

**European Association
of Establishments for Veterinary Education**



VISITATION REPORT

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

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By the Visitation Team:

László Fodor (Chairperson), Budapest, Hungary: Visitor in Basic Sciences

Tatiana Art, Liège, Belgium: Visitor in Clinical Sciences - Companion Animals

Mark Crowe, Dublin, Ireland: Visitor in Clinical Sciences - Food-Producing Animals

Gaspar Ros Berruezo, Murcia, Spain: Visitor in Food Safety and Quality

Preben Dybdahl Thomsen, Copenhagen, Denmark: Visitor in Quality Assurance

Arend Piebes, Coevorden, The Netherlands: Practitioner

Lili Bencsik, Budapest, Hungary: Student

Marina Spinu, Cluj-Napoca, Romania: ESEVT Coordinator

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Introduction

The School of Veterinary Medicine was founded in 1791, was recognised and reformed by Napoleon in 1806 and changed its name from School of Veterinary Medicine to that of Faculty of Veterinary Medicine in 1932. Further, it was integrated into the “Università degli Studi di Milano” (UNIMI), component part of which it is up to date, renamed again to DIMEVET in 2016. The transfer to Lodi, the new campus (41 km from Milan), in progress, was planned to be finished by 2019.

The Establishment has already been visited by EAEVE in 2009, when four major and three minor deficiencies were found. It was revisited in October 2012, when it was granted the approval status in early 2013.

The Faculty of Veterinary Medicine is located in an industrialised region, also showing the highest livestock density in Italy and currently represents a referral point to the public and the veterinary professionals. In 2012, the four existing departments merged into two, Department of Health, Animal Science and Food Safety (VESPA) and Department of Veterinary Sciences and Public Health (DIVET, replaced by DIMEVET in 2016), both responsible for the Veterinary Medicine degree until 2016. The clinical activities were rather scattered, clinics in large animals and also husbandry being studied at the Large Animal Hospital in Lodi, which initially also provided limited oncological diagnosis in small animals, while clinical activities in small animals were always performed in Milan. Steps were taken to unify the clinical premises, primarily establishing in 2017 the Veterinary Clinical and Husbandry Centre (CCVZS), which includes, since 2018, the companion animal-VTH and also all the veterinary teaching facilities, by the moving of all clinical facilities to Lodi and closing those in Milan. The CCVZS also hosts other pre- and post-graduate courses and research activities, being mostly (except the expenses related to the veterinary education) financially independent from the Departments.

Presently the Establishment has an average of 792 recorded students (including new and old degree programmes) of which, an average of 652, for the last three academic years, are enrolled in the new degree programme. Annually, the Establishment admits an average of 80 EU plus 5 non-EU students, a figure that constantly decreased until 2018/2019 academic year, due to the controlled numbers of students by the Italian Ministry of Education, University and Research (MIUR) and has an average of 141 graduates, who finish after 5 or 5 plus years of studies (2015-2017).

One of the major changes after the 2013 EAEVE approval took place in the curriculum (2013), with increased number of credits for qualifying subjects and less for basic subjects. Furthermore, in 2017 the Establishment set up an internal Quality Assurance system to help improve the quality of the veterinary medical teaching. Another major change in the curriculum is scheduled for 2019.

Since 2018, all the clinical activities moved to the Lodi premises and comprise a new teaching centre, a Teaching Farm and the VTH, organised Companion animal and Large animal facilities. Some of the premises are still under construction (Departmental facilities, research laboratories, the anatomy floor and the small animal necropsy at the VTH and the food processing units of the Teaching Farm), planned to be finished in 2019.

The SOP 2016 is valid for the Visitation of Milan Establishment (DIMEVET).

1. Objectives and Organisation

1.1. Findings

1.1.1. Brief description of the Strategic Plan

DIMEVET is focused on providing education and performing advanced research for improvement of human, animal and environmental health, delivering high quality assistance to the community

according to international and national frameworks. Its objectives involve: improving facilities and services and research, providing post-graduate training, implementing QA and safety policies thus improving teaching efficacy.

The Establishment's strength, resulting from the SWOT analysis, consist of modern and united educational facilities at the Lodi premises (VTH 24/7, Teaching farm, diagnostic laboratories), well-qualified, specialised veterinary teaching and support staff, well-recognised by future students (over 1100 applications on 83 places in 2018) and community (Third Mission activities ongoing), international recognition (EAEVE approval, the only Italian QS University ranked in the Veterinary Sciences in 2018, exchange programmes such as Erasmus, Leonardo).

Some weaknesses were also identified by the Establishment, including insufficient coverage of all Day One Competences by the syllabi, low support/academic staff ratio, reduced specific teacher training and innovative teaching strategy, limited number of competitive international grants and inadequate information on teaching staff research activities, limited harmonised decision-making processes between the DIMEVET and the Veterinary Clinical and Husbandry Centre (CCVZS) due to UNIMI regulations, knowledge transfer and public engagement that are not supported by a monitoring programme and the Strategic Plan, a relatively young QA system.

The relocation to Lodi premises provided the Establishment improved opportunities, better connecting it with potential financing bodies, the industry, the public, private institutions, foundations and high schools.

The activity of the Establishment might be limited by high costs for veterinary education and a constant decrease in public funds provided by MIUR, the complexity of the harmonisation process of international (EAEVE) and national ANVUR-Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca) accreditation requirements. Similarly, the complicated and bureaucratic Italian legislation hinders the human resource development and creates an extra burden for accomplishment of different required duties, while insufficient specific veterinary grant opportunities hinder research.

1.1.2. Brief description of the Operating Plan

The objectives of the Establishment's Operating Plan overlap those in the Strategic Plan: Improving teaching efficiency, Improving facilities and services, Promoting postgraduate education, Improving research, Improving community link strategies (Third Mission) and Implementing quality assurance and safety policies, while activities are designed to attain them. The timeframe is set for these activities, such as achieved (action completed in 2018) short (< 1 year to achievement), mid-(1-2 years to achievement), and long (2-3 years to achievement) term. The targets for achievement are subject to review as it is an evolving process.

1.1.3. Brief description of the organisation of the Establishment

The FVM of Milano is one of the 13 Italian veterinary schools, dependent on UNIMI and MIUR.

The central government for UNIMI is represented by the Rector and two bodies The Academic Senate (AS), coordinating the educational and scientific activities and also being responsible for the operational and developmental strategies; and the Board of Directors (CDA), responsible for the management of the financial and economic/cultural resources and also managing the technical and administrative staff. UNIMI includes 33 administratively and organisationally autonomous departments, 10 faculties/schools, 136 degree courses, 31 doctoral programmes (PhD) and specialisation schools.

DIMEVET Organisation



Fig. 1. DIMEVET organisation

After 2010, due to the legislative changes (Law220/2010), Faculties are not responsible for teaching activities and are not cost centres, but they coordinate two or more departments contributing to one or more degree programmes. The current UNIMI Statute created two types of departments based on their teaching roles:

- Main Responsible Department, accountable for the degree programmes, where VM DP-related costs are allocated. The academic staff of the main reference department is responsible for over 50% of total university learning credits (ECTS) required by specific degree programmes. DIMEVET is the associate responsible department for the Science of Veterinary Biotechnology degree and since 2018, it is accountable for the Veterinary and Animal Science Doctoral programme administration. It has 85 academic staff and 33 support staff members. It also participates in Animal Science, Biotechnology degrees as an Associate Responsible Department.

- Associated Responsible Department, supporting the teaching activities of the Main Responsible Department. The academic staff of associated departments is responsible for over 15% of the Degree Programme's ECTSs.

DIMEVET considers the Associated Responsible Department for the veterinary degree the Department of Health, Animal Science and Food Safety (VESPA). The DIMEVET and VESPA are coordinated through the FVM.

The DIMEVET is represented by the Head of the Department (Fig. 1), acting as both director and manager who is elected for a three-year term and can be re-elected only once, by the academic, administrative and technical staff. He works together on teaching and research issues with a Deputy Head which he nominates. The DIMEVET Department Board (DB), chaired by the Head of the Department, is the department's governing body, including the entire teaching staff, the administrative officer, high level technicians and representatives of administrative staff, PhD, post-docs, specialisation and undergraduate students and it meets on average 10-11 times per year, being responsible for final approval of teaching issues, financial management and functional management of departmental activities. The DB is in charge of strategic proposals for all staff recruitment then submitted to UNIMI for approval and implements the UNIMI Academic Senate's decisions and academic teaching regulations.

The DIMEVET has an Executive Committee (DEC) for all issues discussed by the DB, composed by the Deputy Head, the department's Administrative Officer, the Heads of Degree Programmes or their

delegates, representatives of the department’s professors and researchers (15%) and two departmental administrative-technical staff representatives.

The administrative and technical services of DIMEVET are coordinated by the Head of the Department and the Administrative Officer and manage departmental teaching, research and Third Mission work.

DIMEVET includes permanent committees, that are nominated by the Head of the Department and approved by the DB (Fig.1). These committees, with specific roles are the EAEVE Committee, which coordinates the preparation for EAEVE accreditation, the Internationalisation Committee, which promotes student and academic staff international affairs, the Recruitment Committee, who proposes academic and technical staff recruitment proposals, the Internal Quality Assurance Committee (QAC), which establishes quality assurance procedures for teaching and research, and the Research Committee (RC). All permanent committees include student representatives, with advisory functions.

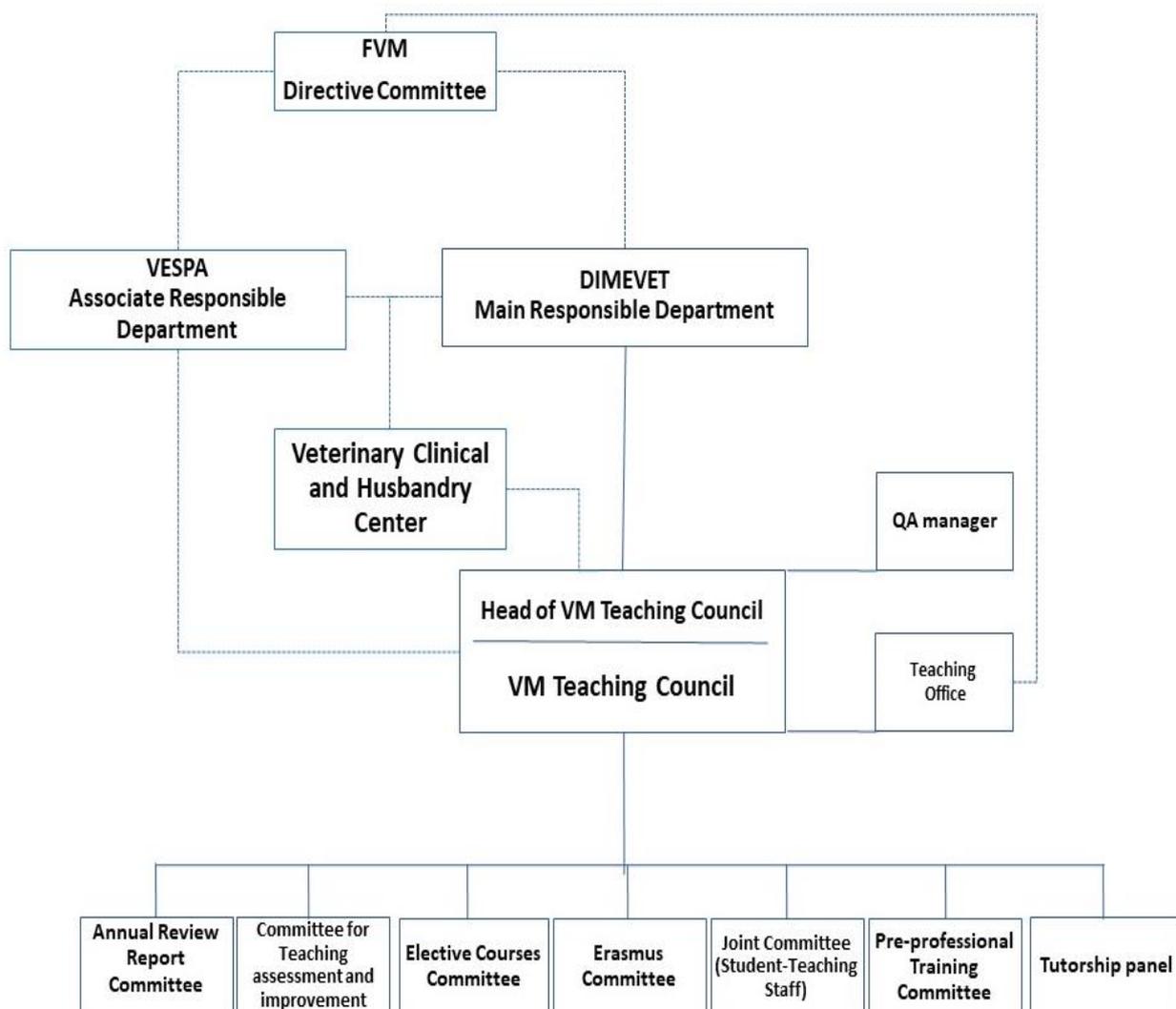


Fig. 2 Structure of the FVM Milan

The Veterinary Medicine Degree Programme (Fig. 2) is led by a Degree Programme Coordinator and the Veterinary Medicine Teaching Council (VMTC), consisting of DIMEVET and VESPA academic staff, UNIMI staff involved in teaching in the VMDP, and 10 veterinary student representatives. Seven committees are involved in advisory activity to the Veterinary Medicine Teaching Council. The VMDP is monitored by a specific QA coordinator.

The Veterinary clinical and husbandry centre (CCVZS), organised in three buildings (the Veterinary

Teaching Hospital (VTH), the Teaching Farm (CZDS) and the Laboratory Animal Facility) is a UNIMI service centre for external veterinarians, animal owners and breeders that provides caseload and routine clinical and husbandry activities to the VMDP students' and also a research centre for internal (UNIMI departments) or external researchers. It is led by a Council, including DIMEVET and VESPA department heads, chaired by the Director, appointed by the UNIMI Rector for a three-year term. The CCVZS Council is made up of representatives of the CCVZS (Veterinary Medical Director of the VTH, the Scientific Director of the Teaching Farm, the Administrative Officer of the CCVZS and two CCVZS technical-administrative staff representatives) and UNIMI and the Heads of the DIMEVET and VESPA departments.

The Veterinary Teaching Hospital (VTH) is managed administratively by the Director of the CCVZS and clinically by the Veterinary Medical Director. The VTH is organised in Companion Animal (CAVTH) and Large Animal (LAVTH) facilities and has 6 units: Internal medicine, surgery; reproduction; hospitalisation and Intensive Care Unit (ICU); laboratory and diagnostic imaging; pathology.

The Teaching Farm (CZDS), functioning both as educational and as research unit, has 5 sub-units, each coordinated by a manager: Ruminants, Swine, Poultry and farmed rabbits, Aquaculture, Other Species (Apiary).

The third component of CCZVS is the Laboratory Animal Facility, enhancing research activities on laboratory animals.

The Faculty of Veterinary Medicine FVM is the body which connects the DIMEVET and VESPA departments, coordinating certain educational activities and teaching staff recruitment. It also includes two student representatives.

Similarly, centralised services are available from UNIMI, involved in administration, research (Ethical Committee) and student related activities.

1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment

The governing bodies at DIMEVET and VESPA levels as well as various committees involved in the veterinary education process are including representatives of teaching staff, support staff and students. The Council of CCZVS includes representatives of the stakeholders.

There are several steps in communicating the Strategic Plan to interested parts such as drafting the DIMEVET Strategic Plan following UNIMI guidelines, prioritising objectives and goals by interviewing internal and external stakeholders, defining, communicating and approving the Strategic Plan, assessing improvements, implementing and adjusting the plan, result communication, implementing feed-back.

1.2. Comments

The Strategic Plan of the DIMEVET is highly depending on the UNIMI Strategic Plan, leaving the less autonomy in deciding about its own goals. The Establishment needs to be commended for the efforts they put in timely implementation of the objectives in spite of the shortcomings caused by bureaucracy.

The presence of numerous structures involved in the decision-making process seems to complicate the functioning of the Establishment. The degree of autonomy especially in deciding on students' numbers and support staff is quite low, further reducing the possibilities of the Establishment to operate smoothly. The involvement of staff, students and external stakeholders in designing the strategy, operating plan and other aspects of the DIMEVET activities in the veterinary training and social sector is quite high.

1.3. Suggestions for improvement

A clearer division of the tasks between the leaders avoiding overlap could be beneficial for the functioning of the DIMEVET. A more detailed operating plan, indicating the people rather than the

structures responsible for various objectives could be designed to improve the financial planning, ease up the activity of the numerous departments, and their involvement in joint tasks. An improved feed-back recording from students, alumni and external stakeholders should be put in place.

1.4. Decision

The Establishment is compliant with Standard 1.

2. Finances

2.1. Findings

2.1.1. Brief description of the global financial process of the Establishment and its autonomy on it

DIMEVET budget is strategically defined for a three-year period and depends on the UNIMI strategic objectives being allocated according to specific criteria which involve the type of training, number of staff and students and scientific performance. It is allocated for one calendar year each time and also includes revenues from clinical activities, private funds, research, and continuing education fees. The DIMEVET has the autonomy to decide how to use its funds, with a well-defined percentage to be paid to the overseeing authority, based on the type of activity (i.e., research projects with public funds 4-10%, clinical activities or research from private funds 27-47%, professional training courses 50%). The contribution percentage is decided by UNIMI. For the period from 2015 to 2017, the average amount of public financing/year was of €564,960.60. Both on-course and off course students pay instalments, the amount depending on their status, the off year students for more than one year pay increased fees.

2.1.2. Brief description of the budget (expenditures, revenues, balance) of the last 3 years

The annual expenditure (Euro) for the VMDP for the 2015-2017 period was an average of €8,270,550.65 per year for personnel, €1,165,945.86 per year for operating costs, with a decrease of approximately €250,000 in 2017 compared with 2015 and 2016.

The costs for equipment constantly decreased from €168,300.24 (2015) to €66,937.33 (2017). Maintenance costs sharply decreased in 2017 to €3,584.80 from €90,411.97 in 2015. In CCVZS the yearly average of the expenditures was of €1,801,488.62, with main costs being the operating costs (€1,023,508.95 Euro).

The average total revenues were higher for DIMEVET (€11,015,966.91) than for CCVZS (€2,093,333.43), the majority coming from public funding but also supported by private bodies (€915,009.90 - DIMEVET and €604,492.52 - CCVZ) and institutional research funded by third parties (an average of €807,694.49) for DIMEVET.

2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years

No major changes are expected in the next three years.

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

No major investments except the ongoing ones in Lodi are planned.

2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment

The entire financial process is regulated and accounted according to Italian financial laws and UNIMI rules. Similarly, to the decision-making process concerning the teaching in the VMDP, the financial decision-making process is conducted by the responsible people at various organisational levels. As mentioned in Standard 1, all structures include representatives of staff, support staff, students, which, thus, directly take part in deciding on expenditures of DIMEVET.

2.2. Comments

The decision-making process in the financial field is highly dependent on the public funding, provided

by UNIMI and the MIUR. High overheads are claimed by UNIMI, discouraging both privately funded research and continuing education activities. Possibilities are present for the Establishment to contract services of PhD or other students.

2.3. Suggestions for improvement

Alternative funding sources to increase the revenues, including increase in research grants, should be sought.

2.4. Decision

The Establishment is compliant with Standard 2.

3. Curriculum

3.1. General curriculum

3.1.1. Findings

3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome

The curriculum of the Establishment is largely defined by national law, it is regulated by Ministerial Decrees MD 509/1999 and MD 270/2004 of Italy. It is based on the European Directives 2005/36/EC, 2013/55/EU and the List of subjects and Day One Competences (Annex 2 of SOP 2016 of ESEVT). The veterinary curriculum is a five-year-long uniform training without tracks consisting of 10 semesters; it is not divided into Bachelor and Master Phases. Completing the course requires 300 ECTS credits. Theoretical lectures and practicals are in 1st to 9th semester, while the final one is devoted to elective courses and rotation programme. The study is complete with a diploma work. Progress of the students is regulated, they have to reach a minimum credit otherwise they cannot enter the next year; however the threshold allows an increasing backlog. Theoretical teaching is subject specific and practicals are species oriented. Problem oriented teaching happens in the 4th and 5th year of the curriculum.

3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)

All EU-listed subjects are taught in the curriculum, however teaching infectious diseases of different species is not balanced.

3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected

The curriculum is regularly evaluated by the Joint Committee, the Committee for Teaching Assessment and Improvement, the Coordinator of Veterinary Medicine Degree Programme, the Annual Review Report Group and the QA Manager. The syllabi of the subjects are regularly controlled in order to eliminate overlapping. Consultation on the curriculum with internal and external stakeholders took place in 2016 and twice in 2017.

3.1.1.4. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice

Electives are taught in the 10th semester. The Establishment offered 16 electives in the recent three years. They are mainly clinical based on practical activities which consist of different modules. All of them are quite large subjects with a total of 128 hours each. The number of participants is limited to 5 to 12 students. If the number of the applicants is less than 5 the course is not activated. Students have to apply before the semester, they can have three preferences. They are shortlisted on the basis of their study results and a committee involving student representatives and the Coordinator of the Veterinary Medicine Degree Programme decides the final allocation. In most cases all three elective course choices match. Electives in the 1st-9th semesters are not offered.

3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum

As a result of the regular evaluation of the curriculum outlined in point 3.1.1.3. the Veterinary Medical Teaching Council identifies the problems and defines short-term, mid-term and long-term actions. The long-term ones are considered at the major revision of the curriculum in 2019. The Annual Review Report Group writes annually self-assessment reports on the university summarising improvements, effects of corrections and proposing changes regarding the veterinary curriculum.

3.1.2. Comments

The curriculum meets the requirements outlined in the EU directives on veterinary education and the SOP 2016 of ESEVT.

3.1.3. Suggestions for improvement

None.

3.2. Basic sciences

3.2.1. Findings

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

All basic subjects and basic sciences mentioned in the EU Directive and the SOP 2016 are taught in the Establishment; however, the number of teaching hours in the case of some subjects is low. The subject of Animal nutrition includes 25 hours of clinical work when students have specific consultation on dietary programs of small animals in PPT.

3.2.2. Comments

The majority of the students come from science based high schools, and they therefore generally have high and uniform level of theoretical knowledge.

3.2.3. Suggestions for improvement

None.

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

3.3.1. Findings

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

The curriculum is organised in 5 years, subdivided in 10 semesters for a total of 300 ECTS (One ECTS corresponds to 25 hours of activities/student).

Some practical training is organised from the 2nd to the 4th year, generally in the framework of practical work or laboratory related to basic or clinical sciences.

The PPT can be intramural or extramural. The intramural PPT is carried out at the VTH, but also through the Ambulatory Clinics, always under the supervision of the academic staff. PPT includes Hospitalization and ICU (at least 5 routine rounds during the 3rd year, at least 5 routine rounds during the 4th year, at least 2 routine rounds during the 5th year), 2 ECTS for Small Animal Internal Medicine; 1 ECTS for Equine Internal Medicine and Sports Medicine; 3 ECTS for Surgery, Anaesthesiology and Radiology, and 2 ECTS for Reproduction.

Since 2017-2018 AY, access to the subsequent year has been regulated. To be admitted to the 5th year (9th and 10th semesters), students must have acquired at least 170 ECTS (on 240 ECTS), by the end of the September exam session. The rule has been applied starting from AY 2018-2019 for the enrolment to the 2nd year and will be fully applied in the next 4 years.

During the last semester (10th), students have no more theoretical courses and attend elective courses for a total of 8 ECTS (several subjects are proposed, mainly related to small animal medicine surgery and diagnostic, only one for horses), and clinical activities for 21 ECTS (PPT).

(NB: The additional 9 ECTS of the PPT are acquired as follows: 5 ECTS in the VTH, mainly in Hospitalization and ICU during the 3rd and 4th years; 4 ECTS of PPT in Pathology and Veterinary Public Health at the end of the second semester of the 4th year).

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

Some practical training is organised from the 2nd to the 4th year, generally in the framework of practical or laboratory work related to basic or clinical sciences, e.g. Animal production and Animal husbandry courses: physical examinations; Veterinary Physiology: ECG, CBC and clinical chemistry analysis and laboratory analyses on milk, rumen fluid, semen samples; Parasitology and Parasitic Diseases, collection of biological samples (blood and faeces); Anatomical Pathology I and II, evaluation of pathological organs from slaughterhouses; Veterinary Pharmacology: reporting of drug adverse reactions (pharmacovigilance); Veterinary Anaesthesiology and Surgical techniques: pre-surgical, surgical and post-surgical management of patients; Medical and Surgical Propaedeutic: clinical examination, logical approach to the evaluation and the interpretation of patient's clinical signs, basic ultrasonography; Veterinary Obstetrics and Pathology of Reproduction and Artificial Insemination: collection, preservation and analysis of biological samples, pregnancy diagnosis.

Most practicals are organised for small groups of students, working on animal cadavers and organs, propaedeutic animals (horses), and VTH clinical cases. Some of the practical activities are organised as teamwork seminars, clinical case-solving and laboratory desk activities.

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

Core clinical activities are provided by: core clinical course practicals, intramural VTH Hospitalization and ICU activities, Ambulatory Clinics and Clinical PPT.

Practical rotations of clinical courses are scheduled in the 9th semester of the VMDP. For clinical subjects, practicals are organised on the same days of the week, and students (6-8 students/group) are able to rotate in all the clinical subjects. On live animals, the students are trained to collect patient's signalment and the complete patient history, and to perform the clinical examination. Students' clinical activities imply also training on animal models, simulators and cadavers, providing the possibility to attain practical skill, confidence with patients and instruments and, with diagnostic and surgical procedures.

Intramural VTH Hospitalisation and ICU activities are part of the PPT and involve students of the 3rd, 4th and 5th year. Students (2-3 per round) are included in 12 hour shifts and participate in the clinical rotations in conjunction with the referral veterinarian (external collaborators). During day-time clinical shifts students are actively involved in the Hospitalization and ICU services.

During the last 10th semester, students do not have theoretical courses. They have elective activities on the one hand and core PPT on the other hand. During the PPT, small groups of students attend the activities at the VTH, from 8.00 a.m. to 5.00 p.m. Under the clinical staff supervision, students are directly involved in hands-on patient management, diagnostic and therapeutic procedures and report writing.

The following topics for the Companion animals training: Small Animal Internal Medicine (2 ECTS); Equine Internal Medicine and Sports Medicine (1 ECTS); Surgery, Anaesthesiology and Radiology (3 ECTS); Reproduction (2 ECTS); Special Anatomical Pathology including Necropsies (2 ECTS).

The EPT is voluntary and based on student requests and is a non-mandatory part of the 30 ECTS curricular PPT. Students can accomplish a maximum of 11 ECTS of practices in external public or private institutions in any of the areas linked to the veterinary profession. The list of Institutions must have signed agreements with UNIMI. EPT activities are carried out under the guidance of the external supervisor and recorded in the logbook; EPT logbook approval is by the academic supervisor.

In past years, hardcopy logbooks were assigned to each student for Ambulatory Clinics, clinical rotation at VTH (companion and large animals) and PPT. Student logbooks were approved by teaching staff and validated by the DPC.

Starting from AY 2018-2019, achievement of the Day One Competences is also monitored using a web-based mobile application.

The logbook records the achievements of the DOCs in all the requested areas of competence. Students have access to the logbook by a phone APP and the teaching staff will be responsible for the student's activities and logbook's approval. The final validation of the logbook is in charge of the DPC.

3.3.2. Comments

Practical work on live animals (especially dogs and cats) is limited by the Italian law fortunately, thanks to individual initiatives of some professors (parasitology lab for example), some training are organised in a kennel near the faculty. There is no mandatory EPT in companion animals.

Monitoring of practical activities is based on paper documents archiving system, but in the future, a web-based system will be used. There is no oral exam on the cases included in the case-log book.

At the moment there is no practical skills lab, but the project to establish it is in progress.

The number of hours of clinical activity is lower than the minimal level.

The students have in place a system to optimise the attendance to clinical rotations on voluntary basis, open from the 1st to the last year, allowing to augment their clinical competences. This is an informal system, with no recording of the activity.

3.3.3. Suggestions for improvement

- sign agreements with animal shelters and horse breeding units for improving preclinical hands-on activities in these species.
- organise more extramural activities and ambulatory clinics for small animals and horses.
- organize mandatory EPT.
- validate the system of voluntary clinical activities and introduce a recording system for these activities (which could increase the number of hours of clinical activity).
- organize clinical rotations every morning for the students of the last year (which could also increase the number of clinical hours).
- hire an equine surgeon for emergencies surgeries (colic).
- increase the number of European diplomats involved in clinical training.

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

3.4.1. Findings

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

For Clinical training it is difficult to separate out the specific food producing clinical aspects of training. Clinical training appears to be scheduled around core rotations in the 9th semester and elective rotations in the 10th semester. To be admitted to the elective rotations (Semester 10) students must have passed all course exams up to the end of the third year in addition to having the minimum number of credits passed.

Ambulatory clinical rotations are also included in both the 9th and 10th semesters. Ambulatory rotations occur in March to June and September to December generally run on 2 or 3 days per week. The ambulatory clinics are conducted in collaboration with contracted practices that ensure access to farms and animals. The students visit the clients in conjunction with a professor from the University in addition to the contracted practitioners. This appears to give effective training and ensures sufficient caseload for the students in the farm animal area, in conjunction with the VTH farm animal cases.

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

Much of this is in the Animal production section below (3.4.1.4).

Reproduction and reproductive disorders (Lectures 72h; Seminars 24h; supervised self 8h; lab / desk based 23h; non-clinical animal 9h; clinical animal 16h). There is probably a greater focus on companion animal reproduction than in farm animal reproduction.

Parasitology and Pathology training that has clinical implications are covered in third year, while training in Veterinary Anaesthesiology and Surgical Techniques, Radiography, Pathology and Clinical Epidemiology are introduced in the fourth year in advance of the specific clinical rotations in these areas in year 5.

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

Clinical training appears to be scheduled around core rotations in the 9th semester and elective rotations in the 10th semester. Ambulatory clinical rotations are also included in both the 9th and 10th semesters. Training takes the format of Professional practical training (PPT).

Pre 2017, it appears that clinical practical training was allowed to be streamed / specialized, whereas post 2017 rules have changed to encourage entry level training across all areas. Uptake and attendance at External Practical Training (EPT) is low and non-mandatory. This has led to a comment in the SER that EPT is a weakness. This is backed up by Table 3.1.4 where it is clear that the numbers of students attending External Practical training is very low.

There is quite a bit of description of electives and student numbers on electives in Tables 3.1.3.1 and 3.1.3.2. However, many of the topics listed here as electives should really be core topics.

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

Animal Production and Animal Husbandry courses are predominantly in the second year. This includes classes on handling and restraint of livestock species (cattle and pigs). At the visit to the Establishment it was confirmed that students visit commercial farms, however the students reported that these were more to observe animal husbandry and management rather than conduct of basic training in animal handling. Handling and restraint classes are incorporated into classes in 3rd year for cattle, and dogs. While veterinary obstetrics, pathology of reproduction and artificial insemination courses are delivered in the 4th year. This includes pregnancy diagnoses.

Relevant animal husbandry subjects are Animal Ethology (Lectures only, 32 h) and Animal Welfare (Lectures only, 3h), Animal Nutrition (Lectures 56h, seminars 44h, clinical animal work 25h and other work- not specified 29h), Animal production and breeding (Lectures 13 h, seminars 8 h, other 8 h), Economics (Lectures 24 h), Animal Husbandry (Lectures 80h; Seminars 8 h; supervised self-learning 4h; Clinical animal work 25 h; other 61h). Herd health management (Lectures 16h, seminars 16 h);

Rectal palpation of the reproductive tract in cattle is at a minimum of 3 examination sessions per student, while in equines it is at least once per student.

Ethology and animal welfare are very practical subjects, yet no practicals were included in the current year's training.

3.4.2. Comments

The course on economics is very early in the curriculum, is entirely theoretical and is not sufficiently focused on the practical aspects of determination of impact of herd health management or veterinary interventions on economic performance of farming systems.

Ethology and animal welfare are very practical subjects, yet no practicals are included in these courses.

The other animal husbandry subjects (nutrition, genetics etc) appear okay.

There is sub-optimal formal training in herd health management in the core course. This is well compensated for those students taking the herd health management elective in the 10th semester.

3.4.3. Suggestions for improvement

Focus or adapt economics on the practical application of how veterinary interventions and or herd health management can impact economic performance of farmed animal systems (especially in dairy and pigs).

The Establishment should increase:

- practical aspects of ethology and animal welfare, with relevant focus on practical animal welfare indicators.
- opportunities for students to carry out further rectal palpations of the reproductive tract (bovine and equine).
- use of clinical skills models, to enhance animal-based teaching and not to replace it.

Include the concepts of herd health management / the herd health cycle for all core students and then continue to do more applied herd health management for the elective students in this important topic. Increase practical handling classes as part of the animal husbandry courses in year 2.

3.5. Food Safety and Quality (FSQ)

3.5.1. Findings

3.5.1.1. Brief description of the theoretical and practical education in FSQ

FSQ education is divided into the subjects FOOD HYGIENE (FH) and VETERINARY PUBLIC HEALTH (VPH). For FH 5 subjects are taught in the 7th semester with 168 hours, where theoretical education (lectures) are 104 hours (61.90%) and practicals 64 hours (38.10%), including slaughterhouse and food processing (34 hours, where 6 are for slaughterhouse). VPH is covered by 10 integrative subjects: the 4th (2 subjects), 5th (2 subjects), 6th (5 subjects) and 8th semester (1 subject). The integrative subjects are part of the Basic Sciences, Clinical Sciences and Professional Knowledge according to Table 3.1.2 (Curriculum hours in EU-listed subjects). The total number to cover VPH is 352 hours, where 216 hours (61.36%) are theoretical education (lectures) and 136 (38,64%) practical education (seminars, supervised self-learning, laboratory and desk based work, and non-clinical animal work, depending on the subject).

There are 2 Pre-Professional Training (PPT) modules, one for FH (FSQ) consisting of 100 hours (4 ECTS, 4-5th year). The interview with the teachers provided additional information that confirms that the 4 ECTS is carried out during 4 weeks with 25 practical training hours/week. Activities are performed intra- and extramurally under the supervision of academic staff and state veterinary officers.

The VPH PPT includes 50 hours (2 ECTS, 5th year) intramural or extramural activities, carried out under the supervision of academic staff in the diagnostic microbiology laboratories, avian pathology laboratory and necropsy room.

3.5.1.2. Description of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

Slaughterhouse practicals are concentrated in the subject “Practical Activities in Slaughterhouses” at the 7th semester, with 8 hours of theory (1 group), 10 hours of non-clinical animal work (no more than 10 students/teacher) and 6 hours to visit 1 or 2 slaughterhouses. The 6 hours visit to the slaughterhouse are the raw data of ESEVT indicators (page 162 of the appendix, Indicator number 9 for year -2 and -3). Slaughterhouse practical activities are complemented at the FSQ PPT, where students cover another 10 hours visiting up to 2 slaughterhouses depending on the availability of the facility, where most of the time is at poultry and bovine slaughterhouses. The group size is reduced to an average of 4 to 6 students/teacher). This teaching in slaughterhouses at PPT are part of the additional 30 hours that are mentioned at the Indicator number 9 for year -1 (36 in total). This figure can be divided as follow:

Indicator 9, year -1: 36 hours:

- 6 from curricular “Practical Activities in Slaughterhouses” at the 7th semester
- 10 from FSQ PPT.
- 10 from “Central Fish Market” and/or “Fish Platforms”.
- 10 from other food premises (Dairy or Meat Plants), plus preparation time.

Additionally, at “Fish Inspection and Control” subject (7th semester), activities are organised in 6 groups of “about” 15 students per group, and there is a voluntary visit to the fish market with a maximum group size of 20 students. In VPH in the “Avian Pathology” course consists of poultry necropsy in groups of 20 students, subdivided into 3-4 students, ensuring at least 1 necropsy per student.

3.5.2. Comments

Regarding curriculum, subjects for FSQ and VPH, it is accordance with the EU Directive and the Day One Competences established by the EA EVE. The Establishment ensures the education in FSQ combining FH and VPH. Both have the same theory-to-practice ratio of 2/1. Students are exposed to the basic training in these areas.

It is important to mention that the Establishment has included FSQ PPT compulsory for the students, which is also reflected in the number of hours of the extramural PPT from 6 to 36 hours. This has had a positive effect on the Indicators, especially in the n° of hours of FSQ & VPH training. However, one of the indicators is still below the minimal value. Also, the implementation of the number of external practical training requires a review to increase the hands-on activities of the students at the slaughterhouse.

3.5.3. Suggestions for improvement

It is suggested that the Establishment increase the activities of the students on core practical training in slaughterhouse with active participation during inspection, and to perform autonomously the routine protocol under the direct supervision of academic and official veterinarian. These external practical training will also have a positive impact on indicators related with food safety and quality.

3.6. Professional knowledge

3.6.1. Findings

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

Basic Sciences are taught in year one. Preclinical sciences and animal handling are in year two and three. In the fourth year are taught clinical sciences with supervised practical work.

Year five contains more practical work, not only clinical but also food safety and veterinary public health. The curriculum is in accordance with the subjects listed in Annex V of Directive 2005/36/EC, i.e. basic sciences, clinical sciences, animal production, food safety and quality, and professional knowledge.

Students have the opportunity and the obligation to learn how to handle pet animals and the common farm animals.

Scientific approach of literature and writing articles is mandatory. This is described in chapter 10 about research and writing the thesis.

Professional ethics are studied in the curriculum (32 hrs) and as part of the item professional knowledge (8 hrs) all in a lecture/seminar format.

Veterinary legislation is studied by curriculum (8 hrs lecture/8 hrs seminars) and in professional knowledge (12 hrs lecture/4 hrs seminar).

Veterinary certification and report writing are studied in curriculum (2 hrs lecture/4 hrs seminar) and in (non) clinical animal work (2 plus 16 hrs).

Communication skills: 24 hours lecture, 2 hrs seminar/1 hrs non-clinical animal work and in the clinical work in VTH (not really specified).

Information literacy and data management is included in the curriculum with 8 hrs desk-based work.

Economics and management of animal units is taught in 24 hrs lecturing.

Economics and management of the veterinary practice is not included in the curriculum, but is organised as a seminar once a year.

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

EPT is non-mandatory, and can generate a maximum of 11 ECTS. It is organised in academic - recognised external institutions under external supervision.

The programme must be approved by an academic supervisor. Partners in EPT are assessed and part of the QA system of the Establishment.

The activities of the students must be recorded in the logbook, and the notes in the logbook must be approved by the external supervisor and the academic supervisor.

Definitive approval and recognition of EPT must be done by TO and DPC (as described in 3.1.8)

Listed are vet clinics, vet hospitals, companies, academic institutions, scientific centres etc. Recognition by UNIMI and Career Guidance Centre. Assurance for EPT students is arranged by the Establishment. Students have always the possibility to complain about things that happened during EPT officially or anonymously.

3.6.1.3. Description of the procedures used to ascertain the achievement of each core practical/clinical activity and professional knowledge by each student (independently of the tracking system)

Logbook activities. As described under 3.1.9 SER.

In the past years hardcopy logbooks were used for ambulatory clinics, clinical rotation at VTH (CA/LA VTH) and PPT/EPT, to monitor the achievements of the students.

These logbooks must be approved by teaching staff and validated by DPC.

Since 2018/19 there is also the possibility of using a web based mobile application. This application records the achievements of the DOC's in all requested areas of competence. Students access this by phone, staff are responsible for logbook approval, with final validation by DPC. The logbook in red colour is mandatory for first day competences by the Government.

3.6.2. Comments

Economics and management of veterinary practices are not in the curriculum.

There is no description of the learning outcome of EPT, where a wide range of subjects are possible.

There is no clinical training in animal welfare, just few hours of lectures, nor in ethology.

Testing communication with students gave the impression that they could use the right medical terminology. There are more than one format of logbooks in use. How every format is related to an official format is not quite clear. An electronic logbook that covers all, is probably better. Very positive is that students can learn on a voluntary basis about subjects that they are interested in not only in the VTH but basically everywhere in the Establishment. A negative point is that this is not registered or formally recorded.

3.6.3. Suggestions for improvement

EPT should be made mandatory. Education in economics should be more integrated with management of animal units and veterinary practice. Use of welfare indicators is more and more important, as is training in practical ethology.

3.7. Decision

The Establishment is compliant with Standard 3 except for Substandard 3.3. and Substandard 3.5.

The Establishment is partially compliant with Substandard 3.3. because of sub-optimal clinical training.

The Establishment is partially compliant with Substandard 3.5. because of sub-optimal training on herd health management and practical training in slaughterhouse for core students.

4. Facilities and equipment

4.1. Findings

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

Facilities were split between Milan and Lodi until September 2018; since October 2018 most facilities are located in the new Lodi site and the move will be finalized in 2019 with the transfer of departmental facilities and research laboratories. The Lodi site is close to highway A1 (3.5 km) and it is well connected by public transportation with the Lodi city center and the Lodi train station.

VMDP facilities are organised into:

- Teaching Area (Didactic spaces: lecture rooms, study spaces, premises for group work, laboratories for practical work, library, cafeteria, etc.)
- DIMEVET (Veterinary medicine) and VESPA (Health, Animal Science and food Safety) Department spaces (academic and support staff offices, research laboratories)
- the Veterinary Teaching Hospital (VTH)
- the Teaching Farm (CZDS).

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

-) lecturing, group work and practical work

All facilities for lecture, group work and practical work are new, modern, and well equipped

-) housing healthy, hospitalised and isolated animals

Healthy horses (4) are housed in the Large Animal VTH premises. Other species of healthy animals including: large animals, pigs, poultry and rabbits are housed in the Teaching Farm.

The premises for hospitalised companion animals such as dogs (20), cats (18), rabbits, rodents, birds, exotic pets (more than 40), and for large animals such as horses (31), cattle (18), calves (21), small ruminants (10) are in two separated areas. The structural layout is designed in order to be in accordance with biosecurity, hygiene and health regulations.

Isolation: Premises for infectious companion (dogs (15), cats (12), equine (4) and farm animals (3) are located in a well-defined separate area. All rooms operate autonomously under forced airflow, through HEPA filters and with close circuit surveillance. All materials are stainless steel and disposable.

-) clinical activities, diagnostic services and necropsy

→ Companion Animal Veterinary Teaching Hospital

The CAVTH covers an area of 940.5 m² divided into 3 operational premises (Consultation, Surgery, Service areas). The Hospitalization rooms represent an additional operational premises.

The CAVTH offers 24 hours, 365 days a year service with hospitalization/treatment/isolation and a mobile clinic. One room equipped with 4 beds is available for the on-call students. It offers many specialised consultation:

-Consultation area

10 rooms for first opinion and emergency consultation, and for specialty consultations. One of these rooms is dedicated to urgent cases and furnished with an anaesthesia and an emergency equipment

-Surgical Area

The surgical area is separated from main VTH consultation as a conformed surgical unit with clean area to dirty area flow of staff and students.

-Service Area

The service area is separated from the surgical facilities and is composed of the following services: endoscopy, cardiology, ECG, ultrasound, resuscitation, chemotherapy, parturition and neonatal room, radiation therapy room, and several other services

→ Large Animal Veterinary Teaching Hospital

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The Large Animal Veterinary Teaching Hospital (LAVTH) is divided into 3 operative premises: a clinic for ruminants and swine, an equine clinic and a surgical area.

- Ruminant and Swine Clinic

1 reception area, 1 examination room, 2 sheds for calves (n=10), 1 shed for small ruminants, 1 shed for swine, 1 shed for adult cows with 12 tie-stall places and 6 large boxes, 3 boxes for infectious animals (divided using a specific structure to ensure isolation of infectious animals),

A 180° tilted table for endoscopic treatment of left displaced abomasum or for endoscopy teat surgery and a motorized cow trimming chute is also present.

- Equine Clinic

16 boxes for inpatients, 6 boxes for intensive care, 4 boxes for foaling mares, separated facility for infectious diseases (4 boxes and 1 examination room),

2 examination rooms, 3 horse solariums, 1 treadmill room

1 stall part for nuclear medicine with radioactive manure storage (5 boxes)

- LAVTH Surgical area

The surgical area is separated from other VTH areas in order to reduce contamination risk with rooms near the operating rooms and regulated and directed flow of medical personnel, students and nurses. Two rooms with 5 beds are available for the on-call students.

→ Diagnostic imaging service for CAVTH and LAVTH

This is a separate building serving both CAVTH and LAVTH that includes conventional radiology, CT Scanner, MRI, nuclear medicine. Ultrasound for companion animals is in the CAVTH service areas.

- Diagnostic services

This is a specific and separate building serving both CAVTH and LAVTH. It includes necropsy, histopathology, biopsy processing, cytology, pathology, clinical pathology, microbiology, parasitology, molecular diagnostic, reproduction laboratory.

CZDS covers an area of about 28,000 m², of which more than 5,000 m² are indoor, and includes 11 blocks. It provides farming for several animal species (pigs, poultry and rabbits, dairy and meat cattle, fish, bees) feed and food processing.

The CZDS has a food-processing unit, including a teaching laboratory with both meat and milk processing facilities equipped with the main tools students needed to follow the production process. There are possibilities for additional animal material from stables, farms, kennels.

-) FSQ & VPH

The VMDP has arrangements for teaching activities with many (around 20) external slaughterhouses and the Milano fish market. These premises are at distances ranging from 22 to 130 km from Lodi

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

-) 384 lockers, 96 columns (4 lockers per column) which can be electronically opened/closed are available.

-) a total of 1892 m² and 450 places are available in rooms for study and self-learning

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

Transport vehicles are available for students (1 bus, 2 vans and 2 cars) as well as for transport of live small and large animals (2 ambulances) and cadavers (1 vehicle).

Cadavers of large animals coming from the necropsy are transported with an elevator, covered by plastic at the level of the head.

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

Companion Animal Veterinary Teaching Hospital

The clinics are well-equipped with standard equipment for routine examination and surgery, as commonly performed in general practice, in addition to state-of-the-art imaging, laparoscopy and arthroscopy equipment and several items of rigid and flexible endoscopy equipment.

Large Animal Veterinary Teaching Hospital

All clinical equipment is available for teaching purposes (surgical instruments, endoscopy and laparoscopy equipment, surgical rooms and treatment rooms). The equipment available in the VTH is state-of-the-art technology providing modern diagnostic, diagnostic imaging, therapeutic and laboratory services.

The CCVZS provides itself for the maintenance of the instruments in use through the stipulation of specific maintenance. The maintenance of the current facilities is, on the other hand, the responsibility of the University's central technical wing.

New medical or diagnostic equipment purchases are evaluated in economic terms (purchase sustainability) and therefore funded with the revenues from the utilization of the same tool, or in strategic-educational terms (educational utility) and co-funded by the support teaching departments.

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

The VTH technical coordination body is responsible for the preparation of biosecurity regulation documents and manuals. In the student dedicated section of the VTH web site (<https://www.ospedaleveterinario.unimi.it/area-studenti/>) students can access and download the CCVZS security manual, the rules of behaviour while in the VTH facilities and the rules to access surgical premises.

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

Students have to familiarize themselves with all basic biosecurity rules by consulting the CCVZS regulations provided. During VTH attendance, all students are made aware of biosecurity and are actively involved in the maintenance of biosecurity standards, especially in relation to infective patient isolation, and to the handling of biohazard material. The security manual of the CCVZS is also distributed to all students of the 1st, 2nd, and 3rd years. Prior to the commencement of the second semester of the 1st year, all students have to attend an on-line mandatory course regarding occupational safety regulations.

4.2. Comments

The facilities are adequate in quantity and in surface area. They are shared with other curricula of UNIMI (agricultural and biological sciences). Clinical facilities are well organised, with respect of all biosecurity rules in the different isolation units.

Transport of cadavers of large animals after necropsy is not done in a closed container.

There is no mention of the budget that is available for maintenance and renewal of teaching equipment.

4.3 Suggestions for improvement

Improve the transport of large animal cadavers after necropsy by use of closed containers.

4.4. Decision

The Establishment is compliant with Standard 4, except for Substandard 4.15. The Establishment is partially compliant with Substandard 4.15, because of suboptimal handling of large animal carcasses after necropsy.

5. Animal resources and teaching material of animal origin

5.1. Findings

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

Animals and materials of animal origins are used across pre-clinical and clinical training. Movement to the Lodi facility seems to have helped in coordination of animals for teaching, especially in the clinical area. There is also a move in the clinical area to ensure students see more first opinion cases which is really useful for undergraduate veterinary students.

Cadavers and animal materials for preclinical training and for food safety and quality training are sourced through agreements with external parties including farms, public health state facilities, slaughter houses, public and private kennels, stray animal associations, practitioners and exotic pet associations. Plastic models of major organs and systems are also used where appropriate to replace animal usage. Biological material is disposed of as required by legislation.

The Establishment farm provides animals and facilities for training in animal production and animal nutrition. This farm includes beef cattle (room for 10 animals), dairy cattle (36 cows), pigs (farrowing 12 sows), poultry, rabbits (soon will be 24 does plus 128 progeny), aquaculture and bees (12 beehives). Dairy cows are present with a contract from a farmer to stock the facility and to provide feed and receive proceeds from milk-sales.

Cases and animals for clinical training are largely provided through the Veterinary Teaching Hospital.

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

For the animal resource indicators most exceed the minimal limit, being in the positive range. Nevertheless, some of them are lower

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

Numbers of necropsies in ruminants, pigs and equines are adequate. Companion animal, rabbit, rodents, birds and exotic pet necropsies are well above the indicator levels.

For anatomical teaching much of the practical classes use organs and body parts rather than whole animal carcasses; this is especially the case for the larger animal species (bovine and equine).

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

There are reasonable numbers of animals of the necessary species available on the farm for use in preclinical training. Details of how these are utilized are unclear. There is an overdependence on research having these necessary animal species and it is unclear if sufficient numbers are available at all times for the necessary practical training of early stage students in animal handling. There are few or no healthy companion animals available for preclinical training and it has not been explained how these are attained.

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

Visits to herds / flocks / units for ruminants, pigs, poultry and rabbit units are below minimal values. In the case of ruminants and pigs this is caused by an absence of pig farm visits due to legislative controls.

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

Ruminants and pig cases are well above median values, while companion animals seen extramurally are almost double of the minimum.

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

There appears to be reasonable balance between disciplines and between first opinion and referral cases. There is a move by the Establishment to increase the numbers of first opinion cases and thereby improve the balance of these cases for student training.

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

The VTH is split into a Companion Animal Teaching Hospital (CAVTH) and a Large Animal Teaching Hospital (LAVTH). The CAVTH provides 24h, 365 days service and offers services for both first opinion cases and referral cases. The LAVTH includes a unit for equine and a unit for farm animals. The equine unit provides 24h, 365 d service; while the farm animal unit provides service from 9am to 6pm; but also offers emergency and critical care services 24h, 365d by having staff available on call.

Ambulatory services are also provided through VTH staff and external collaborators, where groups of 6-8 students participate in ambulatory service visits. Ambulatory rotations occur in March to June and September to December generally run on 2 or 3 days per week. The ambulatory clinics are conducted in collaboration with contracted practices that ensure access to farms and animals. The students visit the clients in conjunction with a professor from the University in addition to the contracted practitioners. This appears to give effective training and ensures sufficient caseload for the students in the farm animal area. Each student gains 3 ambulatory rotations. Much time on the ambulatory visits is geared towards gaining sufficient case numbers for student education e.g., in rectal palpation and lameness cases. Ambulatory clinics are also organised in small animal practices.

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

Pre-professional practical training occurs in 3rd, 4th and final year. The group sizes range from groups of ~15 in the third year, down to 8 per group in 4th year (often subdivided down to group sizes of 4) while in the final year the group sizes are generally 6-8; again, often subdivided down to sizes of 3-4 students. These group sizes should be adequate to provide the necessary training opportunities. Third year activities revolve around collection of samples for parasitology and practicals to examine tissues and organs for pathology. Fourth year hands-on classes are focused on core practicals arranged around internal medicine, surgery, propaedeutics, anaesthesia and reproduction. Final year clinical activities are provided by core practicals (Semester 9), electives (Semester 10), ambulatory clinics and intramural practical training. External practical training is only voluntary on behalf of the students and is something that the Establishment have under review.

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

There is a centralized online system for patient records available for clinical activities, research and service activities of the Establishment. However, following the relocation of the facilities to Lodi, a new, cloud-based, veterinary practice management software has been procured (Pro-vet cloud). This is anticipated to improve management and access to case records, which will be fully available in June 2019. This cloud-based system is being crash tested and developed in the large animal hospital. It appears to be an excellent system that will significantly enhance case records, searchability and use for the needs of the hospital staff and students alike. Students can also use the case records for their final thesis or when they are just interested in what happened to the animals later. Currently an older programme is working for the companion animals and equines, where the data are only available and searchable on the computers of the clinic.

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

The Establishment adopts procedures to ensure the welfare of animals used in educational and research activities in accordance with UNIMI and national regulations. There is a UNIMI committee for animal welfare that carries out ethical evaluations and opinions for each programme that plans on

using animals. Opinion is then sent to the Ministry of Health which grants permission to implement a project. This process typically takes a period of 6 months for decision. There is also a local FVM Ethics Committee / Centre for the Protection of Animals that promotes the 3 Rs in educational and research activities; provides guidelines for animals in educational and research activities; promotes animal ethics and welfare among students and academic staff during training and educational activities; and promotes discussions and meetings on animal ethics and welfare. Use of animal welfare and ethical evaluation appears to be mostly confined to research animals rather than teaching animals. These rules mention that pedagogical small animals like dogs and cats are forbidden.

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

The decision making and committee structures in the department are very complicated. However, the process and proposals for deciding on numbers and variety of animal numbers for training involves the Pre-professional Training Committee, Joint Committee (Student-Teaching staff), Committee for Teaching Assessment and Improvement; all feeding into the Veterinary Medicine Teaching Council.

5.2. Comments

Establishment farm: Dairy cows are present with a contract from a farmer to stock the facility and to provide feed and receive proceeds from milk-sales. The farm can also sell animals to slaughterhouses but cannot sell eggs because for food safety reasons they would need to invest in egg labelling and packaging facilities. This is not justified for the numbers of eggs that are produced on the farm at present. However, for other species (poultry and pigs) at the moment this farm is highly dependent on research activities to be stocked and there are likely extended periods when there is an absence of animals of various categories to achieve learning outcomes in animal handling and management. There is an absence of equines and small ruminants on the farm. Facilities are available for beef cattle, but they were not stocked at the time of the visitation.

VTH: The VTH provides a good range of clinical animals for teaching of veterinary students.

There is a group of 4 horses maintained for teaching of non-invasive handling procedures. However, the 3 mares are also used for rectal palpation and some minor procedures e.g., blood sampling. There are no dogs or cats to teach handling procedures.

Ethical approval: The application of and use of projects and associated approvals for teaching of “procedures” does not appear to be developed or easily permitted in Italy at present or at least the staff seem unaware of possibilities here. This should be discussed with the authorities that implement EU directive 2010/63 in Italy. It should be possible under EU directive 2010/63 to conduct procedures on healthy animals under project licences for the purpose of teaching and educational objectives of veterinary training.

5.3. Suggestions for improvement

Practical anatomy teaching should endeavour to utilise more whole animals rather than reliance on organs and animal parts.

Need for the development of a clinical skills lab to supplement and enhance animal teaching. Increase collaboration with dog and cat shelters for learning of animal handling and clinical examination on these animals.

There is a need to increase the exposure of students to small ruminants. This could be implemented in various ways, but one option would be to include small ruminants at the Teaching farm.

Increased numbers of healthy horses would enhance equine practical teaching. This ideally would be achieved at the Establishment farm rather than in the VTH.

Organise access to healthy companion animals (dogs and cats) for animal handling classes.

5.4. Decision

The Establishment is compliant with Standard 5.

6. Learning resources

6.1 Finding

6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and (e)periodicals, software for databases)

At the time of the visitation the library has been working in Milan. It is planned to move to the Lodi campus within 1-2 months. The library of the Establishment is part of the library services of the University of Milan, and it is integrated in the national library services. The library is open on weekdays during business hours. A total of 89 computers can be used by the readers and they are helped by 6 full-time librarians. The library is available electronically from the Lodi campus however at present, textbooks can be borrowed only at the library in Milan. WiFi is provided in the whole new campus, so the majority of the library services can be used in Lodi. The library has 41,037 books and 1,299 journals from the area of veterinary medicine and has access to 400 databases (out of them 28 are connected to biomedical area) and 335 e-books and e-journals.

6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum

The IT service is given by the University of Milan. It provides the ARIEL platform developed locally. It can be used for communication between teachers and students and teaching material can be uploaded. The IT unit provides online tests, online exams, video lectures and virtual classroom.

6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus

There is unlimited availability of electronic learning resources both for staff and students. The whole campus is covered by WiFi, while VPN connection gives access off campus.

6.1.4. Description of how the procedures for access to and use of learning resources are taught to students

At the beginning of each academic year introductory courses are organised for freshmen on library use, on average 15 courses are offered by the library each year. Some hours of the IT and biostatistics course and the doctoral training are also devoted to library use. In case of problems librarians provide help by phone call or e-mail.

6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources

The Library scientific committee (14 academic staff members, 6 students and 2 librarians) is responsible for purchase, and service of the library in agreement with the central library scientific committee of the University of Milan. The demand is collected from the academic staff and thanks to a budget of €88,523 of the library nearly all requested books can be purchased.

6.2. Comments

The learning resources at the Establishment meet the requirements.

6.3. Suggestions for improvement

Speed up the process of creating a clinical skills laboratory.

6.4. Decision,

The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare

7.1. Finding

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

All Italian applicants must have completed a mandatory education course. International students must have a certificate issued by their country of origin, certifying 12 years of school attendance, valid for admission to their home country universities and pass an Italian language test.

Selection is by admission tests that are organised at the national level. The test for this academic year consisted of 60 multiple choice questions to be answered in 100 minutes. Students achieving a minimum score of 20 points were listed in a national ranking list and assigned to a VMDP on the basis of: i) score obtained; ii) number of available places at each university (All the Italian VMDP have limited enrolment with student numbers determined at the national level); iii) student geographical preferences.

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

The Establishment has admitted 78 students per year, which includes 5 places reserved for non-EU students. This number, which is determined by the Ministry of Education, University and Research, is 20 % lower than that requested by the VMTC, based on facilities and staff number.

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

Students cannot graduate until they have passed all exams and completed the practical training. The progression criteria are made available to students on the Study Plan of the Veterinary Medicine Course (SPVM) published every year on institutional web sites. Students not complying with these requirements have to re-enrol to the previous academic year (repeater students), but there is no limit to the number of times a student can re-enrol and exclusion due to absence of progression is not legal. A tutoring system provides learning assistance and all academic staff offer personal educational guidance on a consulting schedule published on the internet.

The dropout rate is low, around 1% and stable over the last three years. Dropout is mainly seen in the first year, 8-9 % of first year students do not continue to the second year.

7.1.6. Brief description of the services available for students

A comprehensive variety of student services are provided by UNIMI and VMDP. For veterinary students, these services are coordinated by the DPC's TO in close collaboration with the relevant central UNIMI offices. Information is available via internet and it is possible for the students to contact services via e-mail.

The services include mentoring and tutoring in relation to studying and mobility, career guidance, psychological guidance, services for students with disabilities, health protection, student Ombudsman. In additions, contacts to sports activities, choirs and orchestras, theatre groups and cultural and recreational clubs are facilitated.

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

All the Italian VMDP have limited enrolment with student numbers determined at the national level. Regarding admission procedures, the Establishment states that pressure will continue to be applied at MIUR level in order to anticipate admission test dates and to evaluate student predisposition to veterinary medicine and to increase the number of scientific questions against general knowledge questions.

7.2. Comments

The Establishment is in a very positive situation considering facilities as these are new, modern and

of a capacity that exceeds the number of enrolled students.

Dropouts in the first year of study may be caused by some students using admittance to the veterinary curriculum as a stepping stone for getting into other curricula, for example the medical curriculum.

Among the non-EU students of the veterinary curriculum there is an impression that the services for international student support service which are located in Central Milan is somewhat remote.

7.3. Suggestions for improvement

The Establishment should activate a system to clarify the causes of drop-outs in the first year.

The Establishment should consider identifying a contact person for international students on the Lodi site that can link to the central international office in the UNIMI, giving them local support.

7.4. Decision

The Establishment is compliant with Standard 7.

8. Student assessment

8.1. Findings

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

Assessment methods and criteria, along with learning outcomes, course contents, readings, teaching methods and tools, and office hours for each course are set out in the course website syllabus. Prior to their publication on line, syllabi are checked by the joint committee of students and staff. The assessment strategy (planning procedures) is part of the QA system.

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

Assessment of theoretical knowledge is mainly based on written exams. Practical evaluation of pre-clinical skills is assessed on healthy animals, cadavers, organs and images whereas clinical practical skills are assessed by written exams and in a practical form on patients. Clinical practical skills are monitored by teaching staff during practicals and exams and student logbooks are certified by teaching staff and validated by the Coordinator of the Veterinary Programme. The mandatory license-to-practice exams are held by veterinary practitioners, state veterinarians and UNIMI teaching staff, and consist of four oral parts: 1-Internal medicine and avian pathology; 2-Surgery, obstetrics and gynaecology; 3-Animal husbandry; 4-Food of animal origin safety. There are two sessions per year (June and November).

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

Grades are expressed as numbers between 0 and 30 with 18 being the minimum approval grade. Individual students are notified of exam grades at the end of oral and practical components or, for written exams, by a provisional list within 15 days after the exam date via electronic mail or via the Ariel student teaching platform. Grades are registered by the corresponding central services following online acceptance by the student.

The examination board for each teaching subject must include at least two members of the teaching staff to ensure objectivity. Students have the right to consult and discuss their written exams by making an appointment with the teaching staff before they accept their grade. No systematic procedures are established for post-assessment feedback to students after summative exams. As a means to provide guidance for improvements, tutoring is offered by members of the teaching staff on a voluntary basis.

Any issue regarding student assessment can be reported by the student representatives to the joint committee. Moreover, students can file web-based complaints or contact the student Ombudsman. A non-UNIMI external guarantor with proven specific legal knowledge is appointed by the Academic Senate. The guarantor draws up an annual report of activities which is published on the UNIMI.

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

The Teaching Council of Veterinary Medicine has the responsibility to ensure a fair and strict student assessment system and to ensure the achievement of ESEVT DOCs at the end of the five-year Degree Programme. The Council and the Degree Coordinator are responsible for developing guidelines and evaluating teaching methods and student outcomes. In doing so, they are assisted by the Committee for Teaching Assessment and Improvement, the Quality Assurance Committee, the QA manager and the Student-Staff joint Committee.

8.2 Comments

Oral examinations are generally performed in the presence of a third person acting as an independent observer. The students perceive this as a well-operating system for ensuring a fair assessment. Further the students consider the oral exams superior to evaluate their understanding of the topic rather than their level of memorised information.

The confidential interviews disclosed that there are some courses in which the non-pass rates are particularly high and where the absence of rubrics in oral examinations may be part of the problem. The Establishment comments that a review of exam methods and question preparation and selection has not taken place. The QAC and the QA manager are however monitoring the non-pass rate and for courses showing particular high non-pass rates interviewing the course responsible about reasons for this and how it can be avoided.

8.3 Suggestions for improvement

It is suggested that oral exams are considered the first choice, at least for evaluating practical skills and the degree of understanding of a particular topic. However, the use of rubrics for documenting the student evaluation during oral examination should be encouraged, starting with the courses having a particular high non-pass rate, to ensure that all students are examined in the same way and that the need for documentation is met. The latter courses should be the immediate focus of course revisions as they are the major cause of re-enrolments and off-course students. In these courses, the Establishment should actively investigate whether the criteria for passing the exam are clear and in reasonable agreement with Day One Competences and with the ECTS credits for the course. The course responsible should provide a plan, which is acceptable to the teaching committee with a realistic but short deadline, for improving the situation.

The Establishment should consider making an integrate logbook system from the first year to fifth including all Day One Competences together in one logbook instead of scattered papers, with a possible on-line use.

8.4. Decision,

The Establishment is compliant with Standard 8 except for Substandard 8.3. The Establishment is partially compliant with Substandard 8.3 due to suboptimal use of examination rubrics in certain courses.

9. Academic and support staff

9.1. Findings

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

Under DIMEVET supervision and responsibility, the curriculum committee (VMTC) ensures that all subjects are covered in the study programme to allow the acquisition of DOC by veterinary students. Academic staff is composed of full professors, associate professors and tenure-track assistant professors/researchers. The vast majority of permanent teaching staff are full time and take part in

both teaching and research activities. In addition, most teaching staff have a veterinary degree. Currently there is no compulsory training to teach and to assess new teachers. DIMEVET teachers may nevertheless take part in UNIMI courses to enhance teaching quality on a non-compulsory basis. Support staff must take a minimum of 30 hours per year of continuous education provided intra- or extra-murally.

An Experiment of Enhanced Learning project (EXEL) has been recently introduced in the UNIMI to foster teaching skills and promote an institutional culture which values effective teaching and meaningful learning, but without a specific syllabus.

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

85 academic staff and 38 support staff (12 administrative and 26 technical including teaching, research, equipment maintenance, care of animals and driving staff) are employed by DIMEVET for its different units; 10 external contract professors and practitioners are also employed on a temporary and part-time basis in the clinics, mainly in the small animal clinics to ensure the emergency service. There is no plan to recruit additional academic staff, except for replacing the retiring teachers. There are few interns, residents and EBVS diplomates in the VTH.

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

After consulting the departments and their teaching and research units about their needs, the UNIMI Academic Senate draw up a financial plan for staff recruitment and promotion and assign quotas to departments.

For academic staff, the DIMEVET Recruitment Committee evaluates staff requests on the basis of several criteria i.e., need for new skills, balance across staff categories, teaching and research needs, continuing and postgraduate education needs, harmonious distribution across units. Staff recruitment and promotion are by public competitive selection. Criteria for recruitment include research record, teaching capabilities and experience, service activities and curriculum vitae. A PhD is mandatory. Academic staff can be promoted via competitive selection procedures, based on research, service and teaching curricula.

For support staff, departments' proposals are discussed on a yearly basis by the UNIMI Board of Directors which assigns staff budgets to departments. Candidates are selected via competitive examinations. Support staff is evaluated periodically. Nevertheless, this evaluation has no consequence on their level of appointment.

All available positions are advertised on the UNIMI website.

Courses are evaluated every year by students via online questionnaires. Students analyse facilities, courses and teachers. Teacher evaluation considers a range of questions, including attendance, punctuality, clarity, capacity to stimulate interest, behaviour toward students, willingness to help students, concordance between syllabus and lessons. The results of the evaluation of each course are passed on to the teacher and to the President of the Directive Committee. Overall results are discussed each year at the teaching committee.

9.2. Comments

There are too few European diplomates in the clinics.

No formal training on good teaching and assessment practice for the staff involved in students training.

9.3. Suggestions for improvement

-) introduce a formal training to teach and to assess for new teachers;
-) recruit more specialists in the VTH.

9.4. Decision

The Establishment is compliant with Standard 9, except for Substandard 9.1. The Establishment is partially compliant with Substandard 9.1, because of suboptimal formal training of teaching staff.

10. Research programmes, continuing and postgraduate education

10.1. Findings

10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education

Research activities of DIMEVET academic staff contributes to the education of undergraduate veterinary students because they select their Graduation Thesis (GT) (7 ECTS or 175 hours) among academic staff's research project. Students can select the topic from a list of available research projects posted at the web of DIMEVET. It is compulsory and most academic staff (professors, graduate students and/or residents) are involved by direct supervision. Scientific projects can be laboratory experiments, clinical research studies, analytical activities, or critical reviews, that students can select. Students also can develop their personal research project out of the offered research project. GT has the formant, section and contents of a scientific paper (template-guide is at DIMIVET web page), and it is "revised by referees and reviewed with students". GT is presented in 15 min (including questions) to "11 teaching staff members of the advisory examining board", and "marks" (0-12), is part of the DVM title final mark.

10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

In this section there is a description of the postgraduate students registered for internships (1 in the last academic year) and EBVS recognized specialties (17), Italian specialization schools clinical training (163), and research training programs (92) and the idea that undergraduate practical training at all levels, including 5th year pre-professional, is perceived as a significant incentive for undergraduate and postgraduate clinical trainees. Clinical training of interns and residents does not generate conflict but contributes to the student's practical and also it is a great support for teaching staff, who supervise them.

10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the Establishment

It is described at the SER that DIMEVET carries out 5 programmes (including research, continuing and postgraduate education). In all cases they have different procedures and implication of interest groups to define their activities. For research DIMEVET has a Research Committee (DRC) (7 members academic staff from different research areas, research staff, postdoctoral fellows and undergraduate students, and one member of the QA Committee), that meets periodically for development, implementation, assessment and revision of research activities. For the Italian National Specialisation Schools each school has a board of professors and two students which meet a minimum of twice a year to modify and implement courses, approve external practical training and prepare exams and evaluations. For continuing education, DIMEVET has a committee since 2018 that organised teaching in fields not covered by other institutions or in accordance with the Veterinary Medical Professional Association in Milan and Lodi.

10.2. Comments

Although this Standard focuses on the 3 main aspects described previously, it is important to note that the research production in the last 3 years (2015-2018) has been 758 scientific papers, Journal Citation Report indexed journals, 200 of which were among the most cited articles. The doctorate school is also well reputed at national and international level in the veterinary research field as well

as the National specialisation school, and continuous veterinarian training in Italy. Also, in research Establishment knows how to attract funding to provide a good opportunity for undergraduates experience multiple research activities (especially during their last two years of the degree programme), and for graduates to join PhD's programmes.

Organisation internship is a useful mean to welcome students from other universities (including foreign universities) and thus to promote scientific, cultural and international exchanges.

A weak point in this sense is not to offer Masters programs.

Overall the Establishment can be considered to give attention to research and postgraduate practical teaching activities that provide a positive environment for undergraduates, PhD, professors and their research. As a result, a significant number of the Establishments graduates attend postgraduate programmes including PhD programmes.

10.3. Suggestions for improvement

The Establishment should consider adopting a protocol for including portfolio and rubrics for assessment. The Establishment should consider having short-term internships for students wishing to progress to European residence programmes and may also consider to define a Master programme for the future. The Establishment should recognize the European residency programme as formal specialisation.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance (see Standards 11.1 to 11.10)

11.1. Findings

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

-) has a culture of QA and continued enhancement of quality;

Since April 2017, QA system implementation and development has been a key objective at the Establishment has contributed to raising academic staff awareness of teaching quality issues and helped improved the quality of the veterinary curriculum.

-) operates ad hoc, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;

The Establishment's Quality Assurance (QA) system was designed based on the guidelines given by the Italian National University and Research Assessment Agency (ANVUR), which is affiliated to ENQA and to the QA system of University of Milan. Full QA policy information, including monitoring, evaluation and actions to improve or develop the curriculum are transparent as it is available on-line at the Establishment's web page and the webpage contains updated information. Further, the activities are made public by e-mail, printed posters and meetings.

The ad hoc and cyclical operations of the DIMEVET QA system is based on an organisational hierarchy of the Committee for Teaching Assessment and Improvement (CAI), the Joint Committee (JC), the Veterinary Medicine Teaching Council (VMTC), the DIMEVET Board and the Quality Assurance Committee (QAC). The QAC is in charge of coordinating the activities of the DIMEVET QA system, including the day-to-day-monitoring of QA, and supporting constant improvement in educational provision in veterinary medicine.

-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (teaching, research, services);

The Establishment's QA system is reviewed annually based on self-evaluation reports to be submitted to ANVUR. The process focuses on the degree programme monitoring and includes monthly information from students and teachers. As a central part of the process, the Coordinator of the

Veterinary Degree Programme prepares a self-evaluation report which is discussed at a Veterinary Medicine Teaching Council meeting. Several other sources of data both collected in the Establishment, by the University and from external sources are used. The report is discussed by the Departmental Board and accepted actions made available in Departmental Board reports.

-) informs regularly staff, students and stakeholders and involves them in the QA processes;

The QA system is transparent as it is available on-line in the Establishment's web page and the webpage contains updated information on revisions of the system. Further, educational programme information course must be publicly available at the web page at least 3 months before the academic year starts. The descriptions on the web page provide transparency to all the procedures and facilitate the assessment of teaching.

Actions of the QA Committee to inform and involve internal and external stakeholders include organisation of a QA workshop and the preparation and analysis of questionnaires on Day One Competences acquisition and subsequent discussion of results with stakeholders.

-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;

As stated above, the QA activities and loops are monitored annually, focusing on the degree programme monitoring of quality compliance of the processes and the quantitative indicators. The monitoring between annual reviews is performed by the Joint Committee, which has student as well as staff representation and that provides information to the Teaching Committee.

-) is compliant with ESG Standards.

The Establishment has developed and implemented an internal Quality Assurance system, which has been active since April 2017.

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

The specific SOPs of the Establishments QA system describes the processes related to the management of teaching activities, i.e., most of the QA processes relevant to the ESEVT.

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

The QA system and strategy are revised on the basis of self-evaluation reports, data collection from internal and external stakeholders and inputs from national (ANVUR) and international (EAEVE) agencies. QA changes and SOPs are communicated to internal and external stakeholders during meetings of the Teaching Committee and Departmental Board meetings, as well as by email and on the website in public or access-controlled areas. All relevant QAC documents are stored on a dedicated link on the department's intranet. Periodic policy and SOPs reviews are scheduled yearly but the revision process can also be activated by individual academic staff members.

11.2. Comments

The Establishment has to be complimented for installing procedures for QA that are up to national and international standards in a relatively limited time frame and for the enthusiasm of those involved in the work.

11.3. Suggestions for improvement

The Establishments should make sure that those involved in QA are confident of the support of their immediate superiors in their work with improving the level of transparency and documentation, particularly in those courses having a high non-pass rate. While low non-pass rates cannot be a goal in itself, it is imperative that single courses having higher-than-average non-pass rates receive particular attention considering Day One Competences, syllabus, examination criteria and documentation level of the students' performance at the examination. Measures to avoid the

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perception of the students of varying evaluation criteria in the oral examination of some exceptional courses should include the use rubrics and should be installed as soon as possible.

11.4. Decision

The Establishment is compliant with Standard 11.

12. ESEVT Indicators

Name of the Establishment: Department of Veterinary Medicine, UNIMI, Milan, Italy					
Date of the form filling: September 30, 2018					
		Establishment values	Median value	Minimal value	Balance
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.121	0.16	0.13	-0.005
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.010	0.87	0.59	0.420
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.764	0.94	0.57	0.197
I4	n° of hours of practical (non-clinical) training	784.000	905.67	595.00	189.000
I5	n° of hours of clinical training	624.000	932.92	670.00	-46.000
I6	n° of hours of FSQ & VPH training	386.000	287.00	174.40	211.600
I7	n° of hours of extra-mural practical training in FSQ & VPH	16.000	68.00	28.80	-12.800
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	43.811	70.48	42.01	1.802
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	5.451	2.69	0.46	4.987
I10	n° of equine patients seen intra-murally / n° of students graduating annually	2.815	5.05	1.30	1.517
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	0.970	3.35	1.55	-0.575
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.472	6.80	0.22	0.249
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	9.888	15.95	6.29	3.594
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0.948	2.11	0.60	0.353
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0.339	1.33	0.55	-0.208
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.000	0.12	0.04	-0.045
I17	n° of companion animal necropsies / n° of students graduating annually	3.579	2.07	1.40	2.179
I18	n° of ruminant and pig necropsies / n° of students graduating annually	1.403	2.32	0.97	0.433
I19	n° of equine necropsies / n° of students graduating annually	0.159	0.30	0.09	0.066

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I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	3.258	2.05	0.69	2.565
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.356	0.20	0.06	0.293
I22*	n° of PhD graduating annually / n° of students graduating annually	0.288	0.15	0.09	0.200

In Italy, the legislation is permissive regarding the duration of the enrolment as a student, thus some students graduate in 5 plus years. Further, they could stay enrolled for a long period of time, just passing an exam every 8 years. Under these circumstances, the Establishment has large numbers of off-course students, which do not attend lectures or practicals, but have the right to do the exams. The SER included indicators calculated on the basis of estimated numbers of graduates. Nevertheless, when asked for, the exact numbers of graduates for each academic year were provided, based on the students' identification numbers. Only those graduates were taken into account, who graduated immediately after an active study period. The indicators were recalculated accordingly.

Most of the indicators exceed the minimal limit, being in the positive range. Nevertheless, some of them are lower than the minimal limit, i.e., I5, I7, I11, I15, I19. The indicator I16 was calculated based on the value of raw data equal to 0, due to the legal restrictions in visiting poultry farms, similar to pig farms (I13). The Establishment provided teaching in poultry farming and disease control on its teaching farm, in a well organised and managed poultry unit.

An increased number of clinical teaching hours (I5) has been already approved by the VMTC. The improvement of other indicators, it is already subject to debate in the teaching council.

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

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

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

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

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

Executive Summary

The School of Veterinary Medicine in Milan was founded in 1791, was recognised and reformed by Napoleon in 1806 and was integrated into the "Università degli Studi di Milano" (UNIMI) in 1932. The Establishment, the Department of Veterinary Medicine (DIMEVET) was formed in 2016. It is responsible for the Veterinary Medicine Degree Programme, but the Department of Health, Animal Science and Food Safety (VESPA) is involved in teaching some subjects.

The Establishment has already been EAEVE-visited in 2009, when four major and three minor deficiencies were found. It was revisited in October 2012, when it was granted the approval status in early 2013.

The SER was well written, complete and provided on time to the Visitation Team. Annexes to the report were provided by email and on the site. All the documents asked for during the visitation were willingly provided.

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

- excellent infrastructure and equipment;
- enthusiasm of staff and students;
- transparency and openness;
- positive interaction between students and staff;
- effort of preserving teaching flow during the transfer to Lodi;
- willingness to improve teaching and research;
- excellent students' life;
- emphasis on One Health concept;
- continuous increase of caseload of small animals;
- continuous update of the curriculum as a result of an effective and enthusiastic work on implementing a QA system.

Areas of concern (i.e. Minor Deficiencies)

- partial compliance with Substandard 3.3. because of sub-optimal clinical training;
- partial compliance with Substandard 3.5. because of sub-optimal training in herd health management and slaughterhouse training for core students;
- partial compliance with Substandard 4.15. because of sub-optimal handling of large animal carcasses after necropsy;
- partial compliance with Substandard 8.3. because of sub-optimal use of examination rubrics in certain courses;
- partial compliance with Substandard 9.1. because of sub-optimal formal training of teaching staff.

Items of non-compliance with the ESEVT Standards (i.e. Major Deficiencies):

None.

Glossary

EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FVM: Faculty of Veterinary Medicine
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Standardised terminology

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

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

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

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

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

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

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

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

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

Decision of ECOVE

The Committee concluded that no Major Deficiencies were identified.

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