

Monday 4th March 2019

MINUTES OF THE MEETING with External Stakeholders from the University of Turin

AIM: Analysis of the Milano Self Evaluation Report 2019 Chapters (Standards) 3, 5, 7, 8

The Meeting starts at 10:45

Stakeholders: Prof. Luca Rossi and Prof. Rosangela Odore

Milano Academic Staff:

Prof. Borromeo, Prof. Caniatti, Prof. Gandini, Prof. Grieco, Prof. Lecchi, Prof. Minero, Prof. Modena, Prof. Stefanello, Prof. Roccabianca, Prof. Sironi, Prof. Veronesi

GENERAL COMMENTS

- 1) Prof. Rossi suggests preparing the documents including *Scheda* SUA and Policies to be available to the Visitation Team
- 2) The students should be made aware of the scopes and objective of each course (they are) they should be made aware as an example of what a *Scheda*-SUA should be.
- 3) MEET THE STUDENTS TO EXPLAIN RELEVAT DOCUMENTS

DETAILED COMMENTS TO STANDARDS

STANDARD 3	
STANDARD TOPICS	POSSIBLE QUESTIONS AND REQUESTS
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.	Possible request of specific documents to demonstrate adherence to 3.1
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	Possible request of specific documents to demonstrate adherence to 3.2
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;	Possible request of specific documents to demonstrate adherence to 3.3 (es. SUA, joint committee, exam policy, ecc). Possible that students will be asked how they are informed on the exam format, dates, objectives of the course

<p>-) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.</p>	
<p>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:</p> <ul style="list-style-type: none"> -) 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. 	<p>Possible questions on the activity of the Joint Committee del 3.4</p>

<p>.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.:</p> <ul style="list-style-type: none"> -) Basic Sciences; -) Clinical Sciences; -) Animal Production; -) Food Safety and Quality; -) Professional Knowledge. 	<p>Possible question on how the students reach their Professional Knowledge</p>
<p>3.6. External Practical Training (EPT) are training activities organized 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).</p>	<p>EPT should become mandatory</p>
<p>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.</p>	<p>Possible request to demonstrate or to explain examples of what students are requested to do during EPT</p>
<p>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 standardized evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.</p>	<p>Examples of contracts with external facilities Possible that students will be asked if they are satisfied with EPT e and the attention paid to their complaints</p>
<p>3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	<p>EPT responsible should be identified and probably the Visitation Team will ask to meet him</p>
<p>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.</p>	<p>These questions may be asked directly to the student</p>

STANDARD 5

STANDARD TOPICS	POSSIBLE QUESTIONS AND REQUESTS
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.	It is likely that the head of standards will be asked to comment on indicators below the threshold. Students may also be asked to comment on the indicators to test their awareness.
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.	It is likely that the head of standards will be asked to comment on indicators that are below the threshold or otherwise unsatisfactory. The relationship between medical cases and surgical cases in the different species may also be investigated.
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organized under direct academic supervision and at the same standards as those applied in the Establishment.	In the SER it is clear that EPT is not mandatory. The standards manager may be asked to explain how UNIMI declines direct academic supervision of external offices.
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	It is possible that the person in charge of standards is asked to specify at which moments of the training course the main nursing skills are provided and the main nursing procedures are illustrated. Possible that the same question is addressed to the students
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	It is likely that this question will be addressed directly to the students at the Thursday meeting.
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.	It is likely that a demonstration will be requested and that the Commission will seek feedback from students on the use of the VTH management system for teaching purposes.

STANDARD 7

STANDARD TOPICS	POSSIBLE QUESTIONS AND REQUESTS
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	<p>The SER states that the MIUR establishes the number of eligible students/seats also on the basis of the requests of the sites themselves and that in recent years it has assigned to Milan a number 20% lower than the requests.</p> <p>Possible to be asked:</p> <p>What criteria does UNIMI adopt to formulate the annual request for posts to the MIUR? Are staff, equipment and available cases taken into account?</p>

	<p>Are the places allocated to the non-EU contingent converted for EU students?</p> <p>Has it been considered to include thresholds in addition to those already existing at national level (i.e. 20)? If so, how is the recovery of OFA managed?</p>
<p>7.2 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</p>	
<p>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</p>	<p>Verify where is stated in the SER</p>
<p>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</p>	<p>Possible questions:</p> <p>Is there a Student Careers Commission within the Department? Actually it is mentioned in standard 8 (JC) but here too it might be useful to recall its tasks in this regard</p> <p>It is mentioned that the university monitors the number of graduates and the number of CFUs achieved/year. What is a university? UNIMI or the Department? How is the data review carried out in terms of quality paths? What corrective actions, if any, are implemented?</p> <p>Are there criteria for access, on a meritocratic basis, for small number activities (e.g. clinical rotation)? If so, are the criteria clear and adequately publicized?</p> <p>Who carries out the control of the propaedeuticity for progression? Each individual teacher? Is the exam registration system blocking the student from not complying with the exam propaedeuticity?</p>
<p>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</p>	<p>See point 7.1</p> <p>This part could also include reflections on propaedeuticity and/or access to activities such as rounds and internships.</p>
<p>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</p>	<p>Is there an Admission Examination Committee like in Turin? Although the selection is on a national basis, is the Commission still prepared to deal with organizational aspects and/or management with students with DSA?</p>
<p>7.7. There must be clear policies and procedures on how applicants with</p>	<p>-</p>

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	
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.	Possible questions: - In view of the various forms of mentoring described, what are the compensatory mechanisms put in place in the event of criticality in career progression? - Are there already defined strategies for so-called inactive students (e.g. remedial courses, additional exam appeals)? - - Is there any documentation on the state examination and its consequences in case of failure?
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	See point 7.1 This part could also include reflections on propaedeuticity and/or access to activities such as rounds and internships.
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	Are there rules on the possible obsolescence of credits? Or career breaks?
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available	How is the appeals procedure organized?
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	Apart from the use of docent tutors and student representatives, is there an inbound and outbound tutoring system at cohort level? Is there a figure of Didactic Manager at the level of CdS? Is there a Delegate of the Director for Disability? Are the teachers trained in inclusive teaching?
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	Possible question: Who is the responsible of solving these problems?
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	
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	OK
OTHERSSTANDARD 7	Given the high number of repeaters, how is the impact on teaching resources and clinical case studies organized? Is annual planning done? The fact that these students re-enrol or repeat themselves the previous year saturates the places for possible transfers. Consequently, there should

	<p>be no such place. Are there any calls for transfers anyway? What are the admission criteria? Are they made public? Who handles the paperwork?</p> <p>There is no limitation to the registration on supplementary years or to re-sitting exams and students can postpone graduation indefinitely. Question: Doesn't there exist a maximum number of times/year in which students can take each exam? The University Regulations, as implemented by the CoS, may set thresholds. For the United Kingdom, for example, it is 3.</p> <p>MIUR admission procedures do not take adequately into account students' motivations to the veterinary profession. Unfortunately, no actions can be taken at the VMTC level. Comment: Do you think we can act on motivational aspects by increasing orientation activities (e.g. video pills) despite the planned number?</p> <p>Following the admission test, candidates are given individual protected passwords to access VMDP national ranking lists (http://accessprogrammato.miur.it/2018/VE_HP.html). It is possible that you will be asked to better specify how the incoming cohorts are formed. In the ERA, the explanation stops at the fact that a student accesses the national ranking with a password. And then what?</p>
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STANDARD 8	
STANDARD TOPICS	POSSIBLE QUESTIONS AND REQUESTS
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.	<p>Possible question:</p> <p>How do the mentioned collegial bodies for the monitoring/review of evaluation processes divide up the tasks, who is responsible for what and with what kind of responsibility for the process?</p>
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.	<p>Possible question:</p> <p>Is there a description of the so-called Grading Criteria in the teaching sheets on the website? (see below) for each course?</p> <p>Are the Grading Criteria independently identified by the teachers and/or reviewed by the competent collegial bodies?</p> <p>Is there an annual/six-monthly planning of the verification tests? And are there rules for the caendarization of exams/examinations?</p>
8.3. Requirements to pass must be explicit.	<p>Possible question:</p>

	<p>Is it clear from the teaching sheets available on the website what are the evaluation criteria and the objectives of any individual examinations? Is it mentioned how individual competencies are assessed?</p> <p>What are the evaluation criteria for the thesis? Where are they explained? On what basis are the points awarded?</p> <p>Are there any criteria for passing the examination for admission to the profession? Where can I find them?</p>
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit	<p>In the SER are indicated some procedures for requests / complaints from students (representatives / anonymous form)</p> <p>Possible question:</p> <p>How is the complaint process then handled in the context of QA policies? Is there a person in charge of quality management?</p>
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	<p>Possible question:</p> <p>Is there a student opinion survey on how to take an exam (e.g. on a University platform)?</p> <p>Who assesses the consistency of the assessment criteria and/or the need for changes?</p> <p>Is there any comparison with the social partners for the evaluation aspects?</p>
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.	<p>What are the criteria for evaluating hands-on activities, with particular reference to internship activities and any extra-mural activities?</p> <p>Are there modules or forms for student evaluation?</p>
8.7. Students must receive timely feedback on their assessments	
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	
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.	<p>Possible question:</p> <p>How is the logbook evaluated? On the basis of whether or not competences have been acquired, or does it contribute to determining a vote?</p> <p>What happens if the logbook is not completed?</p>
OTHERS STANDARD 8	<p>Are teachers trained in the field of docimology?</p> <p>Teachers are required to review/self-evaluate students' performance in their exams (e.g. % passing, distribution of grades).</p>

	Does the CoS intervene in the event of critical examinations? What are the standardised methods?
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The Meeting ends at 17:00.