Wednesday February 27th 2019

MINUTES OF THE MEETING with External Stakeholders from the Universities of Turin and Padua

AIM: Analysis of the Milano Self Evaluation Report 2019, chapters 3,4,6,10,11

The Meeting starts at 10:45

Stakeholders

Prof. Baratta (Turin) Prof Biolatti (Turin), Prof. Gabai (Padua) Prof. Genesella (Padua), Prof. Mazzi (Padua) Prof. Radaelli (Padua), Prof. Sacchi (Turin)

Milano Academic Staff

Prof. M. Di Giancamillo, Prof. Gandini, Prof. Lecchi, Prof Minero, Prof. Modina, Prof. Negri, Prof. Paltrinieri, Prof. Roccabianca, Prof. Sironi, Prof. Scaniziani, Prof. Veronesi

CHAPTER 3

- A through discussion is opened about the organization of the PPT, with regard to EPT, especially focused on selection of external partners (provide guidelines), not only as standardization of facilities and competences of external supervisors, but also in terms of teaching training of external supervisors and standardization of student's evaluation, ethics, deontology, biosecurity. How students are selected for PPT, who is responsible for and how (yes/No or scored from 0 to 5) DOCs are recognized to students. Curriculum year for starting PPT is different among the VM faculties.
- Clinical rotations represent a common trouble for teaching systems in Italy, because of financial demands, overlaps with lectures, and exceeding number of hours/student.
- Curriculum revision: a clear documents-based reasoning review is suggested. Documents have to prove the recognition of curriculum weaknesses (also on the base of negative ESEVT indicators) and strategies for improvements.

CHAPTER 4

- Most of the teaching activities are full operating in Lodi
- However, because of the delay in departmental facilities building, including some teaching facilities, such as the anatomy room, it was suggested to better explain that some (few) facilities are still operating in Milan for students teaching activities.
- Explain the troubles with the Pathological anatomy rooms (small and large animals)
- Security and biosecurity procedures in the different facilities: teaching, VTH, sectorial rooms, CZDS
- CZDS with healthy animals for student's activities: explain the strategy for having soon beef cows and the usefulness of the dairy cows units for student's practices

CHAPTER 6

- Explain better how the students can learn
- More attention to innovative didactic systems
- Adopt an effort to facilitate learning to the maximum (Moodle)
- Include platform qualtrics purchase and course

- About the library be prepared to cope with the delay of transfer from Milan to Lodi and the needed of students. Have a clear management schedule plan of the library by students (time table, remote access, availability of textbooks, etc).

CHAPTER 10

- Specify the post graduates activities (especially residencies)
- Underline the presence of a Research Committee that provides prizes for the best article for the different categories
- Suggestion to adopt an award also for didactics

CHAPTER 11

- The SER is not clear about how the Milan internal QA system works, in terms of policy, target, data collection, discussion, evaluation, transfer of information and actions.
- It is not clear how the Committees interact and works together.
- The relation between the National ANVUR evaluation system and the EAEVE evaluation system are not properly coupled, although the general aims of the two systems are very similar.
- Specific monitoring of students progression and drop-out must be better exploited.
- Teaching quality QA: syllabus, teaching training, teaching staff evaluation
- More Coherence SWOT analysis: coherence is lost in the operating plan that does not focus on how to address weaknesses
- Starting up of monitoring indicators Objective-Action-Time of implementation giving an idea of which are the indicators

The Meeting ends at 17:00