAD is an interesting and challenging activity. Job security and absence of working time control are also surely considered positively, so there are no difficulties in retaining people, except for certain particular reasons.

*Comment on the percentage of veterinarians in the academic staff.*

The percentage of Veterinarians in the Academic staff of the IMVM-UTAD (expressed as FTE) is 75.74%. They are allocated by three Departments, constituting 93.4% of the academic staff (expressed as FTE) in the Veterinary Science Department, 35% of the academic staff (expressed as FTE) in the Zootechnics Department and 47.9% of the academic staff (expressed as FTE) in the Biology and Environment Department.

### 10.3 SUGGESTIONS

To improve the total academic staff/students and the total veterinary surgeon/students ratios it will be necessary to contract new teachers in the areas of knowledge which are deficient, namely in medicine and surgery of large animals. In addition, in order to improve the quality of veterinary training in some areas, the size of the groups in certain types of practice needs to be smaller ( $\pm 5$  students/group in some cases). In these areas the number of students is nowadays 9-10 in each group.



## CHAPTER 11. – CONTINUING EDUCATION

### 11.1 FACTUAL INFORMATION

*Please describe the role of the Faculty in providing continuing education.*

For the UTAD, continuing education is an important area of activity, but which is still not fully developed. The educational activities are directed towards continuous improvement in the profession and veterinary graduate as well as undergraduate. In the UTAD, continuing education takes place mainly through the postgraduate programs (more detailed information can be found in chapter 12).

Continuing education events are regularly organized and provided by student associations AEMV and APEZ – Portuguese Association of Zootechnic Engineers, in collaborations with members of the teaching staff that define the scientific programs and contact valuable and appropriate lecturers. Furthermore, the teaching staff is involved in many continuing education programmes organized by UTAD and by outside organizations, and several teachers are requested as lecturers for continuing education events organized by other Universities, institutions and associations in Portugal and abroad.

The VTH-UTAD has an internship program. This internship offers a training program linked to the VTH-UTAD's clinical services. This internship is exclusively for veterinarians who recently (preferably less than 2 years) completed a master's degree.

The courses organized in the UTAD in the first semester of 2012, and in the years 2011, 2010 and 2009 related with the IMVM-UTAD are reported in tables 11.1, 11.2, 11.3 and 11.4.

Table 11.1 - Courses organized in the UTAD in the first semester of the year 2012 related with the IMVM

Date	Title of course	Number of participants	Total number of hours
25-26 January	II Conference on Clinical Pathology: Haematology and Serum Biochemistry	150	12
10 -12 February	I International Symposium on Beekeeping	170	25
7 March	Workshop on Evaluation of Body Condition in Horses	20	4
9 March	Seminar on Forensic Veterinary Medicine	150	4
19 March	Seminar on Melanomas in Horses	40	2
30 - 31 March	V Conference of cattle production	150	15
30 May	Seminar on Foodborne Diseases	100	4

Table 11.2 - Courses organized in the UTAD in the year 2011 related with the IMVM

Date	Title of course	Number of Participants	Number of Hours
16 February	Workshop on Management and Production Systems in deer ( <i>Cervus elaphus</i> ).	30	4
18-19 February	III Congress on Wildlife	60	14
19-20 March	VI Workshop on Correction Hull and Dehorn in Cattle	40	14
25 -26 March	VI International Symposium on Pig Production	200	15
13- 14 May	III Conference on Equine Production	100	15
14 May	IV Congress on Sanitary Inspection: Emerging Diseases; Legal Framework, and Official Controls	60	8
27 May	Seminar on Food Safety in Food and Beverage	60	2
28 May	II Conference on Veterinary Public Health	110	8
22 - 24 September	I Biological Colloquium on Animal Organic Production	220	20
15-16 October	XV International Congress on Veterinary Medicine: Milking Robotic and Cattle Breeding / Infectious Diseases and Equine Sports Medicine	250	18
19 October	II Forum on Pharmacological Research: New Challenges in Health	139	8
26 October	Leishmaniasis in Portugal in the XXI Century	100	5
18-19 November	II Symposium on Wild and Exotic Animals	200	15
19-20 November	I Workshop on Ultrasound in Horses	30	12
24-25 November	V International Symposium on Rabbit Production	150	15

Table 11.3 - Courses organized in the UTAD in the year 2010 related with the IMVM

Date	Title of course	Number of Participants	Number of Hours
15 January	Seminar on Dermatology	80	4
17-28 March	V Workshop on Correction Hull and Dehorn in Cattle	35	14
15 May	II Congress on Sanitary Inspection: Integrated Inspection; Legislation; Meat Quality	80	8
29 May	I Conference on Veterinary Public Health: Safety in Laboratories; Zoonosis; Veterinary Medical Practice	145	8
Mach to June	Course on Cinegetic Activity	16	122
25 June	Workshop on Promotion and game marketing	50	7
6 to 17 September	Course on Laboratory Animal Science	15	80
6 October	I Forum on Pharmacological Research: Its Application to Human and Animal Health	100	8
21-22 October	Seminar on Evaluation of the Hygienic Quality, Sensory/ Technology of Fresh Meat	60	20
23-24 October	XIV International Congress on Veterinary Medicine: Joint Surgery in Companion Animals	250	18
13-14 November	III Workshop on Ophthalmology	30	12
4 - 6 December	I Iberian Congress of Veterinary Dentistry	100	24

Table 11.4 - Courses organized in the UTAD in the year 2009 related with the IMVM

Date	Title of course	Number of Participants	Number of Hours
27 February	Seminar on Knowing the Transmissible Spongiform Encephalopathies in animals slaughtered for consumption (cattle, small ruminants and cervids)	40	4
6 to 9 May	XVIII International Congress of Animal Science	300	30
2-3 October	I Symposium on Wild and Exotic Animals	150	15
3-4 October	Workshop on Reproductive management of Cattle	25	12
17-18 October	I Workshop on Evaluation of reproductive function in Horses	30	12
30 October to 1 November	XIII International Congress on Veterinary Medicine: Dermatology in horses and Ruminants Welfare and Metabolism	150	18
14-15 November	II Conference on Forensic Veterinary Medicine	100	15

## **11.2 COMMENTS**

*Comment on the quality of the continuing education programmes in which the Faculty is involved.*

In our opinion, the quality of the continuing education programmes in which the UTAD is involved is generally very good. The lecturers are qualified experts and specialists. The infrastructures used in the conducting of these events are good.

*Comment on the degree of participation of veterinarians in the continuing education programmes in which the Faculty is involved.*

The participation of the Portuguese veterinarians is very good. The UTAD enjoys a fairly good reputation as a dynamic provider of continuing education events, and has no problem in attracting a large number of participants and the return rate is quite high.

Participants have easy access to information on the organized events through institutional web page and mailing lists.

## **11.3 SUGGESTIONS**

Future improvement in the field of continuing education should include the creation of a sector or unit responsible for developing a continuing education programme adapted to the needs of veterinary surgeons.

## CHAPTER 12. – POSTGRADUATE EDUCATION

### 12.1 FACTUAL INFORMATION

In UTAD a large number of master and PhD programs have been available for veterinarians, for instance: Biotechnology and Food Quality (Master's Degree), Biotechnology for Health Sciences (Master's Degree), Laboratory Analysis (Master's Degree), Laboratorial Clinical Biology (Master's Degree), Zootechnical Engineering (Master's Degree), Animal Sciences (PhD), Chemical and Biological Sciences (PhD).

Proposed by the Veterinary Sciences Department, which is the anchor department of the IMVM-UTAD, the following postgraduate education programs are available:

- Internship in Small Animals Medicine and Surgery;
- Internship in Livestock and Equine Medicine and Surgery;
- Internship in Wild and Exotic Animals;
- Master in Food Safety
- PhD in Veterinary Science

#### 12.1.1. CLINICAL SPECIALTY TRAINING

*Indicate whether students involved in this training receive a grant or a salary.*

*Indicate any programmes that are certified by the European Board of Veterinary Specializations.*

The VTH-UTAD offers a total of six internships in Small Animals Medicine and Surgery, three in Livestock and Equine Medicine and Surgery and two in Wild and Exotic Animals for veterinarians who recently completed their master's degree (table 12.1).

Table 12.1 - Clinical Speciality Training

Internships	Number of interns
Small Animals Medicine and Surgery	6
Livestock and Equine Medicine and Surgery	3
Wild and Exotic Animals	2

The interns actively collaborate in all clinical services of the hospital, namely: medicine, surgery, emergencies, hospitalization and after hour service in a 24 hours/day schedule. They are always under the supervision of senior clinicians. Every week important clinical training sessions take place in which the most relevant clinical cases from the previous week are presented. Interns acquire additional Postgraduate training by means of seminars, rounds, clinical sessions, etc. The candidates are selected for these positions based on their *Curriculum Vitae*, a written examination and an interview. These internships last for one year. During this period, the interns receive a salary (640 € net salary, while the national minimum wage is 485 €).

At the moment, no programmes are certified by the European Board of Veterinary Specialization. The first step in the near future will be to establish an internship programme certified by the European Board of Veterinary Specialisation; only then can we take the next step towards a Residency Programme.

The hospital also offers postgraduate students the possibility to come and participate, for short periods of time, in the service of their interest. In the last 3 years, VTH-UTAD received four students from Brazil, one from Italy, Poland, Spain and Slovenia, and eighteen from Portugal who come from UTAD and other Portuguese universities. This stay is free, but depends on the availability of hospital services and is coordinated by the hospital management board.

### 12.1.2. RESEARCH EDUCATION PROGRAMMES

There is one Master and one PhD programme which are taught mostly by the Veterinary Science Department (Table 12.2).

Table 12.2 - Number of research students in different programmes

Type of degree	Number of students	Duration
<b>Master</b>		
Food Safety	26	2 years (60 ECTs + 60 ECTs)
<b>PhD</b>		
Veterinary Sciences	38	3 years (60 ECTs + 60 ECTs+ 60 ECTs)

### Master in food safety

The master in food safety lasts for two years, with 120 ECTs. At the end of the cycle the student gets a Master in Food Safety diploma. According to article 20 - no. 1 b) of Decree-Law 74/2006 of 24 March:

1. One specialization degree composed by the curricular units, corresponding to 50% of the total of the master course (60 ECTs);
2. One original dissertation of a scientific nature, specifically prepared for the purpose, corresponding to 50% of the total of the master course (60 ECTs).

### PhD in Veterinary Sciences

The 3<sup>rd</sup> cycle (PhD) of Veterinary Sciences consists of four scientific branches: Clinical, Food Quality and Safety, Animal Health and Biomedical Sciences. The syllabus has a mandatory lecturing component of 20 ECTs (10 obligatory and 10 optional) and a mandatory dissertation of 160 ECTs. All branches have 10 ECTs common mandatory curricular units (Advanced Biostatistics, Seminar). The selection of optional curricular units will be supervised by the management board of the PhD and a scientific tutor, in order to support the student in getting the adequate formation for the branch chosen. The remaining 160 ECTs are to be dedicated to the preparation of original research work, supervised by the tutor. This work begins in the first semester of the PhD program and should be finished in the sixth semester.

*Please indicate when and where and whether the students require a grant or salary*

Students do not receive a salary, although some of them have a fellowship (from institutions or from a Research grant/project). The main institution that supports the student fellowships is the Portuguese Foundation for Science and Technology.

## 12.2 COMMENTS

*Comment on the number of postgraduate diplomas/titles awarded annually.*

*Comment on the percentage of veterinarians participating in postgraduate research training programmes.*

It is not possible to indicate the number of postgraduate diplomas/titles awarded annually due to the fact that the PhD in Veterinary Sciences only started in the 2011/2012 academic year. However, the possibilities for students to successfully complete Postgraduate Studies are highly dependent on if they are able to obtain adequate funding or not that will allow them to work in a full-time program on their PhD.

We consider that the percentage of veterinarians participating in the PhD Veterinary Sciences programme to be good, because of the 38 students enrolled in this programme, 34 are Veterinary graduates (89.5 %).

## 12.3 SUGGESTIONS

Although we have a member of teaching staff who is a Diplomate in Parasitology, a member of teaching staff with the residency in Neurology and a full-time hired veterinarian with the residency in Anaesthesiology, the number of Diplomates in the UTAD needs to be increased in order to offer residency programs in the future. However, this goal will be difficult to achieve in the short term, since it is difficult to free teachers to do their residency period.

It is important to increase the number of postgraduate courses taught by UTAD, but it is difficult because the academic staff is heavily involved in the undergraduate training course and their full-time dedication to their work leaves them little time for anything else. Furthermore, it is important to attract students, but this requires pursuing fellowships not only on a National level but also ones provided by private agents.

## CHAPTER 13. – RESEARCH

*The details requested under this heading relate only to research experience offered to students during their undergraduate training, for example through project work.*

### 13.1 FACTUAL INFORMATION

*Indicate the involvement of undergraduate students in research, including the time spent, percentage of students involved and outcome required.*

Since 2008, with the new curriculum development, in the 2<sup>nd</sup> semester there is an obligatory curricular unit called “Introduction to scientific research” with the aim of preparing students for research activities. This purpose continues with a lot of available optional curricular units such as “Animal experimentation” or “Medicine and surgery of exotic, wild and laboratory animals”.

In fact, and as a general rule, not all the students are involved in research. However, there are some state scholarships available for research, awarded under the university's research centres, allowing some students to perform research projects from the 3<sup>rd</sup> or 4<sup>th</sup> semester. For others, the option is to perform their obligatory Dissertation Work with experimental work.

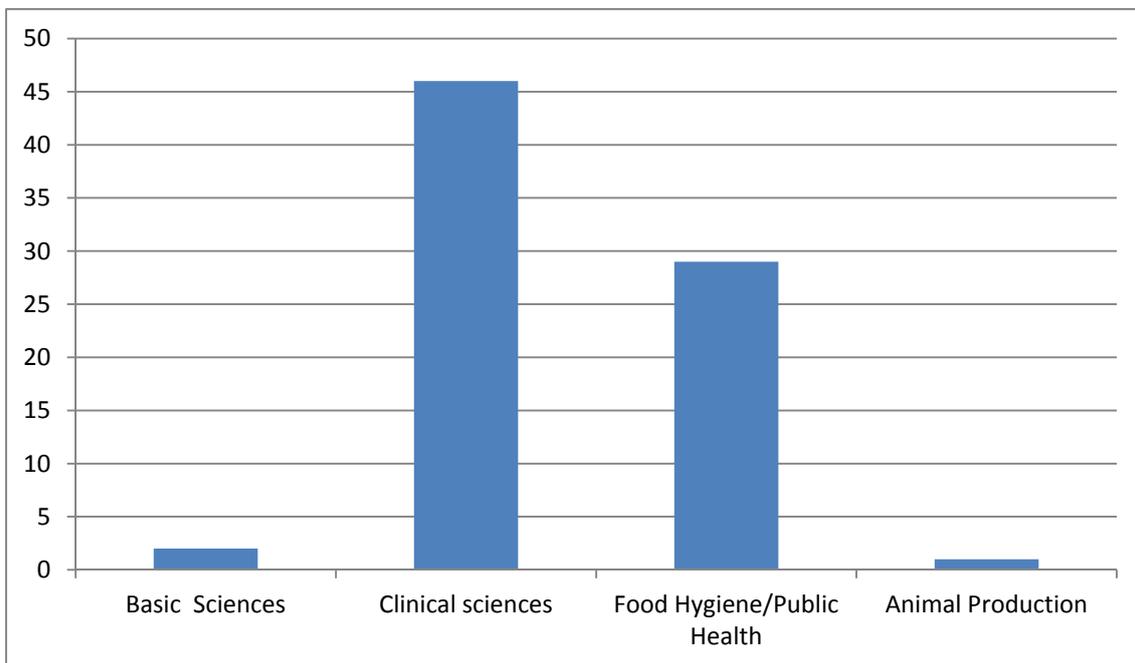
In Portugal, preparing and writing a Dissertation under the tutorship of a supervisor is mandatory for all students and corresponds to 30 ECTS (810 hours) of a total of 330 ECTS (almost 10% of the total ECTS). The Dissertation thesis may be: a) a project; b) an original experimental work or c) a clinical activity report. Presentation and discussion of the thesis before an Examination Board is the final step of any undergraduate student's career, prior to being officially appointed as an MSc in Veterinary Medicine.

The preparation of the Dissertation thesis represents for the student (individually) the first opportunity to acquire appropriate knowledge on how to create a database, how to evaluate data using a statistical package and how to do a bibliographic review geared towards the discussion of the results.

In fact, since 2009 until now, there are 3 Introduction to research scholarships (2 in Clinical Sciences and 1 in Animal production) and 78 Dissertation theses based on research work, 57% (78 of 138) [2009-16 (32%); [2010-16 (70%)] and [2011-46 (70%)], namely, 46 in Clinical Sciences (59%); 29 in Food Hygiene/Public Health (37%), 2 in Basic Sciences (2.6%) and 1 in Animal production (1.3%) (Figure 13.1).

The majority of students prefer to take part in experimental work so they have the opportunity of understanding what research means, particularly in topics considered fundamental for their future employment.

Thesis based on research activities can be carried out in several facilities: private clinics, commercial farms, slaughterhouses, zoos, natural parks, labs, etc. This experience offers the student the possibility to come into contact with the field of real work.



**Figure 13.1** – Division of the total number of theses by scientific subjects in the last three years

## 13.2 COMMENTS

*Comment on the opportunities for students to participate in active research work.*

Although research is the major resource for teaching information, the research activities are not usually developed with the undergraduate students; therefore, the majority of the research activity carried out at our institution is not included in this document. On the other hand, students find difficulties in carrying out tasks which are not included in the syllabus as a result of the considerable study load which forces them to spend almost all their available time attending theoretical and practical classes and in personal study to pass their exams. However teachers regularly advertise their research works, so it is possible for a student to know their timing and propose monitoring and assisting in their realization.

## 13.3 SUGGESTIONS

*Will students be given more opportunity to participate in research activities? If so, how will this be done?*

Research adds value to the teaching-learning process and it is part of our strategy to continue to invest in increasing students' assisted research activities under the IMVM-UTAD. Nevertheless, academic obligations are so demanding that it can be hard for students to see research as a priority.

In order to recruit undergraduate students to research activities we suggest organizing an Open day dedicated to Science.

In addition, the fellowship policy does not depend on the Course Directorate; therefore, to increase the students' opportunity of participating in research activities, a general strategic plan from the University (research centre management boards), and the Portuguese Ministry of Education and Science must be implemented.



## **ANNEX 1**



**MINISTRY OF SCIENCE, TECHNOLOGY AND HIGHER EDUCATION**

**OFFICE OF THE MINISTER  
ORDER No. 63/2008**

Whereas, pursuant to paragraph 1 of Article 172 of Law No. 62/2007 of 10 September, institutions of higher education shall review their statutes so as to conform to the new Legal Regime of Higher Education Institutions;

As requested, the University of Trás-os-Montes and Alto Douro approved its new statutes under Article 172 and subjected them to ministerial approval;

Having made its assessment under that law;

Under the provisions of Article 69 of Law No. 62/2007 of 10 September, I determine that:

1 - The Statutes of the University of Trás-os-Montes and Alto Douro are sanctioned and will be published in the Annex to this order.

2 - This ruling shall come into force on the day following its publication in the *Diário da República* (Official Gazette).

November 14, 2008. - The Minister for Science, Technology and Higher Education, José Mariano Rebelo Pires Gago.

**Statutes of the University of Trás-os-Montes and Alto Douro**

The University of Trás-os-Montes and Alto Douro (UTAD) was created by Decree-Law No. 60/86 of March 22, succeeding the Institute of the University of Trás-os-Montes and Alto Douro, which had resulted from the conversion of the Polytechnic Institute of Vila Real, by Law No. 49/79, of September 14.

Whether in its first Statutes, approved by Order No. 81/89 of August 29 or those which resulted from a review carried out in 1998, which were approved by Order No. 11-A/98 of February 16, it has always recognized that, as an institution of higher education, and without prejudice to the universal dimension intrinsic to its university identity, its design was to serve the country and the region and take as fundamental the objectives of education, research, extension and provision of community services. It was also considered that the interdepartmental experience and development adapted to the new university and development were reasons that justified that its statutes regarded UTAD as a single organizational unit.

With the publication of Law No. 62/2007 of 10 September, which approved the Legal Regime of Higher Education Institutions, conditions were created to enhance and modify the organization and governance of UTAD.

In consideration of the direction taken and results achieved, conditioned by reasoned foresight for future support of the importance of guaranteeing the livelihood of the departmental matrix and institutional management model unit, which has characterized UTAD since its foundation, without prejudice to the relative administrative, scientific and educational autonomy of the intermediate structures whose initiatives and activities, in order to preserve their complementarities and balance and to facilitate the achievement of its mission, the University shall, under the overall coordination of common governance bodies, converge in shared projects, financially united in a single budget and functionally supported by transversal services and specialized structures and subsidiary entities of private law.

In addition, the examination of the circumstances that shape the present and surveying its likely evolution, lead to the conclusion that UTAD must preserve and strengthen its character as a national university, deliberately open to internationalization, strengthening and reinforcing its interconnection in parity with other institutions of public higher education in Portugal, and at the same time, performing an appropriate differentiation of its nature, the requirements and opportunities that arise in the context in which it operates and develops its

actions and the cognitive and organizational capital that it has accumulated, UTAD should enhance its identity and specific character as a centre of excellence through the creation and dissemination of culture, and production and transfer of knowledge, the development and dissemination of technology, human development and high-level qualification of the population it serves, play a key role in regional cohesion, the recognition of the importance of natural resources, of the demographic balance, of social inclusion and economic progress in Northern Portugal. Thus, by decision of the assembly constituted in accordance with article 172 of Law No. 62/2007 of September 10, approved by unanimous vote in plenary session on May 29, 2008, the University of Trás-os-Montes and Alto Douro approves the following Statutes:

**TITLE I**

**Common principles and provisions**

**CHAPTER I**

**Purpose and Scope of the Statutes**

**Article 1**

**Purpose**

The Statutes of the University of Trás-os-Montes and Alto Douro, hereinafter called the Statutes, spell out the mission and objectives of the University, delivering the statutory, educational, scientific, cultural, administrative, financial, property and regulatory autonomy which the Constitution and the law confer, define their organizational structure, performing appropriate differentiation to the nature and context in which it operates and develops its action, and establishes principles and rules which govern its organizational or functional units.

**Article 2**

**Scope**

The provisions of the Statutes are of mandatory application, at the University of Trás-os-Montes and Alto Douro, and take precedence over any other, except to the extent that the result is contrary to what is expressly stated in the law.

**CHAPTER II**

**Nature and mission of the University of Trás-os-Montes and Alto Douro**

**Article 3**

**Identity**

The University of Trás-os-Montes and Alto Douro, hereinafter called the University or abbreviated as UTAD, is a high-level institution oriented to the creation, transmission and dissemination of culture, knowledge, and science and technology through the articulation of study, teaching, research and experimental development.

Article 4  
**Legal status**

1 - UTAD is a legal entity under public law, endowed with statutory, educational, scientific, cultural, administrative, financial, patrimonial and disciplinary independence from the State, with differentiation appropriate to its nature, under the Constitution, the law and the Statutes.

2 - In the multiplicity of its duties and its bodies, whether organizational units or functions, UTAD at all times maintains a legal status, preserving the unity of government, heritage, financial and human and material resources at its disposal, without prejudice to the management and administrative autonomy granted to some of its structures, under the applicable law, statutes and regulations.

3-UTAD, by itself or through its organizational units, may, by decision of the General Council on a proposal of the Rector, through its own revenue, create freely by itself or together with other public or private entities, to be part of, or incorporate within its scope, subsidiary entities under private law such as foundations, associations and societies, to assist them in the strict performance of its purposes.

4- Under the preceding paragraph in particular, UTAD may create:

a) Societies for the development of higher education involving UTAD's own resources, or its organizational units, and private resources;

b) Consortia between UTAD or its organizational units, and research and development institutions.

5- UTAD and its autonomous organizational units may delegate, in the entities referred to in paragraphs 3 and 4, the execution of certain tasks, including the implementation of courses not awarding a degree, by a protocol approved of by the Rector, that clearly defines the terms of the delegation without prejudice to the responsibility and educational and scientific oversight befitting the University.

6- Subject to a justified proposal of the Rector and approved by the General Council by a majority of its members, UTAD can apply to the government for its transformation into a public foundation under private law.

Article 5  
**Headquarters of the University**

1 - UTAD has its headquarters in Vila Real.

2 - UTAD can create organizational units outside its headquarters by decision of the General Council on a proposal of the Rector, which, when becoming one of its schools must meet the respective requirements, including the accreditation and registration of courses, facilities and equipment and staff, under the law.

Article 6  
**Members of UTAD**

All enrolled students, teaching staff, researchers, non-teaching and non-research staff that have a contractual relationship with the University or any of its units, regardless of their nature, are members of the University.

Article 7  
**Mission of the University**

1 - UTAD aims at the highest level of qualifications for the Portuguese, the production and dissemination of knowledge, as well as the cultural, artistic, technological and scientific training of its students in a framework of international reference.

2 - UTAD values the work of its researchers, teaching-staff and non-teaching staff, fosters intellectual and professional training of its students, and ensures the conditions for all adequately qualified citizens to have access to higher education and lifelong learning.

3 - UTAD promotes the effective mobility of students and graduates, both nationally and internationally, including in European higher education space and in Portuguese-speaking countries.

4 – UTAD, in conformity with the higher interests and obligations of the State, ensures the provision of student social services to facilitate access to higher education and the practice of successful attendance, with a positive discrimination for economically disadvantaged students with appropriate school outcome.

5-UTAD further assumes the rights and duties to:

a) participate, individually or through organizations that represent it, in the formulation of national policies, speaking on draft legislation directly relating to higher education and prepared to be heard on the definition of criteria for setting the financial allocations granted by the State as well as on the criteria for setting the fees of the study cycles that assign academic degrees;

b) take part, alone or together with other public or private entities, in society extension activities, including activities of dissemination and transfer of knowledge, as well as of economic exploitation of scientific knowledge;

c) contribute to public understanding of the humanities, arts, science and technology, promoting and organizing actions in support of the spread of humanistic, artistic, scientific and technological culture, and providing the necessary resources for these purposes.

Article 8

**Functions of the University**

1 - The fundamental attributes of UTAD are:

a) The provision of study cycles aimed at assigning degrees and academic qualifications which may be awarded by institutions of higher education under the provisions of law, as well as other post-secondary courses, postgraduate training courses, and other courses and specialized activities and lifelong learning;

b) The creation of an educational environment appropriate to its mission and maintaining a system of evaluation and quality assurance of its educational offer and of the teaching and learning activities it has developed;

c) To conduct research and the support and participation in scientific institutions;

d) The transfer and economic development of scientific and technological knowledge;

e) The implementation of training courses and the updating of knowledge, oriented to both the personal and professional development of its members, and towards the qualification of public/students external to the University;

f) The provision of community services and support to development;

g) Cooperation and cultural, scientific and technical exchanges with similar institutions, both domestic and foreign, promoting national projection and internationalization of its activities and promoting the mobility of students, teaching staff and researchers;

h) To contribute, within the extent of its activity, to international cooperation and rapprochement between peoples, with special emphasis on Portuguese-speaking and European countries;

i) The production and dissemination of knowledge and culture.

2 - UTAD has power, under the law, for the granting of equivalences and recognition of degrees and academic qualifications.

3 - UTAD also has the power to award honorary degrees and titles, including Doctor Honoris Causa and Professor Emeritus, and to institute prizes and incentives to recognize merit and quality and to distinguish activities that enhance the University.

#### Article 9

#### **Coordination and cooperation at regional, national and international levels**

1 - For the purpose of the coordination of the educational offer and human and material resources, UTAD can establish associations with public or private research and development institutions.

2 - UTAD can also articulate its activity at a regional level with other institutions of higher education.

3 - UTAD may enter into association or cooperation agreements with other higher education institutions to encourage the mobility of students and teachers and to pursue partnerships and joint projects, including joint degree programs in accordance with the law, or sharing of facilities or equipment, whether based on criteria of territorial aggregation or on criteria of sectorial aggregation.

4 - UTAD promotes its integration into networks and establishes partnerships and cooperation with foreign institutions of higher education, foreign scientific organizations and international institutions and other bodies, particularly in the context of the European Union and bilateral or multilateral agreements signed by the Portuguese State, and within the framework of Portuguese-speaking countries, for the purpose of joint coordination in the pursuit of their activities.

5 - Actions and programs of international cooperation should be compatible with the nature and purpose of the University and institutional partners, and take into account the broad outlines of national policy, particularly in education, science, culture and international relations.

6 - The consortia and agreements referred to in the preceding paragraphs do not affect the identity and autonomy of each institution involved.

CHAPTER III  
**General Provisions**

SECTION I  
**Fundamental Principles**

Article 10  
**Principles of democracy and participation**

1-UTAD guarantees and promotes pluralism and free expression of guidance and opinion, as well as the freedom of scientific, cultural and technological creation, promotes the participation of all the university bodies in common academic life and ensures democratic management methods.

2-UTAD bases all its activities on the exercise of intellectual freedom and respect for ethical public service, in recognition of merit, stimulating innovation, competitiveness and modernization of society, and in its commitment to human promotion, social inclusion and territorial cohesion.

Article 11  
**Principle of social responsibility**

1-UTAD should provide conditions of personal and professional achievement to its members, within the available resources and limits prescribed by law.

2-UTAD promotes the qualification, personal and professional development and lifelong training life of people who provide service in the institution.

3-UTAD seeks to minimize all factors that contribute to the disadvantages that affect citizens with disabilities, but with remaining abilities to be participants in the institution.

4-UTAD seeks to foster a close connection between its activities and society and, in particular, the community in which it is integrated.

SECTION II  
**Rights and special duties of titleholders or members of bodies.**

Article 12  
**Independence in the exercise of functions**

Titleholders or members of bodies do not represent groups or sectorial interests and are independent in the performance of their duties.

Article 13  
**Responsibilities**

1 - The members of collegial bodies are jointly responsible for acts done in performance of their duties.

2 - the members who, having been present at the meeting where a decision was taken, have expressed their disagreement in a statement recorded in the minutes and as absent members have declared their disagreement in writing and which is on record in the minutes, are exempt from liability.

Article 14

**Confidentiality and the duty of discretion**

1- The meetings of collegial bodies, unless for legal determination, statute or regulation, or by decision of the agency itself, are not public, without prejudice to persons invited to participate in them, according to statutory law or regulatory requirements.

2- The members of collegial bodies, as well as the persons referred to above, are subject to confidentiality obligations and the rights to reservation, with regard to information they are provided with or have access to, to effect their direct and exclusive participation in meetings that are not public.

SECTION III

**Common provisions for the election and replacement of titleholders or members of bodies and the duration and modes of termination of the mandates.**

Article 15

**Modes of election**

1-The election of the holders of single-member agencies and members of collegiate bodies shall be by secret ballot, organized in specific terms of electoral regulations, prepared and approved by the statutorily competent bodies.

2-These regulations shall not contravene the election laws, statutes and regulations, applicable to the bodies to respect, and submit themselves, in particular to the subsequent provisions of this section.

Article 16

**Right and duty of participation in electoral processes**

1-All members of UTAD have under the law, statutes and regulations, the right and duty to participate in elections that have active or passive electoral capacity.

2-Acceptance of the possibility of being elected is inherent to the corresponding passive electoral capacity, so any unavailability subject to compliance must be manifestly expressed and submitted to the Rector.

Article 17

**Election of titleholders of uninominal bodies**

The election of titleholders of uninominal bodies is based on individual applications, formalized under the Statutes and applicable regulations.

Article 18

**Election of members of collegial bodies**

1 - The election of members of collegial councils, where the law or statutes do not provide differently, is based on complete and ordered lists of candidates originating from each body to be represented in the composition of the council, with a number of candidates equal to the number of members to be elected plus half of that number.

2 - The electoral college should correspond to the whole of the members of these bodies and who hold active electoral capacity.

3 - The allocation of seats is done by applying the d'Hondt highest average method.

4 - The unelected candidates will be considered alternates, saving the respective ordinal positions for purposes of any replacement of members of the council who suspend, are suspended or see cease their mandates.

Article 19

**Duration and limited mandates**

The terms of office bearers of members elected or co-opted to the collegiate bodies have a duration of four years or, if exercised by students, a duration of two years, and in any case may be consecutively renewed only once.

Article 20

**Suspension and termination of mandates**

1- The members of collegial bodies may temporarily suspend their mandates, one or more times, up to a limit of one year, by personal request, duly justified, accepted by the council pursuant to its regulations, and approved by the Rector.

2- The members of collegial bodies may resign by reason of force majeure, having notified the council and the Rector, and can also be dismissed permanently by duly justified personal request, accepted by the council pursuant to its charter, and approved by the Rector.

3-Any member of a collegiate body can only be suspended or removed in the event of serious misconduct and by a decision with a majority vote taken by the council pursuant to the rules and procedures and approved by the Rector.

4- The members of collegial bodies who cease their mandates are dismissed or exonerated pursuant to the preceding paragraphs if, having been elected, no longer have the capacity that they held at their election.

Article 21

**Replacement of titleholders or members of collegiate bodies**

1- Replacement of titleholders of a single-member office is made under terms of the law or specific statutory standards.

2-To replace members of collegial bodies, elected on the basis of lists, the alternates who are not part of the body concerned will be called to the exercise of functions in the order of the list that each outgoing member ceased or prevented.

3-The replacement of members who are temporarily incapable takes effect only while the impediments remain, after which the substitutes will return to the status of alternates, rejoining the lists in the ordinal positions they held previously.

4-The replacement of outgoing members is made definitively in each case, at a time corresponding to the completion of the mandate of the outgoing member.

Article 22

**Incompatibility and Impediments**

1-The member functions of the General Council are incompatible with the Vice-Rector, Rector, Student Ombudsman and members of the Management Council.

2-The positions of Rector and Vice-Rector shall not be combined with that of President of the School.

3-The Rector, Vice-Rectors and Pro-Rectors of the University, members of the Management Council and Presidents and Vice-Presidents of the Schools, the Administrator and SSS and the Head of UTAD Rector's Office can not belong to any management or governance body of other institutions of higher education, public or private.

4-Verification of any incompatibility or impediment will result in the loss of office and ineligibility for any of the positions referred to in paragraph 3 for a period of four years.

SECTIONIV

**Protocol standards**

Article 23

**Academic symbols**

1-The symbol of UTAD adopted as its emblem and insignia on a silver medal is approved in the thirty-fifth meeting of the Installation Committee of the Polytechnic Institute of Vila Real, held on 9 June, nineteen hundred and seventy-eight, according to the model presented in Annex 1.

Article 24  
**Academic dress**

1 - The academic dress of UTAD's teachers and researchers is the model presented in Annex 3, and comprises:

- a) The gown, made of black cloth and lined with Taffeta coloured sleeves corresponding to the field of scientific doctorate;
- b) A scapular with taffeta interlining, in the colour of the field of scientific doctorate except for the Rector, which is white;
- c) a silver medal, with UTAD's insignia, hanging from a hook or bracket that is in the scapular;
- d) a rosette, made of fabric with the colour corresponding to the PhD scientific area, except for those of the Rector and Vice-Rectors which are white.

2 - The academic attire is required for use in solemnities and official acts of university life.

3- The rules listed in the preceding paragraphs are applied to the Higher Education School of Nursing of Vila Real.

Article 25  
**University Day**

This day is celebrated at the University on March 22, the date of its foundation, created by Decree-Law No. 60/86.

TITLE II  
**Structure of the University**

Article 26  
**Institutional organization**

In order to fulfil its mission, UTAD is organized internally into:

- a) Teaching and research units, hereinafter called Schools;
- b) Research Units, also called Research Centres;
- c) Services;
- d) Specialized structures;
- e) Subsidiary entities;
- f) Other units that will be created in pursuit of university activities.

Article 27  
**Schools**

1 - UTAD includes the following schools, of a university nature:

- a) School of Agrarian and Veterinary Sciences;
- b) School of Humanities and Social Sciences;
- c) School of Science and Technology;
- d) School of Life and Environmental Sciences.

2 - UTAD also includes the Higher Education School of Nursing of Vila Real, as a polytechnic.

3 - The creation, transformation and termination of Schools are the responsibility of the General Council by proposal of the Rector, under the law.

Article 28  
**Research Centres**

1 - UTAD includes research centres, with or without unit status and with their own statutes or rules, to be approved by the Rector, whether they are recognized and evaluated positively or not, under the law notwithstanding the legislation that regulates the activity of the Research Centres, particularly with regard to their own organization, autonomy and scientific responsibility.

2 - UTAD also includes Research Centres in the preceding paragraph, with or without the status of organizational units, resulting from association with universities, units of universities, university colleges and other institutions of higher education, polytechnic institutes, units of polytechnics, and other institutions of polytechnic education.

3 - The creation, transformation and extinction of research centres are the responsibility of the General Council on a proposal of the Rector.

Article 29  
**Services**

1 - For the technical and administrative support necessary for the permanent and proper functioning of the University and all its organizational structure, UTAD provides the following services:

- a) Financial and Patrimonial Services;
- b) Human Resource Services;
- c) Academic Services;
- d) Information and Communications Services;

e) Library and Documentation Services.

2 - The creation, modification and termination of services are the responsibility of the Rector, after consultation with the Management Council.

Article 30  
**Student Social Services**

UTAD also has Student Social Services (SSS), which enjoy administrative and financial autonomy, under the terms and statutes defined by law.

Article 31  
**Specialized Structures**

1-To support its teaching, research and the provision services, UTAD has the following Specialized Structures that integrate the offices identified in Appendix 4:

- a) Academic Activities Support Unit;
- b) External Relations Unit;
- c) Technical Support, Maintenance and Security Unit.

2-Specialized Structures also include:

- a) The Centre for Monitoring of Sports Training and Excellence, associated with the School of Life and Environmental Sciences;
- b) The Centre for Agricultural Operations and Management, associated with the School of Agrarian and Veterinary Sciences;
- c) The Veterinary Hospital, associated with the School of Agrarian and Veterinary Sciences.

3 - The creation, transformation and extinction of Specialized Structures is the responsibility of the Rector, after consultation with the Management Council.

Article 32  
**Subsidiaries**

1- Under the provisions of paragraph 3 of Article 4 and within its scope, UTAD incorporates or participates with the following subsidiary entities in particular:

- a) King D. Dinis Foundation, with the structure and powers provided in its statutes;
- b) Trás-os-Montes Institute for Agro-Industrial Research and Development (ITIDAI).

2 – The King D. Dinis Foundation will be committed in terms of specific protocol to the management activities of the Museum of Geology, the Botanical Gardens and Soil Fertility Laboratory, the Electron Microscopy Unit (EMU), the Office of Support for the Promotion of Industrial Property (GAPI) and the Technology Transfer and Knowledge Workshop (OTIC), and other structures that exist or that may be created, namely, in the areas of entrepreneurship and cultural dynamism.

TITLE III  
**University bodies**

CHAPTER I  
**Bodies of UTAD**

Article 33  
**Bodies**

1- The bodies of UTAD are:

- a) The General Council;
- b) The Rector;
- c) The Management Council;
- d) The Student Ombudsman (Student Liaison Officer);
- e) The Academic Council.

2-The General Council, on its own initiative or upon the proposal of the Rector, can create other consultative bodies, defining their composition and skills.

CHAPTER II  
**The General Council**

Article 34  
**Composition**

- 1 - The General Council is composed of twenty-three members.
- 2 - The members of the General Council are as listed:
  - a) Thirteen representatives of UTAD's teachers and researchers;
  - b) Three student representatives;

- c) Six non-University persons of recognized merit, with relevant expertise and experience;
- d) A representative of the non-teaching and non-research staff.

3-The members referred to in subparagraph a) above shall be elected by all UTAD teachers and researchers in accordance with the following article.

4 - The members referred to in subparagraph b) of paragraph 2 are elected by the students of UTAD's academic degree programs under Article 15 and 18 of these Statutes.

5 – The members referred to in subparagraph c) of paragraph 2 are co-opted by the set of members referred to in points a) and b) of no. 2, by an absolute majority, based on reasoned proposals endorsed by at least one third of those members.

6 - The member referred to in subparagraph d) of paragraph 2 is elected by all non-teaching staff and researchers under the terms of articles 15 and 18.

#### Article 35

#### **Election of representatives of the teaching staff and researchers**

1 - Each candidate list is necessarily composed of candidates originating from all Schools.

2 - In each list, the number of School candidates tends to be proportional to the number of electors of the School, which corresponds to the total number of teachers and researchers in that area, and is obtained by the d'Hondt highest average method, according to the following rules:

a) Begin by calculating the number corresponding to half the total number of candidates, according to the procedure described in b) and d);

b) The number of voters in each School is divided successively by consecutive integers, starting at the unit, the quotients being in descending order in a series of as many as the mandates concerned;

c) Applicants belonging to the Schools match the terms of the series established by the previous rule, by giving each School as many candidates as there are in the series;

d) Where there is only one more candidate to be allocated and from the following terms of the series the candidates are equal and from different Schools, the candidate will be from the School having the lowest number of voters;

e) If, pursuant to the rules set out in earlier paragraphs, any candidate does not fit for a school, they will be assigned to minimal representation as a member, and for the determination of the number of candidates from other schools, recalling the process described by deducting one unit from the number of mandates concerned;

f) Finally, multiply the number of candidates previously allocated to each School by two.

3 - Each free list is freely ordered by its members and endorsed by them all.

4 - Voting and elections are held without distinction to voters in the Schools.

5 - The calculation and allocation of seats are made for the Schools in the following manner:

a) lists are formed by schools, grouping the members of each list and votes in the same school and ordering them sequentially, according to their relative positions on the list from which they originate;

b) Based on the referred lists for schools, the procedure is then to award the terms corresponding to each school, applying the d'Hondt highest average method, following a similar procedure to that described in b) to d) of paragraph 2.

#### Article 36

#### Competence of the General Council

1 - The General Council shall:

a) Elect its President by an absolute majority of its members in active duty, from among the members referred to in subparagraph c) of no. 2 of Article 34;

b) Approve amendments to the Statutes in accordance with paragraphs 2 to 4 of Article 68 of Law 62/2007 of 10 September;

c) Organize the election procedure and elect the Rector, in accordance with the law, statutes and regulations;

d) Evaluate the Rector and Council of Management;

e) Propose initiatives deemed necessary for the proper functioning of the University;

f) Perform other duties prescribed by law and the Statutes.

2 - The General Council on a proposal of the Rector shall:

a) Approve the medium-term strategic plans and action plan for the four-year mandate of the Rector;

b) Approve the general guidelines of the University in the scientific, educational, financial and property plans;

c) Create, modify or extinguish organizational units;

d) Approve the regulations applicable to the process of election of the Rector;

e) Approve, by absolute majority of members on active functions, participation in consortia of UTAD created on the initiative of its members, pursuant to Article 9;

f) Approve the annual activity plans and assess the annual activity report of the University;

g) Approve the proposed budget;

h) Approve the consolidated annual accounts, accompanied by the Statutory Auditor's Report;

i) Establish the fees payable by students;

j) Propose or authorize, as provided by law, the acquisition or disposal of institutional real estate and credit operations;

l) Review and approve by absolute majority of members in full function, the proposed application for the transformation of UTAD into a public institution of higher education, foundational in nature;

m) Pronounce in an advisory capacity on the remaining issues that are submitted to it by the Rector.

3 - The decisions referred to in subparagraphs a) to c), f) and h) No. 2 above must be preceded by consideration of the opinion, drawn up and approved by the external members referred to in subparagraph c) No. of 2 of Article 34.

4 - In all matters within its competence, the General Council may request opinions from other bodies of the University or its units, including advisory bodies.

5 - The resolutions of the General Council shall be approved by a simple majority, except in cases where the law or the statutes require an absolute majority or are more demanding.

#### Article 37

##### **Powers of the President of the General Council**

1 - The President of the General Council shall:

- a) Convene and chair meetings;
- b) Declare or check vacancies in the General Council and make the replacements due, according to the Statutes.

2 - The President of the General Council does not interfere in the exercise of powers of the other bodies of the University that do not fall to him, nor represent or speak on their behalf.

#### Article 38

##### **Constitution of the General Assembly and entry into operation**

1 - The General Council shall be deemed to be legally constituted with the approval of the election results of members as referred to in subparagraphs a), b) and d) of paragraph 2 of Article 34, being transiently chaired by the most senior member of the Council, from representatives of teachers and researchers UTAD, until election of the President.

2 - The first meeting will take place within 10 working days after certification of election results referred to the number earlier, with the following single point on the agenda: co-optation of the General Council members of paragraph c) of paragraph 2 of Article 34.

3 - The Rector notifies the persons so co-opted in writing, asking them to confirm their acceptance of office.

4 - Upon the acceptance of all persons co-opted a meeting of the General Council shall be convened to take office, after which the Council shall enter into the fullness of its functions.

5 - The President of the General Council shall be elected at a meeting to be held by the tenth business day after the Council's functions come fully into effect, which will be timely convened on the date of office referred to previously. The General Council shall also elect a Council Secretary who is elected from among the members referred to in a) of No. 2 of Article 34.

Article 39  
**General Council meetings**

1 - The General Council normally meets four times a year, and, extraordinarily, whenever convened by its President, on its own initiative, at the request of the Rector or a third of its members, or when called for in a situation of gravity for the life of University, by a third of its members.

2 - By decision of the General Council, the following persons may attend meetings, without voting rights:

a) The Directors of the organizational units;

b) Persons invited to advise on matters regarding their specialty.

3- The Rector participates in meetings of the General Council without the right to vote.

CHAPTER III  
**Rector**

Article 40  
**Functions of the Rector**

1 - The Rector is the highest body of governance and the external representative of the University.

2 - The Rector is the agency conducting the policy of the University, and chairs the Management Board.

Article 41  
**Election**

1 - The Rector is elected by the General Council pursuant to the established Statutes and in accordance with the procedure laid out in the respective rules prepared by the General Council.

2 - The election process includes, namely:

a) The public announcement of the opening of applications for tendering;

b) The submission of applications;

c) The public hearing of the candidates, with a presentation and discussion of their action program;

d) The final vote of the General Council, by majority and secret ballot.

3 - Teachers and researchers of UTAD or other institutions, either domestic or foreign, from educational or research universities, may apply for the position of Rector.

4 – A person cannot be elected Rector if:

- a) S/he is retired;
- b) S/he has been convicted of a disciplinary, financial or criminal breach while exercising public or professional functions in the four years subsequent to the sentence;
- c) S/he is otherwise disqualified under the law.

Article 42  
**Term of office**

- 1 - The Rector's office lasts for four years and may be renewed only once.
- 2 - In the event of the early termination of the mandate, the new Rector starts a new term.

Article 43  
**Vice-Rectors**

- 1 - The Rector is assisted by Vice-Rectors.
- 2 - The Vice-Rectors are freely appointed by the Rector from among those who are not in a situation of incompatibility or incapacity, and may be from outside the University.
- 3 - The Vice-Rectors may be discharged or dismissed at any time by the Rector, and their mandates cease with the cessation of the Rector's mandate.

Article 44  
**Pro-Rectors\*\*\***

- 1 - The Rector may also be assisted by Pro-Rectors for the development and completion of tasks, projects and specific activities.
- 2 - The Pro-Rectors are freely appointed by the Rector from among members of the University who are not in a situation of incompatibility or impediment.
- 3 - The Pro-Rectors may be discharged or dismissed at any time by the Rector, ceasing functions with the consummation of the tasks, projects or activities for which they were appointed, or the termination of the mandate of the Rector who appointed them if this occurs earlier.
- 4 - The Pro-Rectors, when professors or researchers, may, if the nature of their given functions so requires, be dismissed by the Rector, partly or wholly, from the teaching service, but only after the President of the School which they belong to has been heard.

Article 45

**Dismissal of the Rector**

1 – If there is risk to the University, the General Council summoned by its Chairman or by a third of its members, may decide, by a majority of two thirds of its members, to suspend the Rector and, after appropriate administrative proceedings, the same majority may rule for his/her dismissal.

2 - The decision to suspend or dismiss the Rector may only be voted at meetings that are summoned specifically for that purpose.

Article 46

**Exclusivity**

1 - The office of Rector and Vice-Rector are exercised under the regime of exclusivity.

2 - When they are teachers or researchers of UTAD, the Rector and the Vice-Rectors shall be exempt from teaching service or research, without prejudice if they continue to provide it on their own account.

Article 47

**Replacement of the Rector**

1 - When the Rector suffers a temporary incapacity, the Vice-Rector appointed by him/her shall take on his/her duties, or, in the case of no such appointment, the eldest shall assume command.

2 - If the incapacity continues for more than 90 days, the General Council shall rule on the appropriateness of the election of a new Rector.

3 - In the event of the vacancy, resignation or permanent disability of the Rector, the General Council shall determine the opening of the procedure for the election of a new Rector in no later than eight days.

4 - During the vacancy of the office of Rector, as well as in the case of suspension under the terms of Article 45, the position shall be provisionally held by the Vice-Rector chosen by the General Council, or, if there is no such person, by a senior professor of UTAD.

Article 48

**Jurisdiction of the Rector**

1 - The Rector directs and represents the University, the main responsibilities being the following:

a) To prepare and submit to the General Council proposals for:

i) medium-term strategic plan and action plan for the four years of his/her mandate;

ii) General ideas for the direction of the institution within the scientific and pedagogical framework;

iii) Annual activities' plan and report;

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- iv) Budget and consolidated annual accounts, accompanied by the opinion of the Auditor;
  - v) Purchases or sales of the University's real estate, and any credit operations;
  - vi) Creation, modification or extinction of any organic units;
  - vii) Fees payable by students;
- b) Approve the creation, suspension and termination of courses;
- c) Approve the maximum number of new admissions and enrolments in each course in each academic year, in accordance with Article 64, Law No. 62/2007 of 10 September;
- d) Supervise the academic management, deciding, namely, as to the opening of tendering, the appointment and hiring of personnel for any reason, the appointment of selection councils for tendering and examination trials, as well as the system and regulation of the evaluation of teachers and students;
- e) Direct and supervise within the administrative and financial system of the University, ensuring the efficient use of its facilities and resources;
- f) Assign support to students within the educational social welfare, under the terms of the law;
- g) Approve the granting of titles and honorary distinctions;
- h) Institute academic awards;
- i) Homologate the election and designation of the members of the organic units, which s/s/he can only refuse on the basis of illegality, and give them full charge;
- j) Nominate and dismiss, under the terms of the law and the Statutes, the Administrator and the leaders of the University's services;
- l) Exercise disciplinary jurisdiction, in accordance with the terms of Law and the Statutes;
- m) Approve the disciplinary regulations applicable to students, after consulting with the Academic Council;
- n) Ensure compliance with the decisions made by the different colleges of the University;
- o) Approve regulations prescribed by law and the Statutes, so long as there is no interference with and of the regulatory jurisdiction of the organic units;
- p) Ensure compliance with laws, Statutes and regulations;
- q) Propose initiatives deemed necessary for the proper functioning of the University;
- r) Perform other duties prescribed by the law and the Statutes;
- s) Inform the relevant Minister about all the data needed to perform such duty, namely plans, budgets and activities and accounts reports;
- t) Take the necessary measures to ensure the quality of teaching and research at the University and its organizational units;
- u) Represent the university in or out of court.

2 - The Rector shall also detain all the jurisdiction that, by the law or the Statutes, is not attributed to other organisms of the University, as well as the exercise of the jurisdiction delegated or sub-delegated by the relevant Minister.

3 - Whenever felt appropriate, for the efficient management of human resources, the Rector can reappoint teachers, researchers and any others from amongst the various organic units, after the Academic Council, functional units and services have been heard.

4 – Decisions concerning subparagraphs g) and h) of paragraph 1 of this Article, and subparagraph l) of the same paragraph, in regards to the application of severe penalties to staff of the University, require the prior opinion of the Academic Council.

5 - The Rector may delegate to the Vice-Rectors, the Pro-Rectors, the management bodies of the University or its organic units skills that are found to be necessary for a more efficient management of the University.

6 - The Rector has an Office, which includes a Legal Advisor, a Planning Advisor and a Secretary. In addition, s/he may have an Office Manager. All shall be freely appointed and dismissed by the Rector.

#### CHAPTER IV

##### **Management Council**

###### Article 49

##### **Composition and functioning of the Management Council**

1 - The Management Council is composed of the Rector, who presides, a Vice-Rector designated by the Rector, and the Administrator. It may also include one or two members of recognized expertise in fields of management, freely chosen and appointed by the Rector from amongst the teaching and research or non-teaching and non-research staff members of the University.

2 - The mandate of the members of the Management Council has the duration of the mandate of the Rector who appointed them.

3 - The Presidents or Directors of the organic units, those responsible for the Services of the University, and representatives of students and non-teaching and non-research staff may be required to participate, without voting rights, in the meetings of the Management Council.

###### Article 50

##### **Jurisdiction of the Management Council**

1 - The Management Council has to conduct the administrative, patrimonial and financial management of the university, as well as the management of human resources. It is bound by the legislation applicable at the time for the public organisms that have administrative autonomy.

2 - The Management Council also has to set the fees and charges.

3 - The Management Council may, generally, delegate to the bodies of the organic units and chiefs of the services the competences deemed appropriate and necessary for a more efficient management.

CHAPTER V

**Student Ombudsman/Student Liaison Officer**

Article 51

**Nature and designation**

1 - The Student Ombudsman is an independent body which defends and promotes the rights and legitimate interests of the students within the University.

2 - The Student Ombudsman is appointed from among the teachers of UTAD, by the General Council, for four years.

3 - To carry out his/her duties, the Student Ombudsman cannot have more than the legally permitted teaching service, and may even have teaching service, totally or partially, waived by the Rector.

Article 52

**Competence**

1 - The Student Ombudsman carries out the activities and initiatives that s/he deems appropriate for his/her good performance in conjunction with the Academic Association of UTAD and with the bodies and services of the University, such as the Pedagogical Councils of Schools.

2 - The Student Ombudsman has to, in particular:

a) Evaluate the students' complaints and, if s/he considers that they are right, give appropriate recommendations to the competent organisms to answer them;

b) Make general recommendations in order to protect the interests of the students, in particular in the field of pedagogical activity and school social welfare;

c) Promote the implementation of inspections of services whose activities are aimed at the students and other services over which there is doubt as to the legality of their functioning.

3 - The Student Ombudsman's recommendations should be considered by the bodies and services of the University when these are addressed by him/her, and their rejection must be duly substantiated and made known to the Rector and the Student Ombudsman.

4 - The Student Ombudsman has to be given the necessary means to exercise his/her duties adequately.

CHAPTER VI

**Academic Council**

Article 53  
**Concept**

The Academic Council is a collegial body, whose mission is to promote cooperation and coordination between the Scientific Council, the Scientific-Technical Council and the Pedagogical Councils of Schools and Research Centres.

Article 54  
**Composition of the Academic Council**

- 1 - The Academic Council consists of:
  - a) The Rector, who presides;
  - b) The Presidents of Schools;
  - c) The Chairmen of the Scientific Councils of the Schools, when they are not chaired by the Presidents of Schools;
  - d) The Chairmen of the Pedagogical Councils of the Schools, when they are not chaired by the Presidents of Schools;
  - e) Two representatives of Research Centres, elected by the Directors of Research Centres from among their peers;
  - f) A representative of the students from each School, elected by the members of the Pedagogical Council, from among their peers;
  - g) The President of AAUTAD, or his/her legal representative.
- 2 - The Rector may delegate the presidency of the Academic Council to one of the Vice-Rectors.

Article 55  
**Functioning of the Academic Council**

- 1 - The Academic Council meets in plenary sessions, with a scientific committee and a pedagogical committee.
- 2 - The scientific committee is composed of members of the Academic Council referred to in subparagraphs a) b) c) e) of paragraph 1 of Article 54.

3 - The pedagogical committee is comprised of members of the Academic Council referred to in subparagraphs a), d) f) g) of paragraph 1 of Article 54.

Article 56

**Jurisdiction of the Academic Council**

1 - The Academic Council has to:

- a) Assess the draft of UTAD's activity plan from a scientific point of view;
- b) Give its opinion on the creation, transformation and extinction of Schools, Research Centres and Departments;
- c) Propose or comment on the guidelines to be complied with when distributing teaching service;
- d) Propose or comment on the general principles that the regulations of the Research Centres have to comply with;
- e) Give opinion about the creation, transformation, suspension or termination of courses;
- f) Approve the general regulations for the assessment of students' achievement;
- g) Give an opinion on UTAD's academic calendar;
- h) Coordinate the implementation of regular inquiries into the teaching performance of the Schools and their analysis and dissemination;
- i) Coordinate the implementation of the evaluation of teachers' pedagogical performance, by these and their students, and its analysis and dissemination;
- j) Establish the general principles that the regulations of the Schools have to comply with and propose their approval to the Rector;
- l) Give advice on the provisions of paragraph 4 of Article 48.
- m) Give advice on all matters submitted to him/her by the Rector.

2 - It is exclusively up to the scientific committee of the Academic Council to rule for the purposes of subparagraphs a) to e) of the above paragraph.

3 - It is exclusively up to the pedagogical committee of the Academic Council to rule for the purposes of subparagraphs f) i) of paragraph 1 of this article.

TITLE IV  
**On the organic units**

CHAPTER I  
**Schools of higher education**

SECTION I  
**General Provisions**

Article 57  
**General Provisions**

1 – Schools of higher education are units geared towards the ongoing implementation of the tasks of teaching, research, transfer of science and technology, to disseminate culture and specialized services.

2 - The Schools referred to in paragraph 1 of Article 27 have scientific, teaching and administrative autonomy to be established by regulation to be approved in accordance with the Statutes.

3 - Services assigned to each school, resulting from those existing in their Departments shall be grouped in them, and will be those strictly necessary to the performance of functions and tasks that are not or cannot be shared or performed by other services of UTAD.

4 - Schools share human and material resources, functionally, within the courses, as well as research and services rendered.

5 - The Rector, upon advice given by the Academic Council, may reassign teaching, research and other staff amongst the Schools, in accordance with paragraph 3 of Article 48.

Article 58  
**Organization**

1 - The Schools cluster Departments of areas of related knowledge.

2 – The Schools promote and coordinate courses aimed at the attribution of academic degrees, in addition to other courses in areas of related knowledge.

Article 59  
**Regulations**

1 – The Schools are governed by their own regulations, under the law and the Statutes.

2 - These regulations require approval from the Rector, to verify their legality and their conformity with the Statutes.

Article 60  
**Bodies**

The Schools have the following bodies:

- a) Assembly;
- b) President;
- c) Scientific Council;
- d) Pedagogical Council.

SECTION II

**School Assembly**

Article 61  
**Composition of the Assembly**

1 - The School Assembly must consist of fifteen members, of whom there will be:

- a) Ten teachers and researchers, as well as full-time teachers and researchers, with a fixed contract of no less than one year, who are holders of a PhD degree, whatever the nature of their attachment to UTAD;
- b) Three representatives of the students;
- c) Two representatives of non-teaching and non-research staff.

2 - The School Assembly is chaired by the President of School and includes, as part of their duties, the Directors of the Departments of the School.

3 - The remaining members of the Assembly referred to in subparagraph a) of paragraph 1 of this article are directly elected by the respective body, in accordance with Article 18.

4 – The members of the Assembly referred to in subparagraph b) of paragraph 1 shall be elected from among the students of courses promoted and coordinated by the School, directly and by the relevant body, in accordance with Article 18.

5 – The members of the Assembly referred to in subparagraph c) of paragraph 1 shall be elected directly by the relevant body, in accordance with Article 18.

Article 62  
**Jurisdiction of the Assembly**

The School Assembly is responsible for:

- a) Developing and approving the draft of the School regulation;
- b) Electing and dismissing the President of the School, under the School regulation;

c) Approving the activity reports, as well as the draft of the annual and multi-annual activity plans of the School;

d) Giving an opinion on all matters that are raised by the President of the School or any other body of UTAD.

SECTION III  
**President of the School**

Article 63  
**Election of the President**

The School President is elected by the Assembly consisting of teachers and researchers of the School, under the terms of the Regulation of the School.

Article 64  
**Jurisdiction of the President**

The President of the School has to:

a) Direct the activities of the School, systematically monitoring and evaluating the activities undertaken, and ensuring that the resources assigned to the School are managed efficiently;

b) Approve the calendar and schedule of the teaching tasks of the School, after consulting with the scientific and the pedagogical Councils;

c) Implement the deliberations made by the scientific and pedagogical Councils, when these are binding;

d) Exercise disciplinary jurisdiction delegated onto him/her by the Rector. However, this is always subject to the right of appeal to the Rector;

e) Prepare the activity report, as well as the drafts for the annual and multi-annual activity plans of the School;

f) Perform other duties prescribed by the law or the regulation of the School;

g) Ensure compliance with the law, regulations and guidelines issued by the various bodies of UTAD;

h) Represent the school before the other bodies of UTAD and before the outside world;

i) Undertake the functions delegated to him/her by the Rector.

Article 65  
**Vice-Presidents**

1 - The President of the School may be assisted by up to two Vice-Presidents, chosen from among the teachers and researchers belonging to the School Assembly, and to whom s/he may delegate some of his/her competences.

2 - In his/her absence or incapacity, the President of the School is replaced by a Vice-President designated by him/her.

3 - The dismissal, resignation or loss of office of President of the School involves the loss of office of the Vice-Presidents.

SECTION IV  
**Scientific Council of the School**

Article 66  
**Composition of the Scientific Council**

1 - The Scientific Council consists of the President of the School and ten members elected from amongst:

a) Teachers and researchers, as well as the remaining teachers and researchers on full-time contract of fixed term of no less than one year, who are holders of a PhD degree, whatever the nature of their attachment to UTAD;

b) Representatives of the Research Units recognized and positively assessed under the terms of the law, when these exist.

2 - The majority of the members referred to in subparagraph a) of paragraph 1 of this Article shall be elected from among teachers and researchers at UTAD.

3 - The number of members referred to in subparagraph b) of paragraph 1 of this Article shall not be less than 20% nor more than 40% of the total number of members of the Scientific Council. However, it may be less than 20% when the number of Research Units is less than this amount.

4 - The Scientific Council members are elected directly by the relevant body, under the terms of Articles 15 and 18.

5 - The Scientific Council may include members invited from among teachers or researchers from other institutions, as well as well-known personalities who have outstanding recognition within the School's mission and under the terms of the School's regulation.

Article 67  
**Organization and functioning of the Scientific Council**

1 - The Scientific Council has:

a) a Chairman, who is President of the School;

b) a Deputy Chairman, appointed by the President from among the elected members of the scientific council, under the Regulation of the School;

c) a Secretary, appointed by the President from among the elected members of the scientific council, under the Regulations of the School.

2 - The Scientific Council meets in plenary sessions, and under its delegation, in Permanent Committee, under the terms of regulations of the School.

3 - The Permanent Committee of the Scientific Council consists of the President, the Vice-President and the Secretary.

Article 68

**Jurisdiction of the Scientific Council**

1 – The Scientific Council has to:

- a) Evaluate the draft plan of scientific activities of the School;
- b) Give its opinion on the creation, transformation or extinction of Departments;
- c) Decide on the distribution of teaching duties, subjecting it to the approval of the Rector;
- d) Give opinion on the creation of courses promoted and coordinated by the School, and approve their study plans;
- e) Propose or decide on the granting of honorary titles or distinctions;
- f) Propose or decide on the institution of school prizes;
- g) Propose or decide on the implementation of agreements and international partnerships;
- h) Propose the composition of the councils of academic events and tenders;
- i) Perform other acts required by the law in relation to the careers of researchers and teachers and to the recruitment of teaching and research staff;
- j) Perform other duties assigned to them by the Rector or by the regulation of the School.

2 – The members of the scientific council cannot comment on matters relating to:

- a) Acts connected to the career of teachers whose category is superior to theirs;
- b) Tenders or examination trials in regards to which they have the necessary requisites to be candidates.

SECTION V

**Pedagogical Council of the School**

Article 69

**Composition of the Pedagogical Council**

1 - The Pedagogical Council is composed of up to twenty-four members, and in numbers which tend to be proportional to the number of academic degrees promoted and coordinated by the School, under the terms of the regulations of the School.

2 - The members of the Pedagogical Council are:

a) The Chairman, who is also the President of the School;

b) Representatives of the faculty of the School, elected by their body, in accordance with Article 18;

c) Representatives of the students of the courses promoted and coordinated by the School, in a number equal to that of members referred to in subparagraph a) and b) of the present Article and elected by their body, in accordance with Article 18.

3 - The Chairman of the Pedagogical Council of the School shall appoint, from among the faculty members of the Pedagogical Council, a Course Director for each cycle of studies or group of related cycle of studies courses, under the terms of the regulation of the School.

Article 70

**Organization and functioning of the Pedagogical Council**

1 - The Pedagogical Council has:

a) a Chairman, as pointed out by subparagraph a) of paragraph 2 of the previous article;

b) a Deputy Chairman, appointed by the President from among the faculty members of the Pedagogical Council, under the terms of the regulations of the School;

c) a Secretary, appointed by the President from among the faculty members of the Pedagogical Council, under the terms of the regulations of the School.

2 - The Pedagogical Council meets in plenary sessions, and under its delegation, in a Permanent Committee, under the terms of regulations of the School.

3 - The Permanent Committee of the Pedagogical Council consists of the President, the Vice-President, the Secretary and two students nominated from among the students of the Pedagogical Council, by the body of the Pedagogical Council.

Article 71  
**Jurisdiction of the Pedagogical Council**

The Pedagogical Council has to:

- a) Express its opinion on the guidelines and pedagogical teaching methods and evaluation of the cycle of studies promoted and coordinated by the School;
- b) Promote the implementation of regular surveys in relation to the pedagogical performance of the School. In addition, it must implement the analysis of these and their dissemination;
- c) Promote the evaluation of teachers' pedagogical performance of the cycle of studies promoted and coordinated by the School. This evaluation should be carried out by the teachers themselves and their students. The Pedagogical Council should also promote the analysis of this evaluation and its dissemination;
- d) Consider complaints related to pedagogical failures, and propose alternative and necessary measures;
- e) Approve the specific regulation of student assessment of the cycle of studies promoted and coordinated by the School;
- f) Give an opinion on the regime of prescriptions of the cycle of studies promoted and coordinated by the School;
- g) Give an opinion on the creation of cycle of studies and on the plans of the cycle of studies to be taught;
- h) Give an opinion on the institution of school prizes;
- i) Give an opinion on the calendar of examination dates of the cycles of studies grouped under the banner of the School;
- j) Exercise any other jurisdiction that may be conferred by the regulations of the School.

SECTION VI  
**Departments of the Schools**

Article 72  
**Definition**

1 - The Departments are units geared towards the continuous upholding of the tasks of teaching, researching, transferring of science and technology, disseminating culture and specialized services. These constitute, as such, the nucleus of the organization of the Schools.

2 – The creation of Departments presupposes as a minimum size the existence of twelve members who are holders of a PhD degree, including teachers and researchers, and teachers on a full-time contract with a fixed term of no less than one year, whatever the nature of their attachment to UTAD.

3 – At the time of the approval of the Statutes, UTAD has the Departments listed in Annex 5, although, this does not limit the creation, transformation or termination of any others by the competent body.

Article 73  
**Bodies**

The bodies of the Department are:

- a) The Department Director;
- b) The Department Council.

Article 74  
**Election and jurisdiction of the Department Director**

1 - The Department Director is elected from among the teachers and researchers, by the Department Council, under the terms of Article 17.

2 - The Department Director is assisted by a Vice-Director, who has to hold a PhD, appointed by the President of the School upon proposal of the Department Director.

3 - The Head of Department has to:

- a) Manage the resources allocated to the Department;
- b) Ensure, within his/her scope, the normal functioning of the Department and the progress of activities in which the Department is involved;
- c) Prepare the draft of the annual activity plan as well as the annual report of the Department;
- d) Propose the distribution of teaching service of the of the teachers of the Department, after consulting the department council;
- e) Perform other duties as assigned by the regulation of the School or delegated by the President of the School.

Article 75  
**Composition and Jurisdiction of the Department Council**

1 - The Department Council is composed of all teachers and researchers, and all teachers on a full-time contract with a fixed term of no less than one year, who are holders of a PhD degree, whatever the nature of their attachment to UTAD.

2 - The Department Council has to:

- a) Elect or dismiss the Director of the Department, under the terms of the regulations of the School;
- b) Give its opinion on the study plans concerning the creation or restructuring of courses in which the Department intervenes;
- c) Express its opinion on the proposal for the distribution of the teaching services of the Department
- d) Express its opinion about the draft of the activity plan and annual activity report of the Department;

e) Perform other duties that may be assigned by the regulation of the School.

CHAPTER II  
**Polytechnic Schools**

Article 76  
**General Provisions**

1 - The Higher Education Nursing School of Vila Real is an integrated part of UTAD, as an organizational unit oriented towards the creation, transmission and dissemination of culture and professional knowledge, through the articulation of oriented studying, teaching, and research as well as experimental development.

2 - The Higher Education Nursing School of Vila Real is an organizational unit with scientific, pedagogical and administrative autonomy. This is to be established by its own Statutes, in accordance to its polytechnic nature, and adapted to these Statutes.

3 - UTAD can create or form part of other Polytechnic Higher Education Schools, under the legal and statutory terms.

4 - The provisions related to university schools are applicable to all Polytechnic Higher Education Schools after the necessary adaptations.

CHAPTER III  
**Research Centres**

Article 77  
**General Provisions**

1 - Research Centres are structures aimed at the ongoing implementation of research tasks, transfer of science and technology, dissemination of culture and specialized services, which if they are organic units, have scientific autonomy.

2 - The Research Centres are ruled by Statutes and regulations in accordance with the terms of Article 28.

3 - The Statutes and regulations referred to above require the approval of the Rector, to verify their legality and their conformity with the Statutes of UTAD.

Article 78  
**Composition of the Research Centres**

The Research Centres are composed of:

a) Full Members, holding a PhD degree and according to the Statutes or the regulations of the Centre;

- b) Staff members, holding a PhD degree and according to the Statutes or the regulations of the Centre;
- c) Fellows and students, according to the Statutes or the regulation of the Centre.

**Article 79  
Bodies**

Without prejudice to its Statutes or regulations, the bodies of the Research Centre are:

- a) The Centre Director;
- b) The Scientific Council of the Centre.

**Article 80  
Election and jurisdiction of the Centre Director**

- 1 - The Centre Director is elected from among the full members, by their body, in accordance with Article 17.
- 2 - The Centre Director has to:
  - a) Represent the Research Centre before the other bodies of UTAD and before the outside world;
  - b) Implement the deliberations of the Scientific Council, when these are binding
  - c) Prepare the draft plans and report concerning activities;
  - d) Perform other duties as prescribed by law and in the bylaws or Regulations of the Centre;
  - e) To preside over their respective bodies and set up the meetings;
  - f) To direct and coordinate the implementation of all activities of the Research Centre
  - g) Ensure compliance with laws, regulations and guidelines emanating from the University's bodies;
  - h) To exercise the functions as delegated by the Rector.

**Article 81  
Composition and competence of the Scientific Council**

- 1 - The Scientific Council consists of effective members according to the Centre's bylaws or rules.
- 2 - The Scientific Council is expected to:
  - a) Elect and assess the dismissal of the Centre Director according to its bylaws or rules;
  - b) Give its opinion on the projects concerning both the activity plans and report of the Research Centre;

c) Perform further duties as assigned by the rules or statutes of the Research Centre.

## **TITLE V**

### **Services and specialized structures**

#### **CHAPTER I**

##### **Administrator**

###### **Article 82**

###### **Designation and competences**

1 - The Administrator should be chosen from people with knowledge and experience in management, provided with managing skills adequate for the University and the current coordination of its services, under the direction of the Rector.

2 - The Administrator is expected to:

a) Ensure the day to day management and coordinate the services of the University, under the direction of the Rector;

b) Perform all duties and exercise all the competences as assigned or delegated by the Rector.

3 - The Administrator is freely appointed and dismissed by the Rector, and may not perform his/her office duties for longer than 10 years.

#### **CHAPTER II**

##### **Services**

###### **Article 83**

###### **Concept**

The Services are functional units, hierarchically organized to provide permanent technical and administrative support needed for the functioning of the University and the entire organizational structure.

Article 84

**Organization, functioning and competences**

The internal organization and running of Services referred to in paragraph 1 of the Article 29, as well as the identification of management or leadership related skills and positions, will be part of a proper regulation document to be approved by the Rector, according to the proposal of the Management Council.

CHAPTER III

**Student Social Services**

Article 85

**Mission**

The Student Social Services (SSS) correspond to the very structure of the University dedicated to social work related services and their corresponding functioning.

Article 86

**Administrative and financial autonomy**

1 - The SSS enjoy administrative and financial autonomy, owning the capacity to perform legal acts, to make decisions with external efficiency, and to take definitive action, as well as having their own revenue and the ability to apply it on the approved expenditure.

2 - The SSS have their own Administrative Services, being able to share the University services in order to rationalize the human and financial resources.

Article 87

**SSS Administrator**

1 - The Administrator of the SSS is freely chosen by the Rector of UTAD from people with knowledge and experience in management.

2 – The position as the SSS Administrator may not be held for longer than ten years.

Article 88

**Competences of the SSS Administrator**

- 1 - The SSS Administrator is expected to manage the current SSS Services.
- 2 - It is also the SSS Administrator who develops a budget proposal, the activities plan, the activities and accounts report, and the proposal concerning internal rules, to be submitted to the Rector.
- 3 - The Rector may delegate to the SSS Administrator the competences considered to be essential when it comes to those services.

Article 89

**Monitoring and consolidation of accounts**

The Student Social Services are subject to supervision by the Auditor and their accounts are further consolidated with the overall accounts of the University.

Article 90

**Granting the students the support services**

The management of the Services that support students, such as canteens and residences may be licensed by resolution of the Management Council, after consultation with the Academic Association of UTAD.

CHAPTER IV

**Specialized Structures**

Article 91

**Concept**

The Specialized Structures are functional units, oriented to support the teaching, research, provision of services and the dissemination of the humanistic, artistic, scientific and technological culture, which belong to the University's mission.

Article 92

**Organization, functioning and competences**

The internal organization and running of Specialized Structures referred to in Article 31, as well as the identification of competences and corresponding managing or leading positions take part in the regulation document to be approved by the Rector, under the proposal of the Management Council.

TITLE VI

**Patrimonial, administrative, financial and human resources management**

CHAPTER I

Article 93

**Patrimony**

1 – UTAD’s patrimony covers all the assets and rights which have been transmitted by the State or other public or private entities, to achieve its goals, as well as goods acquired by the University itself.

2 – UTAD’s patrimony includes the following:

a) Its acquired or built property, even on land belonging to the State according to Law No. 108/88, of September 24, and Law No. 54/90 of September 5;

b) The property of the State’s private domain, in legal terms, has been transferred to its patrimony.

3 - UTAD manages property owned by the State’s public or private domains or other local authority that may have been assigned by the holder, according to the law and as foreseen in the agreements signed by these entities.

4 - UTAD may acquire and rent land or buildings considered necessary to its very running, according to the law.

5 - UTAD may freely manage its patrimony, within the limitations, as established by law and Statutes.

6 - The sale, exchange and encumbrance of the heritage or transfer of the surface rights must be authorized by an order set by the Minister responsible for the financial area and the Minister overseeing the higher education institutions.

7 - UTAD maintains an updated inventory of its patrimony, as well as the registration of the State’s public or private property that may be under its management.

Article 94

**Administrative Autonomy**

1 - UTAD benefits from administrative autonomy, whose actions are under judicial review except for the situations fixed by law.

2 – While performing its administrative autonomy, UTAD can:

- a) Emit regulative documents within cases fixed by law and the Statutes;
- b) Perform administrative acts;
- c) Hold administrative contracts.

3 - Except in cases of urgency, under proper justification, the approval of the regulative documents is preceded by the disclosure of projects and their discussion by the interested parties during a one-month period.

Article 95

**Financial Autonomy**

1 - UTAD benefits from financial autonomy, according to the law and the Statutes, freely managing its financial resources within its established criteria together with the annual revenues that may be conceded by the State's Budget.

2 – Within the context of financial autonomy, UTAD:

- a) Prepares its annual plans;
- b) Prepares and performs its budgets;
- c) Spends and runs its own revenue;
- d) Authorizes expenditures and makes payments;
- e) Carries out all budget amendments, except those within the competence of the Parliament and those that are not compatible with the allocation of earmarked revenues.

3 - UTAD can establish, as long as this is covered by its own revenue, property and real estate insurances as well as disease and risk related insurances regarding its employees, agents and other workers who need to travel abroad while in service, or foreign individuals who, on a temporary basis, provide the University with any type of functions.

4 – UTAD's expenditure in foreign currency can be directly liquidated by requesting the banking services considered the most appropriate and efficient, according to the University's opinion.

Article 96

**Budget Transparency**

UTAD has the duty to inform the State as a guarantee of budget stability and mutual solidarity, and provide the community, accessible and accurate information about its financial situation.

Article 97

**Guarantees**

1 – UTAD'S budget system responds to the following rules:

- a) Reliable estimates concerning the revenues and expenses, certified by the single tax entity;
- b) Consolidation of UTAD's budget and accounts as well as those of the integrated units;
- c) Efficient use of available financial funds;
- d) Obligation to provide both the Minister responsible for the financial area and the Minister overseeing the higher education institutions, the information regarding the estimated managing instruments and accountability;
- e) Submission to the inspection and supervision performed by the Ministry responsible for the financial area.

2 - UTAD is subject to the Official Public Accounting Plan for the Education Sector (POC-Education).

3 - UTAD is subject to the law as established concerning the budget related balance and the discipline to which the public finances are committed.

4 - The rules concerning the budget balancing that UTAD may respond to are those that may result from the application of number 4 of Article 113 of Law No. No 62/2007, of September 10.

Article 98

**Management's funds**

1 – According to Article 114, of Law No. 62/2007 of September 10, UTAD is free from the legal provisions that prescribe the compulsory status concerning the restitution of the managing related earnings into the state coffers, resulting from the transferred credits from the State's budget.

2 - The use of the management's funds by UTAD, resulting from appropriations transferred from the State's budget, does not require the authorization from the responsible Minister for the Finances or from the Minister overseeing the higher education institutions.

3 - Changes in UTAD's private budget, coinciding with the application of the management's funds do not require authorization from the Minister responsible for the financial area nor from the Minister overseeing the higher education institutions.

Article 99

**Revenue**

1 – UTAD’s revenue includes the following:

- a) The budget related concessions as conceded by the State;
- b) The revenue resulting from the tuition fees and other taxes concerning the regular attendance of the courses among other training courses;
- c) The revenue from research and development related activities;
- d) The income from intellectual property;
- e) The income from private property or other from which it benefits;
- f) The income derived from the provision of services and counselling as well as from the marketing activity regarding its publications and other products dealing with its activity;
- g) Subsidies, grants, donations, legacies and bequests;
- h) The revenue resulting from the selling and renting activities of real property, when authorized by law, as well as other property;
- i) The interest rates concerning deposit accounts and remuneration from other financial applications
- j) The balance of the management’s funds from previous years;
- l) The taxes on products, fees, fines, and any other revenues that may be legally conceded;
- m) The products of engendered borrowing;
- n) The revenue provided by the multi-year funding agreements established with the State;
- o) Other revenue determined by law.

2 - UTAD may use the credit according to the conditions determined by the law, upon authorization from the Minister responsible for the financial area and the guardianship Minister.

3 - With the exception of the appropriations transferred from the State’s Budget, and balances resulting from the Management’s funds granted by the State’s Budget, UTAD is allowed to deposit all other revenue collected in any banking institution.

4 - The revenue referred to at the end of the preceding paragraph is managed by UTAD through its respective private budget, according to its established criteria.

5 – UTAD’s financial investments must be performed within the Treasury, except for a value that does not exceed 25% of its total amount.

6 - The principle of non-assignment regarding the revenue does not include the following:

- a) The revenue from the State’s Budget intended for the financing of expenditures or specific projects;
- b) The revenue that, according to the law or contract, is intended to cover certain expenses.

Article 100

**Tax exemptions**

UTAD is exempt, under the same terms as the State, from taxes, fees, charges and stamps.

Article 101

**Single Tax Entity**

The financial and patrimonial related management of UTAD is controlled by a single tax entity, which is appointed from a group of official accountant reviewers or a reviewers society, by joint order of the Minister responsible for the financial area and the Minister overseeing the higher education institutions, after consulting the Rector, and according to the competences determined by the Framework Law concerning Public Institutes.

Article 102

**Financial control**

1 – Besides the auditing actions carried out by the State, UTAD promotes external audits to be carried out by audit firms of recognized merit, hired by UTAD for the mentioned purpose.

2 - External audits take place every two years, one of which should be concerned with the first half of the Rector's mandate and the other should happen three months before the end of the respective term of office.

3 - The audit reports referred to in the preceding paragraphs, as well the annual reports of the single Tax Entity are forwarded to the responsible Minister for the financial area and the Minister overseeing the higher education institutions.

CHAPTER II

**Human resources management**

Article 103

**General principles**

1 – UTAD must, by law, guarantee the human resources necessary to carry out its mission, being therefore able to hire external services.

2 - UTAD is expected to recruit and promote its teachers and researchers, and other staff, according to the law.

3 - The system contemplating the teachers and research staff is defined by a special law.

Article 104

**Staff Maps**

1 - The number of units of UTAD's staff map is set by order of the responsible Minister.

2 - The distribution of the map's units over the different categories, regarding the teaching and research staff, and the different careers and categories, regarding the other staff, is made by UTAD, respecting the general rules established by the guardianship Minister on this matter.

3 - If there is no legal impediment, the staff maps and research staff maps will be unique for the whole University, without affecting the allocation of teachers and researchers per organizational units.

4 - Both non-teaching and non-research staff will form part of UTAD's non-teaching staff map, without affecting the organic units.

Article 105

**Limits to appointments and hiring**

1 - The maximum number of teachers, researchers and other staff, whatever the applicable legal provisions, which UTAD may appoint or hire, is fixed by order of the responsible Minister.

2 – Not subject to any limitations, namely those referred to in the preceding number, is the employment of staff under individual hiring contract whose costs are resolved entirely through the University's own revenue, including those regarding research and development projects, whatever their origin.

Article 106

**Duration of individual contracts regarding fixed-term jobs**

The maximum duration of individual contracts regarding fixed-term jobs, when it comes to the execution of research and development projects, is that determined by law.

TITLE VII

**Organisation and running of collegial bodies**

Article 107

**Regimental Autonomy**

1 - The collegial bodies are empowered to develop their own regulations so as to regulate their own methods of organization and operation.

2 - These regulations shall not act against the applicable legal provisions, statutory and regulatory, and organic units to which they respond and submit themselves, in particular to the consequent provisions, as presented in this section.

Article 108

**President and Secretary**

Unless the law or Constitution consider differently, each collegial unit has a President and a Secretary, elected by its members.

Article 109

**Replacement of the President and Secretary**

1 - Unless a legal or statutory rule considers otherwise, the President and the Secretary of any collegial body are respectively replaced by the most and the least senior member.

2 - If the members are of the same seniority, the substitution will take place, respectively, by the elder member and then by the younger member.

Article 110

**Quorum**

1 - The collegial bodies may only, according to the general rule, take decisions when the majority of the legal number of its members entitled to vote is indeed present.

2 - If at the time set for the meeting no quorum is possible, the former may take place an hour later, as long as a third of its members entitled to vote is present, whose members are more than three, and if such a possibility was expressly foreseen in its respective call.

Article 111

**Right to abstain**

Unless otherwise regulated, the members of the collegial units, without affecting their duty to actively participate in the training, have the right to refrain, namely when at the end of the meeting and after all the explanations that have been provided, they feel subjectively unable to vote favourably or unfavourably.

Article 112

**Meeting's Minutes**

1 - Minutes concerning each meeting will be recorded, containing a summary of everything that took place, indicating namely its date and place, its present members, the subjects under analysis, the decisions as taken and the result of the corresponding votes.

2 - The minutes are recorded by the Secretary and made available for approval by all members at the end of the meeting or at the beginning of the next meeting, and they are signed, after the President and the Secretary's approval.

3 – Whenever the members of the body so decide, the minutes will be approved during the meeting to which it corresponds.

4 - Decisions taken by collegial bodies can only become effective after the approval of the respective minutes or after they are signed, according to the preceding paragraph.

TITLE VIII

**Transitional and Final Provisions**

CHAPTER I

**Transitional provisions**

Article 113

**Concerning a new model of management and organization**

1 - The Rector is expected to promote and lead the application of the organization's model and management under the Statutes.

2 - The University's organizational units should be established and in a position to operate within the maximum period of four months after the Statutes come into force.

Article 114

**Concerning electoral regulations concerning the new bodies**

The first elections allowed for in the Statutes will be performed according to the election regulations to be approved by the Rector.

Article 115

**Concerning the beginning of the new organizational system**

1 - The new organic system will begin by the time the Rector begins his inaugural position, or within five days from the date of completion of the Statutes and inauguration of the new University's bodies, within the context of no resigning intention by the Rector in office, if he is covered by paragraph 3 of Article 174 of Law No. 62/2007 of September 10.

2 - The bodies of the current University remain in office until the entry into operation of the system of bodies under the preceding paragraph.

3 - The mandate-holders ending office after the publication of the Statutes, remain in office until the inauguration of the new bodies, according to the preceding paragraphs, and the mandate is extended as long as necessary.

4 - The Heads of Department, without prejudice to the powers inherent to the members of the Assemblies of School, will only start to exercise functions when the installation of bodies of the respective schools is completed.

**Article 116**

**Concerning the Departments**

The redeployment of human and material resources, resulting from the current departmental structure formation with the one defined in Annex 5, will be decided by the Rector, once the members of the Departments concerned have been consulted.

Article 117

**Concerning the Rules and Statutes of the organizational units**

1 - The Presidents of the Schools referred to in paragraph 1 of Article 27 and the Directors of Research Centres must submit the rules of the respective units within 60 days from the date of possession to the Rector in order to get his approval.

2 - The Statutes of the Higher Education School of Nursing of Vila Real will be reviewed no later than four months after the entry into force of UTAD's Statutes.

3 - The existing statutes and regulations prevail transiently until the approval of those that will substitute the former, with the required adaptations necessary for their respective conformity according to the law and UTAD's Statutes.

Article 118

**Incompatibilities**

The office-holders, who, according to Law No. 62/2007 of September 10, and the statutes, may become incompatible with others, are allowed in each case, to complete the incompatible mandate, within the four-year limit after the entry into force of Law No. 62/2007 of September 10.

CHAPTER II

**Final Provisions**

Article 119

**Academic Association of UTAD**

1 - The Academic Association of UTAD (AAUTAD) is the collective person representing UTAD's students, governed by its own Bylaws.

2 - The University supports AAUTAD, providing the conditions for its strengthening under the current legislation.

3 - The University will encourage artistic, cultural and scientific activities and promote experimenting spaces to support the development of extracurricular skills, namely collective and social participation promoted by the AAUTAD providing monetary support for the furtherance of its purposes.

4 – The support provided to AAUTAD follows the principles of transparency and respect for their autonomy and independence.

Article 120

**UTAD’s Association of Former Students**

1 – UTAD’s Association of Former Students is a collective person representing UTAD’s former students, governed by its own statutes.

2 - The University supports the Former Students Association, according to the current legislation, facilitating and promoting their contribution for the strategic development of UTAD.

3 – The support provided to the Former Students follows the principles of transparency and respect regarding their autonomy and independence.

Article 121

**Academic rituals**

1 - The acts called “academic *praxe*”<sup>1</sup> are actions and initiatives of a playful and celebratory nature, strictly oriented for the integration of new students into academic life, depending on the students’ free will on taking part in them, and they cannot, in any case, take offense nor exhibit a vexatious nature of a physical or moral nature towards the students or any other person, nor can they harm the normal functioning of the University, obstruct or avoid student’s attendance of classes, nor disturb their participation in other school activities.

2 - No student may be forced to participate in any act of “academic practice” against his/her will, leaving to all the academic community the obligation to ensure that this principle is indeed respected and set forth by the time students undergo the registration process.

Article 122

**Revision and Amendment of Statutes**

1 - The Statutes are revised or amended according to the law.

2 – The updating of the contents of the Annexes to the Statutes resulting from the exercise of the functions assigned to the bodies responsible for this, are not considered statutory review updates, and will be sent for publication in the Official Gazette by order of the Rector.

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<sup>1</sup>Academic welcome to the 1<sup>st</sup> year students

Article 123

**Omissions or Doubts**

Omissions and doubts raised in the application of these Statutes shall be settled by the General Council.

Article 124

**Entry into force**

These Statutes come into force on the day following its publication in the Official Gazette.

**ANNEX 1**

**UTAD's Symbol**

**ANNEX 2**

**UTAD's Logo**

Following the trend of the other European Universities, UTAD enriched its symbolism, adding to the much appreciated crest, the logo, which was first presented in the Student Forum in December 1996.

The logo is based on the top of the crest, keeping the lion (Power) and the book (knowledge), red colour (value) and blue colour (loyalty).

The main reason for the logo characterized by the “speaking” lion, evoking the Christian Kingdom prior to the nationality’s origins, which included Trás-os-Montes e Alto Douro, also conveys the image of the University’s Autonomy, analogically recalling typical feline behaviour.

**ANNEX 3**

Academic dress

**ANNEX 4**

**Concerning the offices of the specialized structures**

Without affecting the contents presented in Article 92, regarding these Statutes, it is now considered that the Specialized Structures identified in number 1 of Article 31 include the following offices:

1 - Support Unit for the Academic Activities:

- a) Quality Management Office;
- b) Training Office;
- c) Project Support Office
- d) Office for Support to Insertion in Active Life.

2 - External Relations Unit:

- a) International Relations and Mobility Office;
- b) Communication and Image Office.

3 - Technical Support, Maintenance and Security Unit:

- a) General Services Office;
- b) Safety and Maintenance Office.

**ANNEX 5**

**Concerning the University's School Departments**

On the date of approval of these Statutes and according to the provisions in articles 72 and 116, UTAD has the following Departments, integrated into the Schools identified in paragraph 1 of article 27:

1 - School of Agrarian and Veterinary Sciences:

- a) Agronomy Department;
- b) Veterinary Sciences Department;
- c) Forestry Department;
- d) Animal Science Department.

2 - School of Human and Social Sciences:

- a) Economics, Sociology and Management Department;

b) Education and Psychology Department;

c) Letters, Arts and Communication Department.

3 - School of Science and Technology:

a) Engineering Department;

b) Physics Department;

c) Mathematics Department.

4 - School of Life and Environmental Sciences:

a) Sports Science, Exercise and Health Department;

b) Biology and Environment Department;

c) Genetics and Biotechnology Department;

d) Geology Department;

e) Chemistry Department.



The following is a list of the **ACRONYMS** most commonly used throughout this volume

<b>A3ES</b>	Agency for Assessment and Accreditation of Higher Education <i>Agência de Avaliação e Acreditação do Ensino Superior</i>
<b>AAUTAD</b>	Students Association of UTAD <i>Associação Académica da UTAD</i>
<b>AEMV</b>	Veterinary Medicine Students Association <i>Associação de Estudantes de Medicina Veterinária</i>
<b>CECAV</b>	Center for Animal and Veterinary Science <i>Centro de Ciência Animal e Veterinária</i>
<b>DCV</b>	Department of Veterinary Sciences <i>Departamento de Ciências Veterinárias</i>
<b>DGES</b>	General Directorate of Higher Education <i>Direção Geral do Ensino Superior</i>
<b>EAEVE</b>	European Association of Establishments for Veterinary Education <i>Associação Europeia de Estabelecimentos de Ensino Veterinário</i>
<b>ECAV</b>	School of Agrarian and Veterinary Sciences <i>Escola de Ciências Agrárias e Veterinárias</i>
<b>ECTS</b>	European Credit Transfer System <i>Sistema Europeu de Transferência de Créditos</i>
<b>ENAE</b>	European Network for Accreditation of Engineering Education <i>Rede Europeia para a Acreditação do Ensino em Engenharia</i>
<b>EUA</b>	European University Association <i>Associação Europeia de Universidades</i>
<b>FCT</b>	Foundation for Science and Technology <i>Fundação para a Ciência e Tecnologia</i>
<b>GAIVA</b>	Support Office for Insertion in Active Life <i>Gabinete de Apoio à Inserção na Vida Ativa</i>
<b>GAIVA</b>	Support Office for Insertion in Active Life <i>Gabinete de Apoio à Inserção na Vida Ativa</i>
<b>GESQUA</b>	Office of Quality Management

	<i>Gabinete de Gestão da Qualidade</i>
<b>GFORM</b>	Office of Training <i>Gabinete de Formação</i>
<b>IMVM</b>	Integrated Master in Veterinary Medicine <i>Mestrado Integrado em Medicina Veterinária</i>
<b>INE</b>	National Statistics Institute <i>Instituto Nacional de Estatística</i>
<b>MEC</b>	Ministry of Education and Science <i>Ministério da Educação e Ciência</i>
<b>OMV</b>	Veterinarian Portuguese Order <i>Ordem dos Médicos Veterinários</i>
<b>PRAQ</b>	Pro-Rector of Assessment and Quality <i>Pró-Reitor para a Avaliação e Qualidade</i>
<b>RJIES</b>	Legal Regime of the Higher Education Institutions <b>Regime Jurídico das Instituições de Ensino Superior</b>
<b>RP</b>	Pedagogical Regulation <i>Regulamento Pedagógico</i>
<b>SASUTAD</b>	UTAD's Students Social Services <i>Serviços de Ação Social da UTAD</i>
<b>SIDE</b>	Computing Platform to Support Teaching Activities <i>Sistema de Informação de Apoio ao Ensino</i>
<b>UC</b>	Curricular Unit <i>Unidade Curricular</i>
<b>UTAD</b>	University of Trás-os-Montes and Alto Douro <i>Universidade de Trás-os-Montes e Alto Douro</i>
<b>VPN</b>	Virtual Private Network <i>Rede Privada Virtual</i>
<b>VTH</b>	Veterinary Teaching Hospital <i>Hospital de Ensino Veterinário</i>

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