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DIPARTIMENTO  
DI MEDICINA VETERINARIA

**UNIVERSITY OF PERUGIA**

**DEPARTMENT OF VETERINARY MEDICINE**

# **SELF-EVALUATION REPORT**

**EAEVE VISITATION**

**PERUGIA 2025**



## Acknowledgements

This Self-Evaluation Report has been prepared following the ESEVT 2023 SOPs, approved in Leipzig on June 8, 2023. Following review and input from VEE members, it was approved by the Department Council on August 25, 2025.

This document represents the collective efforts of all the members of the Department - Teaching Staff, Support Staff, and Students - to whom I extend my sincere thanks. Each party provided valuable information on the Department's organisation, teaching, quality assurance, research, third mission, and community services.

I wish to give special recognition to the colleagues and students of the department's EAEVE Committee, whose commitment and expertise were essential in coordinating and finalising this report, often under tight deadlines, and organising the incoming ESEVT Visitation

Having led this Department for nearly six years, I have witnessed with pride its steady growth, driven by the dedication and determination of all the staff, together with the indispensable support of our students, who consistently demonstrate their strong sense of belonging.

The Department is currently carrying out several renovations at the Teaching Hospital and the Teaching Farm to enhance teaching effectiveness and safeguard the well-being of students, staff, and animals. This SER offers an overview of the life of the Department in recent years, and it is intended to support the ESEVT Visiting Team in preparing for the visit scheduled for late October 2025. We look forward to welcoming the Team, confident that, as always, collaboration will once again bring valuable improvements to the Department's operations.

Finally, I warmly thank the member of the ESEVT Team for their attention, availability, and the time they are willing to dedicate to the Department of Veterinary Medicine at the University of Perugia.

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**The ESEVT SOP 2023, as amended on 8<sup>th</sup> June 2023, is valid for this Visitation.**

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## GLOSSARY

ANVUR - Italian National Agency for the Evaluation of Universities and Research Institutes  
ASDC - Degree Course in Animal Science  
AVA - Self-assessment, Evaluation, and Accreditation  
AVELS - Agricultural, Veterinary and Engineering Library Structure  
AZD - Teaching Farm  
CSB - Library Services Centre  
CdS - Study Degree Course  
CeRiDA - Research Centre on Animal Pain  
CLA - University Language Centre  
CCR - Core Clinical Rotations  
CCT - Core Clinical Training  
CRCS - Sports Horse Research Centre  
CSL - Clinical Skills Lab  
D1Cs - Day One Competences  
DCC - Degree Course Council  
DM - Ministry Decree  
DSA3 - Department of Agricultural, Food, and Environmental Sciences  
DVM - Degree in Veterinary Medicine  
DVM Coordinator - Veterinary Degree Course Coordinator  
DVM Council - Council of the Veterinary Medicine Degree Course  
DVM Course - Degree Course in Veterinary Medicine  
EAEVE - European Association of Establishments for Veterinary Education  
EBVS - European Board of Veterinary Specialisation  
ECOVE - European Committee of Veterinary Education  
ECTS - European Credit Transfer and Accumulation System  
EPA - Extra-murally Practical Activities  
EPT - Elective Practical Training  
ESEVT - European System of Evaluation of Veterinary Training  
IZSUM - Istituto Zooprofilattico Sperimentale dell'Umbria e Marche "Togo Rosati"  
JSTC - Joint Students-Teachers Committee  
MUR - Italian Ministry of University and Research  
NdV - University Evaluation Board  
NRRP - National Recovery and Resilience Plan  
OCT - Orientation and Tutoring Committee  
OSE - Official State Examination  
PPT - Professional Practical Training  
QA - Unipg Presidium of Quality Assurance  
QAC - Quality Assurance Committee  
QAS - Quality Assurance System  
RRC - Cyclical Review Report  
SBC - Safety and Biosecurity Committee  
SELVA- VET - Wildlife Research and Conservation Centre  
SER - Self Evaluation Report  
SIOVUD - VTH digital system  
SLD-SEN - Specific Learning Disorders (SLD), Special Educational Needs (SEN) and Disabilities  
SMA - Annual Monitoring Report  
SOL - Online Secretariat  
SUA- CdS - Annual Self-Assessment Degree Course  
TPole - Teaching Pole

TQA - Teaching Quality Assurance  
TQAM - Teaching Quality Assurance Manager  
Unipg - University of Perugia  
USL Umbria - Veterinary Public Services  
VEE - European Veterinary Establishment  
VEE Council - Department Council  
VEE Head - Department Head  
VQR – Research Quality Evaluation  
VQA Manager - VEE Quality Assurance Manager  
VTH - Veterinary Teaching Hospital (OVUD)

 - Hyperlink



.....Perugia sunset by marcosmallred





# INTRODUCTION

# INTRODUCTION

## Brief history of the VEE and its previous ESEVT visitations

The VEE of the University of Perugia (**Unipg**) is called the Department of Veterinary Medicine (hereinafter referred to simply as **VEE**). The origins of veterinary education in Perugia date back to 1809–1810, when a professor was appointed to teach animal anatomy, physiology, and clinical sciences. Its development progressed gradually throughout the 19<sup>th</sup> century, with key milestones such as the introduction of a two-year basic veterinary training course in 1824, under Pope Leo XII, aligned with similar courses across the Papal States. By 1862, the Faculty of Medicine and Surgery included a three-year veterinary program. The Royal Decree dated June 27, 1864, formally established the *Higher School of Veterinary Medicine*. In 1924, the school was elevated to a *University Faculty* and in 1929 relocated to its current historic premises. Following the enactment of Law No. 240, 2010, in 2013, the Faculty was reorganised into the *Department of Veterinary Medicine*, merging two former departments into a single entity, enhancing the integration of educational, research, and service activities. Despite the challenges of modernising the historic building, relocation has consistently been excluded from university policies; instead, new facilities have been implemented to support students' clinical training and practical learning.

The VEE underwent its first **EAEVE evaluation** as a Faculty in 1998. A second evaluation, conducted between 2006 and 2008, resulted in the achievement of the EAEVE certification. A third evaluation, conducted from March 18–22, 2019, resulted in Conditional Accreditation as reported in the Final ECOVE Report (May 29, 2019). Following the ESEVT Re-Visitation (November 11–13, 2019), the ECOVE confirmed the resolution of a major deficiency, granting VEE Full EAEVE Accreditation in June 2020. Lastly, in September 2022, an Interim Report (IR) was submitted, which was positively reviewed by the ECOVE (13 December 2022) with no further recommendations.

## Main features of the VEE

Since 1929, the VEE has been located in a historic building just outside the ancient city walls, offering a scenic view of Assisi and Monte Subasio. Its central position ensures city integration and easy accessibility. The current campus includes the historic building, the Teaching Pole (**TPole**), the Veterinary Teaching Hospital (**VTH**), the Administrative Pole, the Food Science & Technology and Nutrition building, and the university-owned and managed Teaching Farm (**AZD**) (Standard 4.3. for details). Next to the historic building are located two main teaching and research partners, the National Veterinary Diagnostic Laboratory (**IZSUM**<sup>1</sup>) and the Department of Agricultural, Food and Environmental Science (**DSA3**). VEE/DSA3 student accommodations and catering services are adjacent too. Key facilities for practical training, including the local slaughterhouse, the municipal dog and cat shelter, the public veterinary services (**USL Umbria**), and partner private clinics and farms, are all located within a short driving distance. This proximity also facilitates mobility of international exchange students. The relatively small student population, compared to other national universities, allows for a well-balanced and personalised curriculum. This fosters close and informal relationships among academic staff and students, better supporting their career development.

## National Accreditation Status

In May 2024, the DVM Course was positively evaluated for periodic accreditation from the Italian National Agency for the Evaluation of Universities and Research Institutes (**ANVUR**), a Full member of **ENQA** (European Association for Quality Assurance in Higher Education).

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<sup>1</sup> IZSUM - Istituto Zooprofilattico Sperimentale dell'Umbria e Marche "Togo Rosati"

## **Main development since last visitation**

Since 2019, the VEE has been working to improve the quality of veterinary education, biosecurity management, facility infrastructure, and research. The main developments are hereby summarised.

**Area 1. Objectives, Organisation and Quality Assurance Policy** • ANVUR positive evaluation in March 2024. • VEE Quality Assurance Committee is assuring high-quality management processes at all levels. • Renewal of the VEE Safety and Biosecurity Manual and reinforcement of good practices and control. • Strengthened collaboration with the Umbria Region and secured additional funding for: enhancing VTH services (including 24/7 emergency service), new partnership with Veterinary Public Services (USL Umbria and Wild Umbria) to provide specialised treatments for shelter animals and 24/7 emergency care for stray domestic and wild animals and consolidation of the Regional Canine Cancer Registry and Progetto RandAgiamo. • Institution of new Committees.

**Area 3. Curriculum** • Increased learning opportunities in communication skills for students and staff. • Improvement and new clinical rotations. • Ministerial Decrees 568, 570, 567, and 569 (20/06/2022) restructured the Professional Practical Training set to take effect in two years, unless early implementation is adopted by encouraging students to switch to the new qualifying degree curriculum. • From the 2025/2026 academic year, a new national admission system will be introduced, based on open enrolment to an initial filter semester and a national ranking determined by student performance. • Teaching syllabi, clearly outlining specific learning outcomes, assessment criteria, subject content, and Day One Competences are provided to students in advance (activities described using ESEVT Standard Operating Procedures (SOPs) terminology).

**Area 4, Area 5 and Area 6. Facilities and equipment; Animal resources and teaching material of animal origin; Learning resources** • AZD renovation of sheep and beef cattle stables and external cattle paddock is still ongoing since 2024. • VTH companion animal isolation facilities have been completed, fully furnished, and have been operational since 2022. • Renovation of VTH food-producing animal isolation facilities, with horse hospitalisation boxes and surgery halls still in progress. • Specific biosecurity procedures have been designed and explained by signposting on-site. Renovation and equipping of the VTH Clinics and Diagnostics laboratories (MRI for equine; Ophthalmology CT for small animals). • New VTH services with specialists for referral cases: Clinical Oncology and Therapy; Onco-Cytology Service; Palliative Care and Pain Management; Small Animal Isolation; Equine Rehabilitation; Small Animal Neurology; Large Animal Dentistry. • Development of innovative learning resources: digital resources for simulator-assisted teaching, both in guided and self-directed learning modes, and establishment of the Clinical Skills Lab (2025). • Renovation of the IZSUM agreement, guaranteeing an adequate number of livestock necropsies.

**Area 7. Student admission, progression and welfare** • The number of admitted students has progressively increased from 66 to 86 according to the disposition of the Italian Ministry of University and Research, Ministry Decree No. 520 (28/06/2018), with no significant impact on ESEVT indicators and clinical training. • Development of communication skills: new learning opportunities have been offered to veterinary staff and students (seminars, role playing, practical meetings). One EPT course has been established (“Effective communication in the veterinary profession” in 2023; a new curriculum module “Communication and Management of Healthcare Facilities”, has been included in 2025 and will be administered in 2028.

**Area 8. Student assessment** • The VEE has improved its internal quality policy to be better aligned with learning outcomes, ESEVT Day One Competences, and corresponding assessment methods.

**Area 9. Teaching and support staff** • Training of teaching staff: Unipg developed and provided a formal quality-assured teacher training program for all VEE academic staff. VTH contractors and veterinary practitioners involved in students’ education receive specific training through an online

course. Additional seminars and training sessions have been conducted to further support staff in teaching. • Changes in academic staff: between 2019 and 2025, there has been a reduction in total staff due to retirements and transfers. Despite significant progression in the academic staff career and new recruitments balanced the loss, maintaining teaching capacity and quality, some sectors are currently experiencing a heavy teaching burden. • Number of VTH veterinary contracts is stable across time, ensuring broader service coverage in alignment with VEE teaching requirements.

**Area 10. Research programmes, continuing and postgraduate education** • Establishment of the Third Mission Observatory Committee to promote VEE social engagement and citizen science activities. • Since 2019, VEE has expanded the number of post-graduate professional courses and has offered various residency programs across different EBVS and ABVS<sup>2</sup> disciplines.

### **Major problems encountered by the VEE (whether resolved or not)**

**Public funding:** the VEE is one of the 14 established veterinary institutions in Italy, with one new department recently opened in Rome (2025). This has intensified competition in terms of development, visibility, and student attraction, posing a significant challenge for a relatively small establishment like the VEE. Moreover, the policies implemented by the Italian government through the MUR are progressively reducing economic resources allocated to universities, further exacerbating competition and making it more difficult to maintain high standards of educational quality. As a result, over the last decade, efforts to modernise major facilities and acquire costly equipment, particularly for dissection and food animal hospitalisation, have been limited due to a significant reduction in the MUR financial support for public universities. Although the Umbria Region has continued to financially sustain VEE initiatives (VTH services, Regional Canine Cancer Registry and RandAgiamo<sup>®</sup> Project), the shortage of funds remains a significant obstacle to VEE development.

**University and Departmental Investment Policies:** Although Unipg recognises veterinary education as one of the most resource-intensive disciplines, funding remains inadequate. The VEE has to increasingly rely on internal income to sustain teaching activities and upgrade facilities, rather than depending on the support of central university resources.

**Delay in restructuring facilities:** the Teaching Farm (AZD) renovation has been delayed due to the COVID-19 pandemic, bureaucratic obstacles, and increased construction costs, resulting in only partial completion and some planned upgrades remaining unfunded. However, a new renovation project is currently in progress. Some VTH structure and equipment renovation is also still a work in progress.

**Enrolment and academic progression:** as previously noted in the SER 2019, the student enrolment procedures managed by MUR often conclude after the start of the academic year for first-year courses. This delay continued to harm the academic progression of first-year students in the past years. Although this may change with the new student admission system 2025-2026, an extension to a six-year degree course is strongly needed.

### **Version and date of the ESEVT SOP, which is valid for the Full Visitation**

The ESEVT SOP 2023, as amended on 8th June 2023, is valid for this Visitation.

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<sup>2</sup> European and American Board Veterinary Specialists



Cesetti Arianna – DVM student

# OBJECTIVES

## AREA 1. OBJECTIVES, ORGANISATION AND QUALITY ASSURANCE POLICY

**Standard 1.1.** The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of 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. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.

The VEE offers a comprehensive educational program, including a five-year single-cycle degree course in Veterinary Medicine (**DVM Course**), a three-year degree course in Animal Science (**ASDC**), postgraduate courses, and a PhD program. The DVM Course is organised under the Italian Ministerial Decree No. 270/2004, and it aligns with the EU Directive 2005/36/EC (as amended by Directive 2013/55/EU). The curriculum ranges from basic to clinical sciences in different species, along with public health and food safety, quality, and soft skills, ensuring that graduates have acquired *Day One Competences (D1Cs)* to pursue careers in all major branches of the veterinary profession.

The **VEE Mission** is to provide high-quality education in veterinary medicine to safeguard animal, public, and environmental health, under the One Health, One Medicine, One Education paradigm: *“Healing animals, bridging animal and people health, contributing to global health.”* The **VEE Vision** is educating competent and compassionate veterinarians who combine professional excellence and integrity, strong research capabilities seeking to advance veterinary public health, and actively engaging in citizen science to contribute to a more compassionate and responsible society. The **VEE Objectives** and the operational delivery plan are detailed in the **VEE Strategic Plan 2024-2026**  (Appendix 1.1), with the key priority to comply with National and EU Directives, ANVUR and EAEVE guidelines. The main objectives of the three core mission areas are summarised below.

### Teaching Objectives

- To deliver high-quality, effective, and innovative education, ensuring students acquire D1Cs
- To encourage implementation of innovative, ethical, and evidence-based practices respecting the concept "never the first time on a live animal".
- To comply with ANVUR and EAEVE standards and requirements.
- To promote student career and welfare throughout their academic journey, through guidance, tutoring, and support, and attract prospective students through outreach activities in schools.
- To provide a broad variety of specialised postgraduate programs tailored to the professionals' needs, including peer-to-peer training encouraging knowledge exchange among colleagues.
- To support the development of interdisciplinary skills to ensure that professionals remain at the forefront of their field.

### Research Objectives

- To produce advanced, competitive research that tackles local and global challenges (One Health), promoting interdisciplinary teamwork, creativity, and passion for scientific discovery. Create an environment where researchers can fully realise their potential, drive innovation, and generate impactful knowledge for the benefit of animals and humans.
- To attract and secure competitive national and international funding to sustain research growth, modernise facilities and equipment and strengthen global scientific networks.
- To enhance research performance, and increase quality and quantity of scientific publications.
- To promote a collegial, inclusive, and learning-oriented environment that encourages knowledge sharing, collaborative and multidisciplinary partnerships within the department and with external institutions.

### Third Mission and Internationalisation Objectives

- To promote citizen science through outreach and educational initiatives on veterinary public health, food safety, animal welfare, and the human-animal relationship.
- To secure public funding (e.g. Umbria Region) to consolidate collaborative projects (VTH services, Regional Canine Cancer Registry and RandAgiamo® Project).
- To increase the quality standards and numbers of the VTH services to increase animal welfare, student skills and earnings.
- To strengthen social impact by strategic partnering with local public authorities, schools, and private sectors, providing veterinary assistance and advisory services, school activities and dissemination events (Sharper, SELVA-VET, etc., see Standard 1.2).
- To increase internationalisation to allow students to develop linguistic, intercultural and professional skills, to face global veterinary challenges, aligning education with European and international standards. To foster partnerships with other universities and institutions, enhancing mobility and strengthening international research collaborations.

The DVM Course is designed to ensure the acquisition of the ESEVT *DICs*, which are thoroughly integrated in the veterinary curriculum, as shown by the **Tuning Matrix of Day One Competences** (Appendix 3.1). These competences are assessed throughout the program via curricular exams and ultimately evaluated through the **Official State Examination (OSE)**, which grants national authorisation from the MUR and the Ministry of Health, to practice in all field of veterinary medicine after graduation. The VEE curriculum is fully accredited by EAEVE (2020) and ANVUR (2024).

**Standard 1.2: The VEE 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. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.**

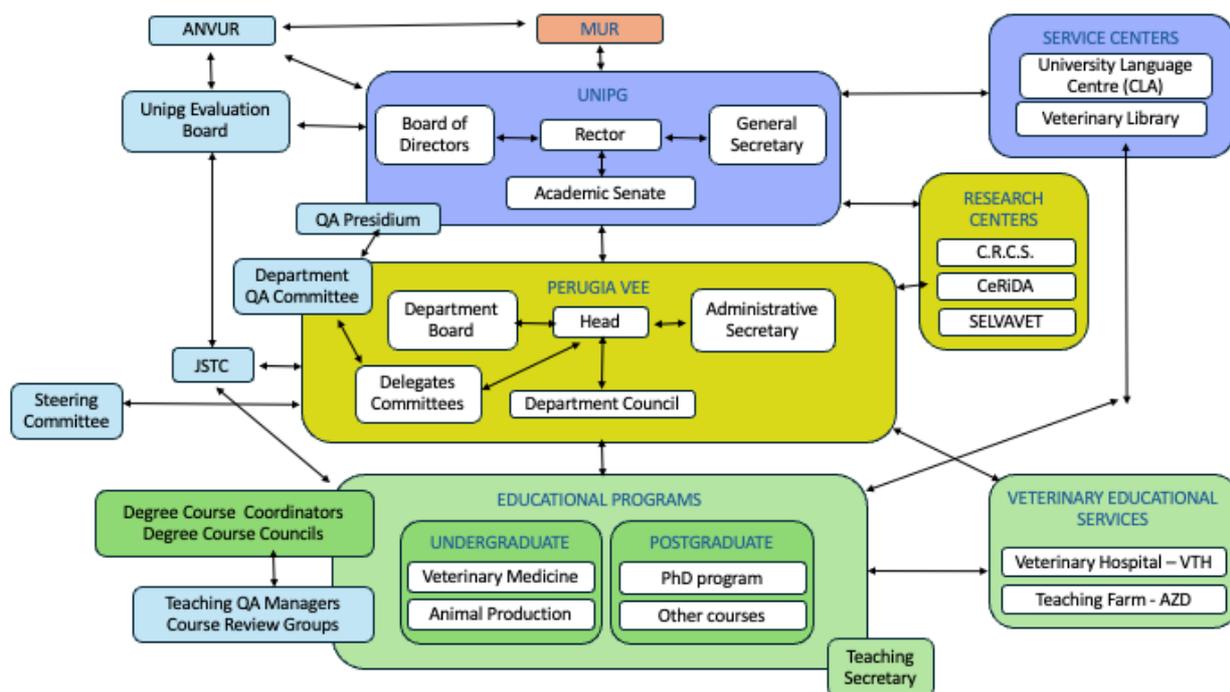
#### Details of the VEE (*further information in the Appendices*)

Unipg, a historic public institution founded in 1308 under the *Super Specula bull* of Pope Clement V, is one of the 61 public institutions under the MUR authority. It is highly regarded for its educational and research excellence, ranking third (out of 18) among Italy’s major public universities . Unipg operates under a structured governance system defined by its statute and regulations, which manage educational, scientific, administrative, financial, and organisational activities. The **Unipg government bodies** responsible for strategic planning and decision-making include the Rector, supported by a Vice Rector and 10 Rector Delegates, the Academic Senate (30 members: Rector, 14 Department Heads, 6 academic staff, 4 support staff, 4 students, overseeing all Unipg affairs), the Board of Governors (10 members: 6 academic staff, 2 external members, 2 students, responsible for strategic planning, as well as the financial and human resource planning), the University Evaluation Board (10 members: 8 academic staff, 2 students,), the Board of Auditors (3 external members), and the University and the Student Councils. The General Director oversees the overall management and organisation of Unipg’s services, resources, and technical-administrative staff, under the supervision of the Board of Governors. Unipg consists of 14 departments, 8 service centres, 2 centres of excellence, 19 research centres, 26 inter-university centres, and 1 sport centre , offering a diverse range of academic and postgraduate programs, recognised both nationally and internationally. The total Unipg student population is approximately 35,000 enrolled across all departments.

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### VEE Organisational chart (diagram) with a brief description of the decision-making process



The VEE includes the **VTH**, organised into four Units, each one offering a variety of specialised services (for the list see Appendix 4.6; see Standard 4.4 for VTH details). The VTH is chaired by a **VTH Director**. The **VTH Management Committee** (composed of the Administrative Secretary, Head of each Unit, and one support staff representative) supports the Director in managing clinical activities and services, and defines development goals and strategies (see **VTH Regulation** [\[6\]](#)).

The **Teaching Farm (AZD)**, according to its Regulation [\[6\]](#), is directed by the VEE Head, supported by the **AZD Management Board**, composed of the VEE Head, AZD Health and Zootechnical Managers, DVM Coordinator, ASDC Coordinator, one academic staff member and one student, either from the DVM Course and the DSA3, one AZD support staff representative, and the Administrative Secretary (**AZD Regulation** [\[6\]](#)). The board coordinates AZD teaching activities and the use of the facilities, collaborates with Unipg’s educational and research structures, sets expenditure criteria, and assesses needs for improving facilities and equipment.

### VEE Councils/Boards/Committee

Italian universities possess legal personality and autonomy in regulatory, teaching, scientific, organisational and administrative financial matters, within the limits set by national legislation. At Unipg, each department operates with managerial and regulatory autonomy, as outlined in **Unipg Statute** [\[6\]](#) and **General Regulations** [\[6\]](#). Unipg is equipped with a comprehensive structure that

includes governing bodies and educational, management, and guarantee bodies, as well as libraries, and operational and research centres [\[1\]](#), among them:

- **University Library Services Centre (CSB):** preserves and provides access to the Unipg’s book and documentary heritage, including the **Veterinary Library** [\[2\]](#).
- **University Language Centre (CLA)** [\[3\]](#): provides foreign language teaching and learning for students and academic staff, and Italian courses for international students.

Unipg also collaborates with a wide network of national and international partners (from other universities and ministries to public and private research organisations) to carry out scientific research projects on topics of shared relevance. The VEE organisational structure includes different professional profiles (data referred to the 2023-2024 academic year):

- **Academic Teaching Staff:** permanent (56 members) and temporary staff (6 researchers) from varied scientific-disciplinary sectors, engaged in teaching, research, and third mission (see Appendix 1.2. for details).
- **Staff:** technical and administrative personnel supporting teaching, research and management activities, with an **Administrative Secretary**, who assists with the duties of the VEE Head to ensure proper functioning of administrative and management processes.
- **Contracted Staff:** veterinarians and specialised practitioners who provide clinical services and actively participate in teaching and practical clinical training.

VEE organisation and management are under the **Unipg VEE Regulation** [\[4\]](#), approved by the Rector Decree No. 467 (28-3-2014), drafted according to Unipg Statute and Regulations, which recognises (Art. 5) four institutional bodies, briefly described in Table 1.2.1.

**Table 1.2.1. Description of the VEE Government bodies**

VEE Government bodies		
Name of institutional body	Composition	Main functions / Responsibilities
<b>Department Head (VEE Head) (Art. 9)</b>	A VEE Full Professor elected by the VEE Council	Elected by the VEE Council for a three-year term, renewable once, he/she represents the VEE and oversees all departmental operations, ensuring regulatory compliance, implements VEE Council decisions, interfaces with Unipg governance, appoints a Deputy Head in case of absence and an Administrative Secretary.
<b>Department Council (VEE Council) (Art. 6, 7, 8)</b>	VEE Head, 72 members (all academic staff: 10 FP; 33PA; 11 Researchers), Administrative Secretary, 9 support staff elected, and 9 student representatives elected.	Comprising all academic staff along with support staff and student representatives, it is the main VEE decision-making body, responsible for planning, developing, and monitoring the missions and strategic objectives; supervises planning, and QA monitoring of teaching, research, and outreach activities. It manages resource allocation, approves study programs, assigns teaching responsibilities, promotes internationalisation, supports PhD programs and fosters interdisciplinary research. It proposes staff recruitment and career progression, handles collaboration agreement, evaluates VEE performance, ensures compliance with Unipg regulations.
<b>Joint Students-Teachers Committee (JSTC) (Art. 11)</b>	JSTC Delegate, 14 elected members, with equal representation from academic staff and students	Comprising an equal number of academic staff and student representatives, the JSTC serves a three-year term and it is elected by the VEE Council, and is responsible for monitoring the educational offerings, teaching quality, and student support services. The JSTC prepares annual reports based on student feedback, identifies critical issues, and proposes corrective actions. It supports the DVM Coordinator, QAC and other academic bodies by suggesting improvements and offering non-binding recommendations regarding the activation, revision, or discontinuation of study programs.

The VEE is also supported by several committees (Table 1.2.2), delegates and managers (Table 1.2.3), specifically appointed to supervise designated areas. Notably, during his 2019-2025 mandate, the VEE Head established, with the Decree 45/2023 [\[5\]](#), new committees and delegates (**highlighted in violet in the tables**) to further enhance departmental quality management, and improve compliance

with ESEVT standards. The composition and appointment of VEE committees vary according to their type and function. Briefly, in the case of statutory committees, both staff and student members are elected in accordance with Unipg and VEE regulations. Committee Delegates are appointed by the VEE Head, who may either directly appoint members or invite voluntary participation from staff, while student representatives are typically selected from among the officially elected student members to ensure continuity and legitimacy. Committee compositions are approved by the VEE Council. Operational or working groups are generally based on voluntary participation or specific expertise, with membership defined through a call for interest or direct invitation. Information about these opportunities is disseminated through student communication channels to encourage engagement. More details are available on the VEE website [🌐](#).

**Table 1.2.2. VEE Committees with a description of their composition and main function/ responsibilities overseeing the main department processes.**

VEE Committees		
Committee	Composition	Main functions / Responsibilities
Quality Assurance (QAC)	VQA Manager, 5 members (DVM and ASD degree course Coordinators), 1 VTH staff, 2 AZD staff	Implements, monitors and controls the department QA process across the academic and operational areas of the department, under ANVUR, Unipg and EAEVE quality standards. It is in charge of quality assurance at a departmental level, concerning teaching, research and third mission activities.
Safety and Biosecurity (SBC)	SBC Delegate, 10 members (6 academic staff, 1 support staff, 2 students, 1 Unipg Prevention and Protection Service staff).	Develops specific VEE biosafety and biosecurity procedures, monitors their implementation, reinforces compliance ensuring a safe working environment. Drafts and, at least annually, reviews the VEE SB Manual. Verifies workplace safety procedures for accessing the VEE, VTH, AZD, monitors safety and first aid equipment, first aid staff and appointed safety supervisors.
Orientation and Tutoring Committee (OTC)	2 Delegates (Orientation and Job Placement; Tutoring), 7 academic staff	Supports students throughout their academic and professional training, by offering guidance to prospective students, assisting new enrolees, providing ongoing support during their studies, and offering post-graduation advice to identify career goals and choose appropriate specialisations or advanced training opportunities, while promoting the development of key professional skills.
Specific Learning Disorders, Special Educational Needs and Disabilities (SLD-SEN)	SLD-SEN Delegate, 3 academic staff, 2 students	Supports SLD-SEN students offering them tailored resources and assistance to strive their academic progress. It ensures access to educational materials, fosters student autonomy; collaborates with academic staff to adjust teaching methods and assessments as needed; emphasises privacy and inclusivity; strives to create a supportive learning environment for all students.
Erasmus and Internationalisation	Erasmus Delegate, 4 academic staff, DVM Coordinator.	Oversees international agreements and exchange programs, ensuring alignment of study programs, managing mobility agreements, and promoting partnerships to enhance global academic and cultural opportunities for students and staff.
EAEVE	EAEVE Delegate, 8 academic staff, 1 support staff, 5 DVM students, VEE and Deputy Head, DVM Coordinator.	Responsible for coordinating and supervising the EAEVE accreditation processes, ensuring the VEE's compliance with ESEVT Standards and DICs, continuously monitoring their fulfilment. Additionally, it is in charge of preparing the Self-Evaluation Report (SER).
Research	RC Delegate, 15 academic staff, one for each SSD*, 2 support staff, 1 K-user	Responsible for planning, strengthening and monitoring the VEE's research activities, it evaluates research quality using the National Research Quality Assessment (VQR) system established by ANVUR. It also includes the Research Observatory.
<i>Research Observatory</i>	RC Delegate, Project manager, 1 administrative staff, 1 K-user, 3 academic staff	Monitors research activities (scientific production, internationalisation and fund-raising activities), meeting periodically to assess the performance outlined in the VEE's three-year plans and developing monitoring methods.

<i>Third Mission Observatory</i>	TM Delegate, 5 academic staff, and 1 support staff.	Coordinates and promotes research activities and initiatives aimed at public engagement, encouraging interaction with society through collaborations with external organisations, the dissemination of scientific knowledge, and the organisation of citizen science events.
<b>Steering Committee (ex-Local Territory-Relationship Committee - LTRC)</b>	18 members, including academic staff, VEE Head, DVM Coordinator, VQA and TQA managers, students' and institutional representatives (e.g., regional health services, IZSUM), industry professionals.	An advisory body of the DVM Course that ensures the alignment of the educational offer with the needs of the market and society. It analyses training needs, supports course design, monitors teaching effectiveness, and facilitates the employment of future graduates, fostering collaboration between academia and professional sectors. In addition to the Steering Committee, the VEE also organises other stakeholder meetings, primarily aimed at developing internship programs that help students to acquire professional skills aligned with market and society demands, with a particular focus on the curricular training internship.
Staff Planning	VEE Head, includes an academic staff representative of each SSD of the veterinary curriculum.	This committee is focused on staff recruitment planning.
VTH Management	VTH Director, Administrative Secretary, 4 Head Units, 1 support staff, VEE Head (VEE staff are also invited)	It assists the Medical Director in supervising the activities and services of the VTH and plays a key role in setting objectives and strategies for its development and administration.
AZD Management Board	VEE Head, AZD Health Officer, AZD Zootechnical Manager, 1 academic member and 1 student either from DVM Course and ASDC, 1 AZD support staff	Responsible for coordinating activities and facility use for teaching and research, setting expenditure criteria, and assessing needs for the improvement of premises and equipment.
<b>Professional Practical Training (PPT)</b> established (VEE Council of 5 <sup>th</sup> May 2025).	DVM Coordinator, VTH Director, one academic representative of the SSD*involved in PPT, and two students (Years 4 and 5).	Evaluates student training needs, ensures an adequate number of external placements, defines selection criteria for EPA providers and sites, and submits proposals for final approval to the VEE bodies. It also resolves conflicts, monitors site quality, and reviews student feedback as part of provider and facility evaluations.

Legend: SSD\* = Scientific Disciplinary Sector; EPA = Extra-mural Practical Activities; K-user: a software expert user

**Table 1.2.3. List of VEE Committee Delegates / Managers**

<b>Committee</b>	<b>Delegate/Manager officer</b>
VEE Quality Assurance Manager	Angela Polisca, DVM, Manager
AZD Zootechnical Manager	Massimo Trabalza Marinucci, DVM
<b>DVM Teaching Quality Assurance Manager*</b>	Andrea Verini Supplizi, DVM
<b>Safety and Biosecurity</b>	Francesca Beccati, DVM, Delegate
Orientation and Job Placement	Giorgia della Rocca, DVM, Delegate
Tutoring	Gabriele Actuti, DVM, Delegate
<b>Specific Learning Disorders, Special Educational Needs and Disabilities</b>	Francesca Mercati, DVM, Delegate
Erasmus	Sara Nannarone, DVM, Delegate
EAEVE	Silvana Diverio, DVM, Delegate
Research	Stefano Capomaccio, Delegate
Third Mission	Francesco Biretoni, DVM, Delegate

Legend: \*No Committee

### **VEE Research Centres**

Three specialised research centres belong to the VEE: the Sport Horse Research Centre (**CRCS**), the Research Centre on Animal Pain (**CeRiDA**) and the Veterinary Research Centre on Wildlife

(SELVA-VET). They serve as recognised national and international reference points for veterinary research and continuing education in their respective fields, as detailed in Standard 10.1.

### Organisation of the VEE Degree Courses

The DVM and ASDC Courses managed by the VEE are organised as follows:

- **Degree Course Council (DCC):** Each degree program has its own Council, consisting of all teaching staff in the program, researchers providing teaching support, and student representatives who make up 15% of the total council members. The DCC is responsible for planning and organising annual teaching activities, preparing the annual self-assessment report (SUA) (Table 1.4.1), and discussing actions proposed by the JSTC and other proposals from its members.
- **Degree Course Coordinator:** elected by the DCC for a three-year term, the coordinator designs and manages the degree program. They also oversee the implementation of quality assurance (QA) processes related to teaching activities.
- **Teaching Quality Assurance Manager (TQA Manager).** This figure acts as the operational manager for all QA aspects within the degree program. This Delegate collaborates with the VEE QA Delegate and Committee, supporting the DVM Coordinator in all technical and organisational tasks related to teaching management.
- **Review Group:** each degree program has a dedicated Review Group acting as the internal QA body, responsible for drafting the **Cyclical Review Report (RRC)** and the **Annual Monitoring Form (SMA)** (see Table 1.4.1). The Review Group ensures the proper implementation of QA processes, monitors corrective actions, and ensures compliance with national standards (e.g., ANVUR, VQR). The **DVM Review Group** includes the DVM Coordinator, the TQA Manager, two academic staff, a professional sector representative, a student representative ensuring the inclusion of the student perspectives, and an administrative staff member serving as the Head of the Teaching Secretary. For further information on the QA process, see Standard 1.4.

The VEE offers a **PhD program in Health and Experimental Veterinary Sciences** (see Standard 10.3 for details), chaired by the *Coordinator* (Prof. Beniamino Cenci Goga), the *Teaching Staff Board* (47 academic staff) and the *Quality Committee* (2 academic staff) .

### International collaborations and mobility

The VEE actively collaborates with other Italian and international universities, particularly through joint research projects and institutional teaching activities, collaborating on postgraduate courses, internships and residency programs, workshops, and seminars. The **VEE Erasmus Committee**, with the support of the Unipg International Relations Office, focuses on developing international collaboration and mobility. It manages bilateral agreements (currently **46 positions** activated, for the list see Appendix 10.5), and supports participation in Erasmus+ programs. These initiatives foster cultural exchanges, sharing of innovative methodologies and knowledge, while also creating financially sustainable mobility for both students and staff. The VEE currently also maintains formal collaborations with other **Italian VEEs**, and has active collaborations with **European and USA partners** (see Standard 7.1 for details).

**Table 1.2.4. Name and degrees of the person responsible for the DVM course curriculum and the professional, ethical, and academic affairs of the VTH**

Responsible Veterinary Curriculum	Veterinary Degree Course Coordinator ( <b>DVM Coordinator</b> ) Prof. Cecilia Dall’Aglio, DVM, AP
Academic affairs of the VTH	<b>VEE Head</b> , Prof. Fabrizio Rueca, DVM, FP
VTH professional and ethical affairs	<b>VTH Director</b> , Prof. Francesco Porciello, DVM, FP

Legend: AP= Associate professor; FP= Full professor.

**Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE’s strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.**

## Summary of the VEE’s Operating Plan

The VEE’s visions, strategies, and objectives, together with Governance and QA policy, are briefly summarised in Table 1.3.1. (see **VEE Strategic Plan 2024-2026** [\[6\]](#) for details). This plan outlines initiatives aimed at enhancing VEE quality and performance, and striving for educational excellence, impactful research, and meaningful community engagement, in accordance with the **Unipg Strategic Plan Guidelines 2024–2026** [\[6\]](#). In the plan development process, the 2021–2023 SWOT analysis together with the monitoring reports of the 2021–2023 Strategic Plan [\[6\]](#), was carefully reviewed to evaluate the achievement of objectives, identify remaining challenges, and define the strategic aims, monitoring procedures, and performance indicators guiding the new planning cycle. Students and stakeholders participate in committees and councils that guide the development and periodic review of the VEE Strategic Plan, ensuring continuous feedback and alignment with the Unipg QA policy.

**Table 1.3.1. Summary of the VEE Strategic Plan with an updated SWOT analysis**

VEE Strategic Plan 2024-2026	
<b>Teaching</b>	
Vision and strategy	One Health-One Welfare: develop holistic health models to promote the well-being of staff, students, and animals. Social Impact: promote veterinary medicine and the human-animal bond through public education and inclusivity. Green Approach: advocate environmentally sustainable veterinary practices and education.
Objectives and actions	Enhance quality, appeal, and efficiency in teaching. Promote internationalisation through English-taught modules and visiting professors. Implement innovative teaching with simulators for hands-on practice without using live animals the first time. Strengthen student support through orientation and job placement services, and tutors for SLN-SEN students.
<b>Research</b>	
Vision and strategy	Focus on competitive, cutting-edge research aligned with One Health principles. Emphasis on disease prevention, food safety, and environmental health. Alignment with European Horizon programs and Green Deal missions.
Objectives and actions	Structure research into three main areas: Veterinary Biotechnology, Public Veterinary Health and Food Hygiene, Clinical Veterinary Sciences. Increase research project competition to national and international funding. Promote interdisciplinary collaboration and continuous improvement through QA monitoring (PDCA model)
<b>Third Mission and Social Impact</b>	
Vision and strategy	Enhance collaboration with local communities and institutions. Engage in public education on animal welfare and health (i.e. RandAgiamo® Project). Strengthen partnerships for scientific outreach on human-animal coexistence (i.e. Urban Wildlife project), involving schools and public institutions. Expand the offer of the VTH and AZD services
Objectives and actions	Increase the visibility of veterinary services and educational events. Develop collaborations with private and public sectors for research and public engagement. Implement tools to monitor public engagement activities and third-mission outcomes.
<b>Governance and Quality Assurance</b>	
Vision and strategy	A structured quality assurance system is in place with dedicated coordinators and review groups for each VEE degree program. The aim is to ensure regular monitoring and reporting on strategic goals through annual self-assessment and performance reviews.

The SWOT analysis hereby presented was developed by the EAEVE Committee through a participatory process involving the QA Delegate, the VEE Head, Delegates for Teaching, Research and the Third Mission, relevant committees, students, and stakeholders, with procedural guidance from the Unipg QA Praesidium and approved by the VEE Council.

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Long-standing academic tradition since the 19<sup>th</sup> century</li> <li>• Well-qualified and highly committed teaching staff</li> <li>• Curriculum aligned with EU standards</li> <li>• Use of UniStudium e-learning platform</li> <li>• Advanced facilities (VTH, AZD, CSL under development)</li> <li>• Consolidated external partnerships (USL, IZSUM, Regional Government) ensuring practical training</li> <li>• Hands-on training effective for acquiring D1Cs</li> <li>• Continuous monitoring and review of the curriculum and QA processes in place</li> <li>• Good administrative and logistic services for students</li> <li>• Student involvement in governance and in teaching assessment, providing feedback to improve quality</li> <li>• Informal and constructive teacher-student relationships</li> <li>• Well-established, constructive collaboration with stakeholders and local veterinarians</li> <li>• National and international student appeal</li> <li>• Solid Erasmus+ mobility and international outlook</li> <li>• Reference research centres (CRCS, CeRiDA, SELVA-VET) promoting student involvement and lifelong education</li> <li>• Funding from the Umbria Region (VTH services, RCCC and RandAgiamo<sup>®</sup> project)</li> <li>• Active social outreach and public health initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure limitations due to outdated buildings, aging equipment, renovation delay caused by insufficient funds from Unipg and heavy bureaucracy</li> <li>• VTH record system (SIOVUD) in need of upgrading</li> <li>• Suboptimal number of academic and support staff may pose future risks due to the reduction of MUR and Unipg funds</li> <li>• MUR regulation misaligned teaching with academic progression, focusing mainly on research rather than teaching performance</li> <li>• Unbalanced academic workload</li> <li>• Research funding efforts hindered by administrative bureaucracy</li> <li>• Limited success to EU and other international grant funds</li> <li>• Administrative delays due to excessive bureaucracy</li> <li>• Limited transport budget may not allow a full support for all students' external educational activities</li> <li>• Limited annual budget for the Veterinary Library</li> <li>• Limited access to poultry and pig farms due to farmer's concerns of disease transmission (e.g. African Swine Fever, Avian Flu) balanced by in place compensatory measures</li> </ul>

Opportunities	Threats
<ul style="list-style-type: none"> <li>• Public/private research partnerships to promote innovation, attract funding and increase scientific publications</li> <li>• Adoption of innovative teaching strategies (e.g. drama group, role playing) and communication skills training</li> <li>• Expansion of postgraduate training programs</li> <li>• Private sector collaboration and spin-offs development</li> <li>• Growing and dynamic veterinary job market</li> <li>• Perugia's favourable location in Central Italy</li> <li>• Increased social impact and public engagement through citizen science</li> <li>• Approved Residency programs applied to the EBVS</li> <li>• EU mobility programs (e.g. Erasmus+)</li> </ul>	<ul style="list-style-type: none"> <li>• Rural depopulation in the Umbria Region, and progressive decline in large animal farming</li> <li>• Limited access to pig and poultry farm for occurrence of outbreaks of African Swine Fever and Avian Flu in the neighbouring area of Umbria Region.</li> <li>• Rising educational costs and limited enrolment not matched by increased Unipg funding</li> <li>• Legal and regulatory instability for DVM course regulation</li> <li>• Potential growing competition from agile private veterinary providers and corporate veterinary groups</li> <li>• Potential future shortage of academic and support staff</li> </ul>

**Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that staff and students act with honesty, trust, fairness, respect and responsibility**

The **Unipg Quality Assurance System (QAS)** (Appendix 1.4), is part of a broader framework that encompasses the entire university and departmental structure. The VEE ensures the consistent QA application through alignment with two complementary certification systems: the ESEVT system, established by EAEVE/FVE at the international level, and the AVA (Self-Evaluation, Evaluation, and Accreditation) QAS, developed by ANVUR for higher education in Italy.

At **international level**, the VEE adheres to the ESEVT standards established by EAEVE, having been reconfirmed as its full member in 2019. EAEVE accreditation ensures compliance with ESG standards, contributing to the harmonisation of veterinary education in Europe and the development and acquisition of the D1Cs for all veterinary graduates.

At **national level**, QA is regulated by the MUR and implemented through the AVA-ANVUR accreditation system, which ensures continuous monitoring and evaluation of teaching, research, and third mission activities. This process is carried out in compliance with Italian university regulations, including Ministerial Decree no. 270/2004, Law no. 240/2010, Legislative Decree no. 19/2012, Ministerial Decree (DM) no. 1059/2013, DM no. 47/2013, and DM no. 987/2016, which establish the criteria for periodic institutional and educational program accreditation.

In the implementation of this framework, all Italian universities are subject to initial accreditation and subsequent periodic accreditations, generally every five years, covering all undergraduate and graduate degree programs. This system complies with EU Directive 2005/36/EC and the **European Standards and Guidelines (ESG)** for QA in higher education. For the 2021–2023 cycle, ANVUR introduced the **AVA3 accreditation model** [\[1\]](#) to align with European standards (ENQA, **EQAR**<sup>3</sup>) and national legislation (Decreets No. 289/2021 and No. 1154/2021). Its QAS is based on transparent planning, monitoring, and review, involving internal and external stakeholders, with a particular focus on students, who participate in a structured decision-making process at all levels. AVA3 applies five **evaluation criteria**, each with focus points and **Indicators** [\[2\]](#). For further details, see ANVUR website [\[3\]](#). Since 2013, Unipg has implemented its own ESG-based QAS within the AVA-ANVUR system, accredited by ANVUR in 2017 and again in May 2024. The quality culture is sustained through systematic processes, stakeholder engagement, and integrated QA processes at all levels.

### Governance and Quality Assurance mechanisms

The VEE QA policy reflects the **Unipg Quality Policy** (2021) [\[4\]](#) (Appendix 1.3), implemented by the Unipg government bodies (see Standard 1.2) at institutional level, through three-year strategic plans. The **Vision** "A strong identity that looks to Europe and opens up to the world" is based on innovation, quality, merit, and responsibility. The fundamental **Values** are transparency, sharing, participation, and sustainability, whereas intervention key areas include teaching, research, third mission, internationalisation, community development and well-being, inclusion and equal opportunities, simplification, and sustainability. To achieve the Quality Policy objectives, Unipg has established an organisational system defining the roles, responsibilities, and tasks of governing bodies and QA structures, ensuring effective implementation. The QAS operates on three interconnected levels: **University, Department, and Degree Courses**, in a hierarchical structure integrating university policies with specific departments and program activities. The QAS is coordinated by the PQA [\[5\]](#), through defined roles, responsibilities, and monitoring and evaluation mechanisms (Fig. 1.4.1). Annual reporting to ANVUR by Unipg and VEE QAS is mandatory (see QA documents).

**Fig. 1.4.1. AVA3 Model structure**



#### 1. University Bodies

The **Unipg Presidium of Quality Assurance (PQA)** [\[6\]](#) is the internal operational body responsible for overseeing QA processes at University level. Its functions include promoting a culture of continuous improvement, providing support and advice to the governing bodies on QA matters, monitoring quality assurance processes, and assisting departments in drafting key

QA documents (such as SUA-CdS, SMA, RRC; see Table 1.4.1). The QA also ensures that these processes are consistent with AVA-ANVUR standards, accompanying and supporting all stakeholders involved in the **Unipg QA system** [\[7\]](#). The **University Evaluation Board (NdV)** [\[8\]](#) evaluates the effectiveness of QA policies, conducts internal audits, analyses performance indicators, and provides recommendations for improvement. The NdV serves as a liaison between Unipg and external evaluation bodies, ensuring compliance with the AVA-ANVUR system and the ESG [\[9\]](#). The NdV actively collaborates with the PQA, conducting audits when necessary and preparing annual reports that evaluate institutional performance and identify areas for improvement.

<sup>3</sup> **EQAR** - European Register for Quality Assurance

## 2. Department Bodies

According to Law No. 240/2010, departments are responsible for the quality of teaching, research, and third mission activities. The key roles at departmental level (see Table 1.4.1. for details) are:

- **VEE Head:** oversees teaching, research, and third mission activities, ensuring they are consistent with the University's strategic objectives and the VEE QA Policy.
- **VEE Quality Assurance Manager (VQA Manager):** coordinates QA processes, ensures the drafting of documents required by the AVA-ANVUR system, and ESEVT standards, maintains constant communication with the PQA and the NdV.
- **Quality Assurance Committee (QAC):** supports the VQA Manager in monitoring QA activities, and validation of key documents of the AVA-ANVUR system, and ESEVT standards.
- **VEE Council:** implements quality policies by approving periodic documents relating to QA in teaching, research, and the third mission, and oversees the drafting of the **Annual Review Report**.

## 3. Degree Course Bodies

- **DVM Coordinator:** responsible for the design, implementation, and monitoring of the respective degree program, coordinates the drafting of key QA documents (see Table 1.4.1 for details on QA documents and processes), integrating contributions also from students and external stakeholders.
- **DVM TQA Manager:** supports the DVM Coordinator in the technical and organisational management of teaching activities, QA management, supervision of the teaching process, course content, *DICs* acquisition targets, and practical professional development training, collaborating with the professionals involved in the QA process, stakeholders, and students.
- The **JSTC** assesses the quality of teaching and student services by analysing results of the end-of-course questionnaires and student feedback. Overall teaching quality, identified critical issues, proposes corrective actions, recommendations, and suggestions are presented in the **JSTC Annual Report** submitted to the NdV, the PQA, and the relevant DVM Council for the necessary action planning. The JSTC also provides non-binding opinions to the VEE Council regarding the activation, modification, or termination of degree programmes. The JSTC Annual Report is not limited to the analysis of student feedback and institutional data, but also includes an assessment of graduate employment trends and the consistency of training programmes with the needs of the socio-economic context.
- The **DVM Council** reviews and discusses the improvement proposals presented by the DVM Coordinator, the council members themselves, and the figures involved in the QA processes (VQA and TQA Managers, JSTC). These deliberations aim to ensure alignment with the department's strategic objectives and foster continuous quality improvement.

In the following Table 1.4.1., the QA key documents of the study program and the respective QA process are schematized (for details see the AVA.ANVUR platform ).

**Table 1.4.1. QA key documents and tools of the national AVA-ANVUR QA process**

QA Document and function	Content	Drafted by	Approved by	Submitted to	Period of the year
<b>Annual Self-Assessment Degree Course (SUA-CdS)</b> Planning, management, self-assessment, and corrections of the Degree Course (CdS).	a) <i>Quality section:</i> gathers key information on outgoing profiles, training objectives, curriculum structure, learning outcomes; defines QA roles and responsibilities, periodic review processes, CdS corrections and improvements; b) <i>Administration section:</i> contains CdS institutional data.	DVM Coordinator, DVM-TQAM	DVM Council, VEE Council	PQA, NDV	The SUA-CdS is usually submitted by mid-June, with updates possible by mid-September and mid-February of the following academic year.
<b>Annual Self-Assessment Department Research and Third Mission/Social Impact</b>	It provides data on research objectives, organisation, outcomes, quality policies, and third mission initiatives, including critical reflections. Information is shared with the PQA and NdV to ensure oversight and alignment with QA	VEE Head, Research and Third Mission Delegates	VEE Council	PQA, NdV	Submission typically occurs between March and May of each year.

<b>(SUA- RD/TM-IS)</b> Monitoring, assessing of research and third mission activities; communication to stakeholders	objectives. Compiled annually, the SUA-RD/TM-IS is a strategic tool for planning and accountability, supporting governance, ANVUR evaluation, accreditation, and continuous improvement.				
<b>Annual Monitoring Report (SMA)</b> Self-assessment of performance using ANVUR indicators, compare goal achievements with similar courses at regional and national levels.	A 6 sections critical review by calculated ANVUR indicators of the performance in relation to: learning objectives, course management and student progression, course attractiveness and internationalisation, graduate satisfaction and employability, teaching staff consistency and qualifications.	DVM Coordinator, 1 student, DVM-TQAM, VEE Head, 1 administrative, 1 teaching staff	DVM Council, VEE Council	PQA, NdV (with the SUA-CDS)	Between November and December of each year. Often aligning with the deadlines for uploading the SUA-CDS documents.
<b>Annual JSTC Report</b> Evaluates and enhances the CdS quality, proposes improvement and strategic decision-making within the Unipg QA system.	It analyses the entire study program, identifies critical issues and proposes corrective actions. It covers the educational offering (study plans, content, methods, resources), evaluates student feedback (strengths and weaknesses), and outlines improvement proposals.	JSTC	DVM Coordinator, DVM Council, VEE Council	NdV, Academic Senate, PQA, sometimes to the MUR	It is usually submitted between December 15 and 31.
<b>Cyclic Review Report (RRC)</b> Self-assessment tool evaluating long-term trends, teaching quality, and stakeholder feedback, assessing the QA system's effectiveness and providing recommendations to improve governance at both departmental and university levels 	It is a formal self-assessment report, updated every five years or after major changes, that critically evaluates a degree programme's structure, management, and outcomes. It ensures alignment with institutional goals, national standards (e.g., ANVUR, EAEVE), and stakeholder expectations, identifying strengths and areas for improvement. Mandatory in specific contexts (e.g., CEV visits, curriculum revisions), it informs updates to the University's PIAO* and the VEE Strategic Plan. Unlike the SMA, it supports long-term strategic planning and continuous improvement.	DVM Coordinator, 1 student, DVM-TQAM, VEE Head, 1 stakeholder 1 administrative, 1 teaching staff	DVM Coordinator, DVM Council, VEE Council	PQA, NdV	Presented every 5 years or following significant changes to the curriculum. No single nationwide deadline is fixed, it is commonly submitted in alignment with the VEE QA calendar and before external evaluations or planning updates.

\* *Integrated Performance and Administrative Plan*

The collaboration of the **Student Representatives**, members of the DVM and VEE government bodies, is pivotal for the academic staff to understand the efficacy, difficulties and strengths of the educational program, because student representatives report the category needs, complaints and suggestions, playing an active role in the PDCA cycle of the VEE QA system. Their contribution occurs through multiple, structured channels that ensure continuous student involvement and feedback:

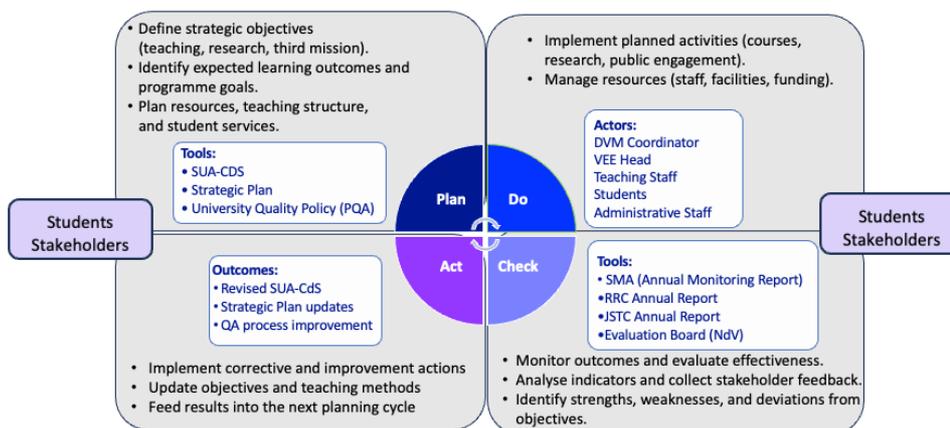
- **PLAN:** Students participate in the planning phase through their elected representatives in the JSTC and in various departmental committees (e.g. EAEVE, AVELS and Steering Committees). Their feedback helps define annual teaching and organisational improvement objectives.
- **DO:** They are directly involved in implementing and supporting improvement activities, all the activities of the VEE, both didactic and institutional, such as Open Days, peer tutoring, Erasmus “Buddy” programs, and student support initiatives.
- **CHECK:** Student representatives actively contribute to the evaluation of teaching and services by completing course evaluation questionnaires and discussing the results during meetings with the course coordinators and in the JSTC, in the DVM and VEE Councils.
- **ACT:** The collected feedback is used to define and prioritise corrective actions and improvements at both course and departmental levels, closing the QA loop.

Through these channels, students provide continuous feedback, contribute to VEE decision-making, and help ensure that QA processes reflect the student perspective and systematically incorporate student input into the PDCA framework.

### Quality Assurance Process

The integration between the PQA, NdV, and departmental structures (VQA Manager, QA Committee, TQAM) ensures a continuous flow of information and operational consistency at all levels of the QAS. These mechanisms collectively ensure compliance with national and international standards, fostering the development of a solid culture of continuous improvement within the VEE. The VEE adopts the PCDA model as the methodological foundation for its QA processes, following the procedures established by the PDA [1]. This model is cyclical and recursive: each completed cycle feeds the next, embedding continuous improvement in the VEE's organisational culture. The QA system is also structured in a vertically integrated manner, applying to the program level (courses, exams, degree outcomes), the departmental level (research activities, doctoral programs, third mission), and the institutional level (governance, strategy, quality policies). This approach fosters continuous improvement, strategic alignment, and preparation for accreditation processes, supported by stakeholder engagement. A schematic diagram of the PDCA cycle is presented in Figure 1.4.2.

**Figure 1.4.2. Unipg Quality Assurance Model: PDCA cycle flowchart**



### Academic integrity and ethical principles in Quality Assurance

Unipg has adopted a comprehensive **Code of Ethics**, which promotes the values of honesty, trust, fairness, respect, and responsibility in all academic and professional activities. This document, available online ([1]), represents a fundamental pillar of VEE's culture of integrity and contributes to strengthening the overall QA strategy. The Code of Ethics applies to all VEE members. It promotes academic and professional integrity, ethics, and transparency among staff and students in all VEE activities, ensuring accountability in decision-making and QA processes in line with ESG standards. It also guides the ethical behaviour of stakeholders involved in QA, ensuring consistency with the PDCA cycle and other quality improvement mechanisms. Reported violations are assessed by a Commission chaired by the Rector (composed of coordinators of the Academic Senate's standing committees, with additional representatives for support staff and students when relevant), ensuring due process, proportional sanctions, and annual reporting to the Academic Senate.

**Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. The VEE's website must mention the ESEVT VEE's status, and its last Self-Evaluation Report and Visitation Report must be easily available to the public.**

The VEE maintains an active and transparent dialogue with its stakeholders and the public, providing clear, objective, and easily accessible information regarding its objectives, program offerings,

research activities, and career opportunities. Information to the public is available on the VEE [\[1\]](#) and University [\[2\]](#) websites. This communication ensures a high level of transparency and encourages collaboration between the institution and society. The VEE's strategic objectives and educational programs are formalised by the DVM Coordinator and approved by the VEE Council, in accordance with the **Unipg Teaching Guidelines** [\[3\]](#). The syllabus for each course is updated annually and includes detailed information on educational objectives, prerequisites, assessment methods, and guidelines for practical activities. This information allows students, families, and external partners to easily access the VEE's educational program and compare it with that offered by other institutions.

### Stakeholder Engagement

The VEE maintains an ongoing dialogue with its stakeholders through a range of activities designed to strengthen collaboration and align academic programs with the needs of society and the labour market. This dialogue is specifically structured and sustained through a series of targeted initiatives briefly described below.

- **Steering Committee and Stakeholder Meetings:** regular meetings with representatives from professional sectors, institutions, and organisations ensure the curriculum reflects current veterinary and societal needs [\[4\]](#). Meeting at least once a year, the Committee advises on education, public health, preventive healthcare, and food safety [\[5\]](#). It strongly supports high-quality practical training and promotes interaction with local stakeholders to strengthen the link between the VEE and its socioeconomic context. It is a consultant for the monitoring process of the VEE Strategic Plan.
- **Open Days and Orientation Programs:** these events, organised at the University level and coordinated by the Orientation and Job-Oriented Delegates throughout the year, provide high school students and prospective candidates the opportunity to learn about the educational offerings, facilities, and career opportunities offered by the VEE. In recent years, these initiatives have been further strengthened thanks to the support of programs funded by the NRRP<sup>4</sup> (see Standard 7.1. for details). In addition, since 2017 the VEE has been actively involved in the annual SHARPER event organised in Perugia, part of the European Researchers' Night (see Standard 10.2. for details).
- **Career Orientation Events:** organised by the Orientation and Placement Committees, in collaboration with external professionals, associations, and companies, these events support students in their transition to the job market, promoting the acquisition of professional and interpersonal skills. The VEE also promotes internships and research activities for degree theses in collaboration with veterinarians, public, and private institutions, ensuring students receive concrete learning experiences and the acquisition of professional skills (see Standard 7.1. for details).

### Communication Channels

The VEE tools to ensure effective communication with stakeholders and the public:

- **Institutional website:** includes a section dedicated to Quality Assurance, which presents the EAEVE accreditation status and related documents (SER, R-SER, ESEVT Visitation Reports, etc.), ensuring transparency and accessibility.
- **Social media:** platforms such as Facebook, YouTube, X, Telegram, and Instagram are actively used for updates, to engage the community, and promote interaction dynamically.
- **Institutional email and SOL (Student Online Secretariat):** ensure timely communications about courses, seminars, events, and academic activities, keeping students and staff informed.
- **Alma Laurea:** an inter-university consortium representing 82 universities and approximately 90% of those who graduate in Italy, that monitors graduates' profiles and employment conditions one, three, and five years after graduation. The data collected, available to MUR, ANVUR, and universities, supports the planning of training and orientation services, the evaluation of educational performance, and the matching of supply and demand in the job market.

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<sup>4</sup> NRRP: National Recovery and Resilience Plan

- **Smart Poster:** an interactive tool with QR codes linking to digital resources on the degree programs in Veterinary Medicine and Animal Production. Distributed in schools during orientation events, it allows direct and intuitive access to information on educational programs, the department's facilities and infrastructure.

### Research and Third Mission Activities

The VEE is actively engaged in disseminating research findings and carrying out third mission activities through public seminars, collaborations with external organisations, and targeted outreach initiatives, strengthening connections among the department, students, and stakeholders. Through this communication network, the VEE informs society, supports student development, and actively engages with stakeholders to address social and professional challenges. Main activities include:

- The **VTH** is a direct point of contact with the public for the provision of veterinary services, allowing students to acquire hands-on skills through interaction with real clinical cases and the public.
- **Regional Canine Cancer Registry:** managed in partnership with the IZSUM and the Umbria Region, the registry provides essential data on the occurrence of cancer in dogs. It represents a valuable resource for the healthcare system, private veterinarians, and the public, facilitating comparative analysis to support human health research. The services offered also include regular training courses and information sharing events. Seminars are organised to update stakeholders on the activities carried out and the results achieved, promoting knowledge exchange and strengthening collaboration with professionals and the community.
- **RandAgiamo® Project:** carried out in collaboration with the veterinary services and the Umbria Region, involves shelter veterinarians, kennel staff, and civil society as a whole, addressing issues related to the welfare of stray dogs and shelters.
- **Collaboration agreements:** the VEE has established partnerships with private companies, animal health institutes (IZSUM), local health authorities, Wild Umbria, non-profit organisations, other universities, and research centres (both at national and international levels) for promoting the development of applied research, training, and knowledge transfer.

### Curricular training, orientation, and job placement

The VEE places a strong emphasis on students' professional preparation. Regular meetings with fifth-year students, organised by the **Orientation and Job Placement Committee**, provide support during the transition to the job market. These meetings are videorecorded to be available on demand on the Orientation and Job Placement Committee page of the VEE website [📄](#). To ensure the development of practical skills and professional competencies, the VEE has established formal agreements with freelance veterinarians and public and private institutions, who serve as co-supervisors for theses, and offer internships and training activities. These include small and large animal practitioners, specialists working in private practices, other university researchers, and professionals from organisations such as the USL Umbria National Veterinary Service, the IZSUM, and regional governments. These collaborations are formalised by a specific formal agreement between the VEE and the professionals and/or public/private institutions. All professionals involved in education activities are required to complete the teacher training course provided by the VEE, ensuring quality and consistency in extracurricular teaching.

### Access to ESEVT documents

EAEVE accreditation status, the **Self-Evaluation Report (SER)**, and **ESEVT Visitation Reports** are published on the VEE website, within a dedicated EAEVE section, ensuring transparency and accessibility of information, making them easily accessible to the public [📄](#).

**Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of**

such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

### QA procedures, roles and activities

The VEE regularly and systematically reviews teaching, research, and third mission activities using tools that ensure continuous monitoring of the strategic and operational objectives established in the three-year VEE Strategic Plan. This process is structured according to the PDCA model, which ensures continuous performance improvement and the effective completion of quality cycles. At the teaching level, the review is supported by the SMA and the RRC, prepared by the DVM Coordinator in collaboration with the Review Group. These documents evaluate the indicators defined by the AVA-ANVUR system, both quantitative and qualitative , identifying strengths and weaknesses and proposing corrective actions for continuous quality improvement of educational programs. At the departmental level, an **Annual Report (SUA)** covers the three key areas: teaching, research, and third mission/social impact and internationalisation. The QAS, monitored annually, includes a critical review of the activities carried out by the PQA and the NdV. This monitoring uses internal data (ANVUR indicators, student and stakeholder satisfaction assessments, process performance) and external sources (AlmaLaurea data, University, VQR assessments for research, feedback from Steering Committee). This ensures constant comparison between achieved results and established objectives and the timely addressing of any non-compliance. Advice and recommendations from the ESEVT and ANVUR final evaluation reports of periodic visitations are considered essential inputs for developing the VEE Strategic Plan and for defining subsequent monitoring tools.

### Review of results and corrective actions

All VEE Committee members work to reach and enforce the corresponding strategic objectives (through indicators), supporting the QA process by periodically analysing and reporting the results, and suggesting improvements or corrective actions to the VEE government bodies. Their reports, together with the monitoring results of the QA DVM bodies, are discussed by the DVM and VEE Councils, where final corrective actions are collegially approved. The involvement of representatives of academic, technical-administrative staff, and students ensures a participatory and shared process. Approved decisions are forwarded to the Academic Senate for ratification, if necessary. The implementation of improvement actions based on the evaluations allows for the effective completion of the PDCA cycle and the start of a new cycle, in a continuous process of realignment with quality standards and the evolving needs of the student community and society (Fig. 1.4.3).

### Publication of evaluation results

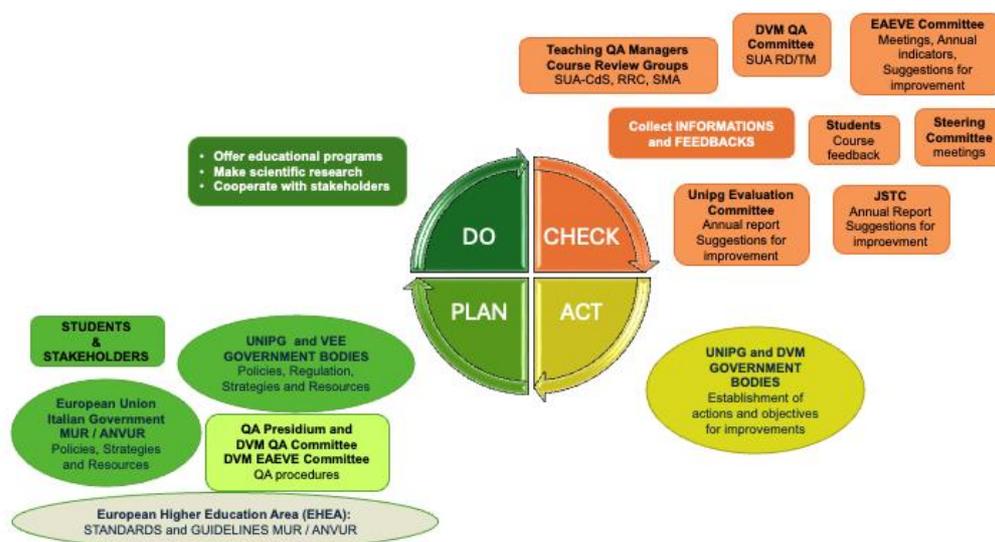
The VEE employs various methods to publicly disclose analyses and results of the internal review process, from both internal and external evaluation processes:

- **Minutes of the department councils, QA government bodies and committees:** containing summaries of evaluations, decisions, and discussions of all organisational structures are available to department members and, in some cases, external stakeholders .
- **Institutional VEE website:** it contains a dedicated quality section with documents, regulations, and supporting materials describing the VEE's activities and planning. However, the public availability of specific internal evaluation reports may vary. Intranet (restricted area): a password-protected, restricted area on the internal website is available to VEE staff, allowing access to the documentation of various committees, depending on their level of access.

### EAEVE External Evaluation (ESEVT)

At international level, the VEE follows the **EAEVE accreditation process** for continuous improvement, which includes several key phases, among them Self-Evaluation Reports, ESEVT Visitation and Evaluation Report, ECOVE Accreditation decision, and Interim Reports.

**Figure 1.4.3. PDCA roles and actions**



**Standard 1.7:**

**The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.**

The **last ESEVT Visitation** was held in **March 2019**, followed by a **Re-visitation in November 2019**. The 2019 visitation identified a major deficiency and several minor ones. A comprehensive action plan was implemented by the departmental EAEVE Committee, addressing improvements in training resources, practical activities, and quality assurance processes. These actions were integrated into the PDCA cycle and monitored continuously. Following the re-visitation, the **major deficiency was resolved**, and **Full Accreditation was granted by ECOVE in June 2020**. An **Interim Report** was submitted in **September 2022** and positively evaluated by ECOVE in **December 2022**, with no further recommendations. Corrective actions included: a) ensuring consistent student exposure to pig and ruminant necropsies via renewed agreements with external partners (e.g., IZS); b) enhancing pharmacy procedures and biosecurity in the teaching facilities; c) completing construction of companion animal isolation units; d) improving assessment documentation and QA procedures at departmental level (establishment of the SB Committee, renovation of the Safety and Biosecurity Manual, and procedures reinforcement); e) responding to increased student numbers with a structured plan: hiring new staff, reorganizing clinical rotations, monitoring case load, and investing in simulator-assisted teaching and establishing a **Clinical Skill Lab (CSL)**. These interventions not only addressed the deficiencies but also contributed to strengthening the internal QA system and aligning educational practices with evolving standards. The outcomes of the ESEVT process have been used to guide strategic planning, resource allocation, and the development of a long-term quality improvement culture within the VEE. The **EAEVE Committee** is in charge of coordinating and monitoring the VEE's compliance with ESEVT Standards and D1Cs, drafting of the **SER**, involving and keeping all VEE personnel and students updated, managing the organisational aspects of ESEVT visitations, and ensuring continuous alignment through regular meetings and an operational plan assigning responsibilities by standards.

**Comments on Area 1**

The recently opened VEE in Rome (2025) has intensified the motivation for improving in terms of development, visibility, and student attraction, posing a significant challenge for a relatively small establishment like the VEE. Moreover, the policies implemented by the Italian government through the MUR are progressively reducing economic resources allocated to universities, further

exacerbating competition and making maintaining high standards of educational quality more difficult.

The VEE has made significant efforts to develop and strengthen its quality assurance and enhancement processes. Concrete signs of progress include the experimental implementation of data collection systems through Google Forms (*Avian Pathology*<sup>6</sup>, *VTH Client satisfaction*<sup>6</sup>, *Student feedback*<sup>6</sup>, *Book and Go*<sup>6</sup>, see Standard 6.1) to support data analysis and recording (these are considered as additional tools (for field-use or short notice communication), the establishment of the SB Committee, and the renovation of the SB Manual. An increasing number of staff members show clear awareness of the objectives to be achieved, even though some aspects, particularly data collection and analysis, are still a work in progress.

Even if the VEE quality strategies and policies largely follow those defined by Unipg, the VEE has progressively developed and consolidated its departmental strategy, effectively contextualising and interpreting these guidelines in a meaningful way, also for its stakeholders. Currently, the organisational chart clearly outlines the links between Unipg, VEE government bodies and Committees, as well as the individuals responsible for quality in different areas. This greater clarity has improved the implementation of the PDCA cycle, supported by the explicit definition of roles and responsibilities of VEE committees and delegates, QA officers, teaching staff, and all personnel, students and stakeholders involved in the QA system. Going forward, the adoption of periodic internal audits is recommended to verify the system's effectiveness and establish shorter review cycles, ensuring a reactive and rigorous follow-up of improvement actions, along with external audits that could provide a more objective evaluation of the VEE's performance. The VEE is currently subject to external audits by ANVUR (AVA3 framework) and EAEVE, ensuring compliance with national and international QA standards. To strengthen its continuous improvement process, introducing regular internal audits will enable shorter review cycles, closer monitoring of QA effectiveness, and timely implementation of corrective measures in line with AVA3 and EAEVE principles.

The process of renovation of the SB Manual has undoubtedly helped to clarify and collectively implement appropriate biosafety procedures and risk prevention measures. This has strengthened adherence to QA policies and promoted broader awareness and understanding of the VEE QA system. The presence of an ANVUR Observer during the upcoming ESEVT Visitation in October will provide an important opportunity to assess the VEE's compliance with both national and European quality assurance systems. More importantly, it will mark a first step towards better integration of these procedures, helping to streamline and enhance the effectiveness of the VEE accreditation processes in the future.

### **Suggestions for improvement in Area 1**

Unipg is encouraged to provide stronger support to the VEE, given the high costs associated with veterinary education and the renovation of facilities, which are still pending implementation. Institutional support should include increasing the number of veterinary staff positions and promoting the stabilisation of junior researchers as professors, enabling their full involvement in teaching activities alongside research.

Student representation is currently not officially established in all VEE Committees. Although students are already actively involved in several initiatives (such as Open Days, peer tutoring, and Erasmus "Buddy" programmes), in some committees their participation remains mainly voluntary and operational. As a point for improvement, it is recommended to formalise the inclusion of student representatives to ensure official participation within all VEE structures, particularly in permanent committees such as the Orientation and Tutoring Committee and the Erasmus and Internationalisation Committee, where student input would be especially valuable.



Verbitchi Silvia- DVM student

# FINANCES

## AREA 2. FINANCES

**Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).**

Unipg financial framework and administrative processes are grounded in the principles of neutrality, efficiency, and effectiveness in the use of financial resources. Within this context, the VEE manages its finances to ensure long-term sustainability and full alignment with its mission and the public objectives of veterinary education, clinical service, and research. Whereas departments previously enjoyed full financial autonomy, they now operate within a centralised university budgeting model. Unipg manages a single consolidated budget at its central level, covering salaries and institutional expenditures. However, departments retain autonomy in managing revenues related to research, third-party contracts, and clinical activities.

Unipg receives annual funding from the MUR through the **Ordinary Functioning Budget (FFO)**. This structural fund, provided annually by the MUR, is transferred directly to the Unipg's central administration. Around 70% of the FFO is directly allocated by the Unipg central administration to cover all staff salaries, meaning these costs are not charged to the departments. The remaining funds, after deducting institutional expenses, is equally distributed among departments, and partly allocated on merit, based on VQR results and ANVUR evaluations. The VEE receives about €36,000 annually for general services, in addition to €20,000 for the VTH to support clinical teaching and research, and €15,000 for the AZD, the total amount of €71,000 mentioned in the paragraph and the figures reported in Table 2.1.2 (€40,000–€48,000 and €44,000, respectively) is due to the internal budget (estimate) allocation procedure. Each year, the Unipg central administration assigns to the VEE a budget (estimate) that must be spent within that same fiscal year and is strictly limited to departmental operating expenses, excluding clinical services. If part of the assigned amount is not spent by the end of the year (final budget), the unused funds are recovered by the central administration (this mechanism exists because the MUR communicates the definitive FFO amount around September of the same fiscal year, and to prevent potential losses, the Unipg recovers any unspent funds within that year of allocation.)

The VTH generates significant income from its clinical and diagnostic services, which is reinvested strategically in: a) recruitment of external personnel to support clinical rotations activities, covering salaries for VTH contracted veterinary staff; b) purchasing and maintaining medical equipment; c) acquiring clinical and teaching supplies and consumer products, ensuring safety and quality in the teaching and services delivered at the VTH. Approximately 50% of VEE incomes is allocated to support clinical activities related to teaching and research.

Similarly, AZD sustains itself mainly through hay production (on roughly 6 ha) and cattle sales, with additional income from funded research, grants, and service contracts managed by VEE staff. These resources cover consumables, feed, drugs, and equipment upgrades. Recently, three permanent support staff were hired to strengthen AZD management, ensuring efficiency and accountability.

Budget proposals on ordinary expenses are made by the VEE Head with the Administrative Secretary, and approved by the VEE Council, ensuring transparency and alignment with strategic priorities (see Standard 2.3). At the VTH, to strengthen financial oversight and adapt to evolving operational needs, the VTH Director is responsible for budget control. The close collaboration of the VTH Director with the four VTH Unit Heads and the administrative staff, to track expenditures, enables continuous, data-informed monitoring of financial flows concerning clinical and teaching activities, to adjust allocations as needed, and report on budget performance. This governance ensures responsiveness to changing demands and guarantees full compliance with internal and external financial regulations. The VTH financial system is robust, diversified, and performance-driven, ensuring the economic sustainability of the DVM program and adequate resources to meet ESEVT requirements. The strategic reinvestment of own-generated revenues into infrastructure and staff recruitment, along with

the active role of the VTH Director in financial oversight, is recognised as a strength and a best practice within the Italian university system. An incentive system also economic rewards VTH staff based on performance indicators, enhancing motivation, commitment and continuous improvement. All VEE students pay an annual tuition fee, with a second instalment calculated progressively. Tuition fees, however, are not allocated directly to departments and therefore not included in “Revenues” in Table 2.1.2. Nevertheless, student numbers influence annual departmental budget allocations, together with the presence of postgraduate schools and the national “*standard cost per student*” for veterinary programmes. Student tuition fees are set annually by the Academic Senate based on household income, academic progress, credit earned, and grade point average. The MUR does not classify students as “full-fee” or “standard”: at Unipg, all students follow the same general fee system. Tuition fees, referred to as the **Comprehensive Annual Contribution**, are divided into 17 brackets, based on the **ISEE University Indicator**<sup>5</sup>, which reflects the student’s household income, including income and assets. Students obtain the ISEE University by submitting the **Single Substitutive Declaration (DSU)**<sup>6</sup> on the INPS (Italian Social Security) website. In the 2023/2024 academic year, tuition fees ranged from €366 (ISEE ≤ €10,000) to €2,096 (ISEE > €100,000), including a fixed regional tax (€140) and virtual stamp duty (€16). Payments may be made in two or four instalments, at the student’s preference. **International students** are assigned an ISEE-based or fixed contribution, with full exemptions for those from low Human Development Index countries or with refugee/subsidiary protection status. Graduate programs (e.g., Master’s degrees, PhDs) follow specific rules. Full details are published annually in the official Unipg website [\[1\]](#). The **financial year (FY)** runs from January 1<sup>st</sup> to December 31<sup>st</sup>. By March 30<sup>th</sup>, the VEE reviews the previous FY and approves the closing budget, which is incorporated into the Unipg Single Account. Fifteen per cent of VEE revenues from research agreements and services is transferred to Unipg as a contribution to support general services (previously 5% in 2022-2023). A share of research projects funds retained centrally, according to grant rules, and 5% of graduate student tuition fees from Master’s and postgraduate courses is allocated to the Institution.

## ANNUAL EXPENDITURES

**Table 2.1.1. Annual expenditures during the last 3 financial years (in Euros, €)\***

Area of expenditure	2024	2023	2022	Mean
<b>Personnel**</b>	1,397,002.63	1,228,151.87	1,174,257.18	<b>1,266,470.56</b>
<b>Operating costs</b>	418,491.72	663,544.46	524,341.83	<b>535,459.34</b>
<b>Maintenance costs</b>	40,000.00	48,000.00	44,000.00	<b>44,000.00</b>
<b>Equipment</b>	124,620.07	114,549.99	101,579.44	<b>113,583.17</b>
<b>Other costs</b>	18,481.97	59,389.24	92,940.00	<b>56,937.32</b>
<b>Total expenditure</b>	<b>1,998,596.39</b>	<b>2,113,635.56</b>	<b>1,937,118.45</b>	<b>2,016,450.13</b>

\* The total expenses have been calculated for financial years because in the Department budget and in the management control system, it is not possible to distinguish the costs by academic year, but only by financial years with an approved budget.

\*\* The personnel calculation included contracts for in-service external staff and all fixed-term staff. Personnel paid under Unipg budget were excluded as they were not related to the VEE's revenues (e.g. permanent staff). This was for transparency and to avoid measuring unrelated costs to expenditure.

**Personnel:** The VTH benefits from a multidisciplinary personnel structure, comprising tenured academic staff, administrative and technical staff, contracted practitioners, PhD students, research fellows, interns and resident recipients. Core staff positions and part of the PhD program are funded by Unipg through national (MUR) funding allocations. Conversely, research fellowships, project fellowships, and selected PhD positions (so-called “Industrial PhD”) are sustained through acquired research grants and competitive project funding. A significant portion of clinical staff, VTH contract professionals, and teaching contractors are funded through revenues generated by VTH’s own clinical and diagnostic services, allowing strategic reinvestment directly into operational excellence.

<sup>5</sup> ISEE University Indicator (Equivalent Economic Situation Indicator for University Use)

<sup>6</sup> DSU - Dichiarazione Sostitutiva Unica

Although all salaries for permanent academic and support staff are covered centrally by the FFO, our personnel costs remain high because all non-permanent staff are directly funded by the VEE's finances and VTH revenues. These include fixed-term employees, contract professionals, interns, researchers, residents, and other support staff hired to support clinical rotations and services. The salaries of these individuals are paid from the VEE's own revenues (e.g., VTH clinical revenues and other grants), which explains the significant personnel expenditure shown in Table 2.1.1. Essentially, our VTH reinvests a large portion of its income to hire additional veterinarians and staff, ensuring our teaching and service needs are met, as well as ensuring the continuity of 24-hour services that could not be guaranteed by the academic staff alone. This expenditure is entirely borne by the VEE, and the Unipg does not contribute to its operations. This cost is also high because the VEE hires only highly qualified and professional staff to provide customer services and for teaching and clinical activities. Furthermore, the cost is high overall, but compared to the number of staff, it is consistent with the European/Italian average.

**Operating costs.** The essential operating costs for maintaining high-quality services and student support are covered primarily at the department level. These include: a) daily care of animals and related consumables; b) support for extramural educational experiences with large animals, kept in the AZD; c) student transportation (e.g., farm health visits), mainly managed through affiliated bus rental services. Utility costs (water, energy, telephone, internet) are covered centrally by the Unipg, ensuring continuity of services and infrastructural support in all facilities, except for extraordinary interventions or customisation of equipment and laboratories. In 2023, operating costs rose significantly due to the expansion of clinical activities and general inflation linked to the European economic crisis. The full implementation of new VTH services required additional consumables and support expenses, while the initial setup costs for these services were concentrated in the first year. Inflation in medical supplies further increased expenditures. By 2024, operating costs had stabilised following the absorption of one-off expenses and the introduction of efficiency measures.

**Maintenance costs.** Building and facility maintenance, sanitation, and campus security are managed and financed by Unipg's central administration, whereas the VEE finances the insurance and maintenance of vehicles used for animal and student, and minor facility support services.

**Equipment. Functional** and academic priorities drive the acquisition of equipment. The VEE acquires research laboratory instruments through competitive research funding and third-party agreements. The VTH purchases clinical and diagnostic laboratory equipment through self-generated income from clinical services, ensuring direct reinvestment in high-impact, frontline technologies.

**Other Costs.** Additional expenditures include: a) institutional overhead charges applied by Unipg to externally funded projects; b) reimbursement of travel and publication expenses for VEE researcher staff involved in conferences, scientific dissemination, or project-related activities. The *Other costs* category declined significantly from 2022 to 2024 because several non-recurrent or miscellaneous expenses in 2022 were phased out in subsequent years. In 2022, this category included some one-time expenditures and minor cost items that did not recur at the same level later. By 2024, nearly all expenses are captured under the main categories (Personnel, Operating, Maintenance, Equipment), leaving very few miscellaneous costs. Thus, the reduction reflects the elimination of one-off costs and reclassification of expenditures into proper budget lines, rather than a loss of services. Furthermore, this item includes some costs incurred on behalf of the university, which will have to be reimbursed by the Unipg Central Administration.

## ANNUAL REVENUES

**Table 2.1.2. Annual revenues during the last 3 financial years (in Euros, €) \***

Revenues sources	2024	2023	2022	Mean
<b>Public authorities and Research Grants</b>	<b>567,263.33</b>	<b>290,887.19</b>	<b>305,503.69</b>	<b>387,884.74</b>
Public authorities (FFO)	40,000.00	48,000.00	44,000.00	<b>44,000.00</b>
Public authorities	240,000.00	220,000.00	190,000.00	<b>216,666.67</b>
Research Grants	287,263.33	22,887.19	71,503.69	<b>127,218.07</b>
<b>Tuition fee (standard students)</b>	-	-	-	-

<b>Tuition fee (full fee students)</b>	-	-	-	-
<b>Clinical and Diagnostic Veterinary Services</b>	<b>2,500,880.88</b>	<b>2,395,797.71</b>	<b>1,965,238.30</b>	<b>2,287,305.63</b>
Clinical Services	2,410,149.48	2,289,416.78	1,912,133.30	<b>2,203,899.85</b>
Diagnostic Services	90,731.40	106,380.93	53,105.00	<b>83,405.77</b>
<b>Other Services*</b>	<b>21,500.54</b>	<b>22,887.19</b>	<b>34,443.19</b>	<b>26,276.97</b>
<b>Continuing Education</b>	<b>112,500.00</b>	<b>92,250.00</b>	<b>113,400.00</b>	<b>106,050.00</b>
<b>Donations</b>	-	-	-	-
<b>Other sources*</b>	-	-	-	-
<b>Total revenues</b>	<b>3,202,144.75</b>	<b>2,801,822.09</b>	<b>2,418,585.18</b>	<b>2,807,751.34</b>

\*These include contracts with private companies for services and research collaborations.

**Public Funding.** Public funding represents the cornerstone of VEE's financial stability. It includes direct salary coverage by the MUR and institutional operational support from the Unipg central administration (not reported here, as it is included in the Unipg Budget). In addition to ordinary funding, Unipg publishes competitive calls for co-financing high-value equipment and laboratory modernisation, with allocations based on merit from an ad-hoc Unipg evaluation committee. Over the past three years, the VEE has successfully been awarded funds. Further revenues derive from the Umbria Region, which in 2025 increased its annual support through an agreement with the VEE: €170,000 for the 24/7 VTH service for stray and wild animals (with post-hospitalisation care managed by Wild Umbria). €40,000 for the RandAgiamo® Project promoting stray dog adoption; and €50,000 for the Regional Canine Cancer Registry, which contributes with the Human Cancer Registry to the oncology epidemiological database<sup>7</sup>.

**Tuition Fees.** As tuition fees are centrally managed by Unipg, they are not allocated to departments. However, the number of enrolled students, including those in postgraduate programmes, influences the annual operational funds distributed to departments, which supports daily academic and training activities. All students enrolled at the VEE are classified and charged tuition fees as standard students.

**Clinical Services.** Revenue from clinical services has shown a steady and encouraging increase over the past three years. This growth reflects the strategic expansion of the VTH's opening hours (over 24 hours with the Emergency services), of the clinical infrastructure, and of the referral and specialist services. These efforts have directly contributed to greater case intake and client satisfaction.

**Diagnostic Services.** The VEE offers a wide range of laboratory and diagnostic services, provided by the VTH Units. In recent years, diagnostic income has increased significantly, particularly in the area of advanced imaging modalities: the acquisition of a CT scanner has notably enhanced diagnostic capacity, together with the recent installation of an **MRI equipment specifically dedicated to equine patients**, expanding the range of high-resolution diagnostic services offered. This reinforced the VTH reference role for large animals and enriched students' exposure to cutting-edge diagnostic tools.

**Research Grants.** Research funding at VTH originates from a diverse mix of national, European, and private-sector sources. While a recent decline was observed due to reduced national opportunities, the launch of the **National Recovery and Resilience Plan (NRRP)** has led to a substantial rebound in 2023, with new projects reinforcing both infrastructure and research staffing (Appendix 10.2.).

**Continuing Education.** The VEE coordinates a wide collection of postgraduate training, currently hosting both the Advanced Training Courses and the Professional Master's Programmes. These initiatives support the lifelong learning mission of the institution and contribute to additional revenue streams, while enhancing the department's academic prestige and stakeholder engagement

<sup>7</sup> These amounts refer to the most recent year of the agreement, while Table 2.1.2. (Public authorities' row) reports the totals for previous years.

**Table 2.1.3. Annual balance between expenditures and revenues (in Euros, €)**

Academic (financial) year	Total expenditure	Total revenues	Balance
2022	1,937,118.45	2,418,585.18	481,466.73
2023	2,113,635.56	2,801,822.09	688,186.53
2024	1,998,596.39	3,202,144.75	1,203,548.36

\*Since the last fiscal year, VEE has accumulated substantial reserves thanks to recent operating surpluses. In the 2022-2024 period, we generated annual surpluses of approximately €481,000, €688,000, and €1,204,000, respectively. These positive balances have been carried forward, allowing us to maintain substantial current reserves. We maintain these funds in our accounts to reinvest in strategic needs (infrastructure, equipment, personnel) based on the VEE development plans. Furthermore, these funds are divided 50% by department based on the service that generated them. This balance includes not only the results of service availability but also those from competitive institutional research projects, known as overheads.

**Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.**

At the Unipg, the VTH is primarily a teaching facility, structured and managed to serve the educational mission of the VEE. Clinical and field services are fully integrated into the curriculum, providing essential hands-on training throughout the veterinary programme. Educational integrity takes precedence over financial considerations: clinical activities are carefully planned and supervised to maximise student learning. This pedagogical mission consistently takes precedence over financial or commercial considerations. Although the VTH generates revenue through clinical and diagnostic services, these resources are reinvested to recruit teaching staff, upgrade equipment, and sustain high-quality learning environments. Clinical case diversity, emergency services, and specialist care are organised to ensure broad student exposure in both small and large animal medicine. The VEE enjoys sufficient financial and managerial autonomy to allocate clinical resources according to its strategic academic objectives. This model guarantees alignment with ESEVT standards while maintaining sustainability and adaptability to evolving educational needs.

**Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.**

The allocation of financial and operational resources within the VEE follows a structured and regularly reviewed process to ensure adequacy, accountability and adaptability across academic, clinical, and research activities. Financial planning is carried out annually in line with Unipg’s budget cycle. The forecast for the next three years indicates steady growth in revenues and expenditures, with a consistent positive balance (Table 2.1.4). This positive financial trajectory supports sustainable investments in personnel, teaching infrastructure, clinical and research equipment.

**Table 2.1.4. Prospected expenditures and revenues for the next 3 financial years (in Euros, €)**

Financial Academic Year	Total expenditure	Total revenues	Balance
2026	2,305,904.66	3,743,095.46	1,437,190.80
2027	2,473,429.58	4,226,086.37	1,752,656.79
2028	2,640,954.50	4,709,077.28	2,068,122.78

### Forecasting of Revenues and Expenditures’ Method

Each year by September, the VEE submits to the Unipg central administration a final budget for the following year and a provisional three-year financial plan. Forecasts are based on historical financial data, inflation, and market trends, in alignment with the three-year Unipg strategic plan. Budgets must be balanced under the Italian law and are approved by the VEE Council before final validation by the Unipg central administration. Quarterly reviews allow adjustments according to financial performance and operational developments. The 2026–2028 projections were developed through a combined top-down (Unipg central governance) and bottom-up (departmental) approach. Revenue forecasts consider average FFO allocations, institutional funding for teaching, research, and clinical

services, and stable income from diagnostic activities and external collaborations. Expenditure forecasts account for staffing, operational and maintenance costs, and planned investments in infrastructure, equipment, and digitalisation. For the VTH, specific performance indicators (KPIs), such as case numbers, cost per case, occupancy rates, staff-to-patient and student-to-patient ratios, and client satisfaction, guide financial planning. This evidence-based process ensures prudent, data-driven management, sustaining financial stability, efficiency, and the VEE's educational, clinical, and research mission.

**Governance and decision-making process.** The allocation of financial and operational resources at Unipg is regularly reviewed to ensure that all units, including the VTH, are fully supported in achieving their educational, clinical, and research goals. Annual (calendar year) resource planning follows a transparent budgeting process that involves: a) assessment of the VEE strategic needs; b) consultation between the VEE Head, the Administrative Secretariat, the VTH Director (for VTH), and scientific fund managers; c) approval by the VEE Council; d) final validation and approval by the Unipg central administration. Spending thresholds are regulated as follows:

- Direct purchases up to €20,000 may be authorised by the Administrative Secretary.
- Expenditures above this threshold require a formal procurement procedure and VEE Council approval, in compliance with Legislative Decree 36/2023 on public procurement. All financial decisions are documented and publicly available on the Unipg Transparent Administration portal [🔗](#)

### **Balance and Financial Reserves**

Regarding the VEE's financial reserves, it is important to note that all reserve resources are held in a single central Unipg bank account, as the Unipg operates a unified treasury system. The reserve is managed at the department level, and these resources are fully available to the VEE, having been allocated to specific project funds through the Unipg's management control system. These funds are accessible to the VEE Council. Being the Unipg a public university, these funds cannot be invested or earn interest. Instead, they are held as liquid reserves to ensure sound financial management and planning. The VEE's reserves serve several purposes:

- Support the strategic planning of structural investments (e.g., building maintenance, laboratory and teaching equipment, and digital infrastructure).
- Co-finance research and teaching initiatives when supplementary funds are needed.
- Serve as a financial buffer to cover potential uncertainties or delays in external funding or institutional transfers. The VEE currently maintains adequate reserves, ensuring economic and financial stability, the ability to plan medium-term investments, and the ability to effectively respond to unforeseen financial needs.

**Monitoring, reporting and flexibility.** Financial performance is monitored through internal reports and quarterly reviews, with adjustments made as needed to address emerging demands, such as higher VTH caseloads, new projects, or unplanned teaching needs. The final annual statement is approved by March 30<sup>th</sup> of the following year and submitted to the Unipg central administration. The VTH Director, together with the Management Committee, oversees the clinical budget, ensuring support resources for student learning, service delivery, and patient care, and identifies areas for optimisation. Funds are regularly invested to maintain 24-hour services, diagnostics, and CCT infrastructure.

**Alignment with ESEVT principles.** The resource allocation system is structured to: a) meet the VEE's needs; b) ensure transparent, participatory governance; c) support evidence-based planning; d) comply with national regulations and ESEVT standards. Its adequacy and impact are assessed through internal audits, satisfaction surveys, and performance indicators, fostering continuous improvement and enabling the VEE to adapt effectively to evolving educational and clinical demands.

**Stakeholder involvement in financial planning.** The VEE actively engages students, academic staff, and administrative personnel in resource allocation through both formal and informal channels. Students and staff representatives sit permanently on the VEE Council, where the budget proposals, investment priorities, and strategic resource decisions are discussed and approved. Additional feedback is gathered during the JSTC and Steering Committee meetings. Participatory inputs are

considered in the annual financial planning round, ensuring it aligns with strategic objectives while reflecting the needs and expectations of those directly involved in teaching and clinical service.

**Resource Review Strategy.** The VEE resource review is based on a cyclical evaluation and reallocation process of financial resources, designed to ensure alignment with strategic objectives and ESEVT standards. Spending proposals, coordinated by the VEE Head and the JSTC with the support of management committees and the central administration, are prioritised according to teaching needs, educational quality, budget availability, and the balance between clinical activity and financial sustainability. Students are actively involved in this process through satisfaction surveys and feedback shared via their committee representatives. The process follows a PDCA cycle, with performance indicators including budget outcomes, service revenue, equipment utilisation, and responsiveness to emerging educational needs. The goal is to sustain high standards in teaching and clinical training, while remaining flexible and responsive to regulatory, technological, and institutional changes.

### **Comments on Area**

The VEE's current financial balance has so far ensured meeting its multiple responsibilities, allowing to achieve and maintain its strategic objectives and to continue providing students with the necessary resources and support for acquiring the D1Cs. However, further efforts must be made to attract funding to foster VEE innovative development and support building renovation costs.

### **Suggestions for improvement in Area 2**

Unipg administrative and accounting simplification of the bureaucracy would significantly facilitate researchers' applications for larger and more competitive research grants (e.g., FIS, FISA, ERC). Furthermore, a more proactive involvement of the VEE in regional public health policies would enable access to additional funding opportunities.



Gioia Sofia - -- DVM student

# CURRICULUM

## AREA 3. CURRICULUM

**Standard 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 Appendix V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Appendix 2. This concerns: Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Veterinary Public Health (including Food Safety and Quality), Professional Knowledge including soft skills (e.g. communication, team working skills, management skills).**

### **VEE educational aims and general curriculum strategy**

The educational aims of the DVM Course (one-cycle degree - LM42) consist of qualifying graduates in the different areas of the veterinary profession through the acquisition of extensive basic scientific knowledge, practical training and technical abilities (D1Cs) to be prepared for their future career. These objectives must respond to the evolving requirements associated with continuing scientific and technological progress and should favour the integration of recent graduates into the social/occupational framework of our country and the European Union. Thereby, the VEE curriculum educational aims are all purposed to enable students to become accustomed to aspects related to:

- Basic sciences
- Prevention, diagnosis and treatment of animal diseases, mainly of food-producing and companion animals (including equine and exotic pets).
- Livestock farming and animal production
- Care and welfare safeguard of food-producing animals and companion animals (including equine and exotic pets).
- Food safety control, food security and Veterinary Public Health.

The current curriculum is regulated by the Ministerial Decrees No. 270 (22-10-2004), No. 639 (2-5-2024, Scientific-Disciplinary Sectors), No. 1648 and No. 1649 (19-12-23) (Determination of the classes of specialist degree); by the Italian Laws No. 17/2010 (Requirements for study courses), and No. 26/2025 (Rules on access to Veterinary Medicine Degree course), by the EU Directives 78/1027/EEC, and 2005/36/EC (Recognition of professional qualifications) amended by EU Directive 2013/55/EU and its Appendix V.4.1. In addition, the Ministry Decree no. 1649 (19-12-23) defines the minimum number of ECTS to be attributed to the different classes of subjects and the main contents of the degree course, as well as how to organise the program.

Accordingly, the curriculum consists of 300 **ECTS (European Credit Transfer and Accumulation System)** corresponding to 7500 hours of compulsory and elective subjects, including self-study and practice, distributed as a maximum of 30 courses across five years, ensuring an average annual workload of 60 ECTS. Each academic year has two semesters (overall 10 semesters), each of them lasts about 14 weeks. It also includes **Professional Practical Training (PPT)** (30 ECTS) and the preparation of the final dissertation thesis (10 ECTS). Each Academic Year, applying a PDCA approach, the DVM Coordinator prepares and submits the SUA, the public annual document reporting the organisation, learning objectives, student experiences, learning outcomes, and outlining the professional profile of graduates to be discussed and approved by the DVM Council. Any significant curriculum changes proposed by the DVM Council must further undergo a rigorous bureaucratic approval process involving Unipg, the **National University Council** ([🌐](#)), and the ANVUR (**Appendix 3.1a**). In 2024, the DVM course was successfully accredited by the ANVUR ([🌐](#)). The overall strategy for the design, resourcing and management of the VEE curriculum has been implemented, continuously monitored and refined to ensure compliance with ESEVT standards and recognition as an accredited EAEVE member. Accordingly, the curriculum structure, including lectures, laboratory work, clinical rotations, and practical training, enables students to **achieve the ESEVT D1Cs (Appendix n. 3.1., Tuning Matrix of the Day One Competences in the VEE curriculum)**.

While the national regulatory structure has standardised the degree programs across all the Italian VEEs, it also limits the extent to which individual universities can introduce major curriculum modifications. However, each VEE retains autonomy in defining the distribution of ECTS among subject areas, balancing theoretical and practical components within each course, and determining the proportion of lectures, hands-on sessions, and independent study at the ECTS level. Each VEE can also decide whether to deliver each course as a **single** (one discipline) or **integrated** (including different correlated disciplines), and independently organise the CCT and the EPT, as well introducing elective courses (at least 8 ECTS) or focus on specific disciplinary areas.

Each curriculum subject is accompanied by a standardised Subject **Syllabus**  that consistently outlines key information across all courses. It specifies the number of ECTS credits assigned (with 1 ECTS corresponding to 25 hours of total study, including 10 to 25 hours of theoretical and/or practical training, and 0 to 15 hours of unsupervised independent study) and details the distribution of hours among lectures, practical sessions, and self-study. The Syllabus describes the teaching methods and materials used, as well as the criteria and methodology for final assessment. It provides a comprehensive description of the learning objectives aligned with the Dublin descriptors, an extended outline of theoretical and practical content, and the name of the responsible teacher.

### Curricular design and implementation

The process for curricular design and implementation consists of five main phases which consider the basic minimum amount of ECTS established by MUR for area of Teaching Activity. The first phase involves internal planning within the degree program. The Review Group, in collaboration with the Joint Students-Teachers Committee (JSTC), identifies the learning objectives, course content, and career pathways. Following this, a formal proposal, including ECTS and hours for each subject, is drafted. The proposal undergoes internal review and approval. The Unipg Presidium of Quality Assurance (QA) verifies consistency and compliance with quality standards. Subsequent approvals are granted by the DVM Council, JSTC, VEE Council, and Academic Senate. Once internal approvals are secured, the proposal is submitted to the Ministry of University and Research (MUR) for application in the following academic year. Finally, the proposal is subject to external evaluation. The National University Council (CUN) ensures regulatory compliance, while ANVUR assesses quality requirements in cases involving substantial changes

The VEE curriculum is continuously monitored and improved through extensive collaboration among the DVM Council, supported by the DVM Coordinator, TQA Manager, and JSTC. This integrated approach helps to identify and correct deficiencies in the curriculum, including overlaps, redundancies, omissions, and inconsistencies. Each year, the DVM Coordinator, and the TQA Manager, review data collected by the JSTC for each course, ensuring alignment with the relevant syllabus and identifying potential overlaps or gaps with other subjects. Findings from this process are first presented to the DVM Council and subsequently shared with the VEE Council.

At the end of each semester, students mandatorily complete an anonymous online evaluation of courses and teachers via **SISValDidat platform**  (see Standard 9.5). This feedback supports curriculum monitoring and refinement. The JSTC, with the DVM Coordinator and TQA Manager, analyses the results to identify teaching and knowledge gaps, redundancies, and effectiveness of corrective actions. Findings, including identified issues, strengths, and proposed improvements, are submitted to the DVM Council, which discusses and approves measures. Curriculum changes require additional approval by the NdV, Academic Senate, and Board of Governors. **Semester Coordinators** also refine the organisation and integration of the courses to optimise teaching delivery. To ensure coherence and achievement of learning outcomes, the following key actions are implemented:

- **Annual assessment:** The JSTC and DVM Council conduct an annual evaluation of individual subjects and the overall curriculum structure, also addressing students' academic progress, students' difficulties and course completion rates. The JSTC checks subject coherence and provides opinion on activation or suppression of educational activities, then submits proposals for final approval to the DVM and VEE Councils. Annual student evaluations () are a fundamental

component of this process and it is compulsory to access each exam. Additionally, the JSTC considers feedback from the EAEVE Committee, Review Group, and Steering Committee and may propose modifications or initiate **teaching chain meetings** (involving teachers from different years who cover related topics) to enhance coherence and integration and transversal coordination with subjects.

- **Scheduling and supervision:** All teaching activities are strictly scheduled and closely monitored by the Semester Coordinators, TQAC, and DVM Coordinator.
- **Stakeholder engagement:** The Steering Committee, in collaboration with students and academic staff, organises regular meetings with stakeholders and practitioners from various sectors of the veterinary profession to discuss, review and update educational objectives, and ensure that D1Cs and skills remain aligned with evolving professional demands.
- **External feedback:** Interviews and meetings with **external practitioners** from the Official State Examination Board are conducted to identify any deficiencies or failures in learning outcomes.
- **Internal Quality Assurance:** The **Review Group** acts as the internal QA body for the preparation of the RRC and SMA (see Standard 1.4 and Table 1.4.1 for details). It ensures the proper implementation of QA processes, monitors corrective actions, and ensures compliance with national standards (e.g., ANVUR, VQR). The RRC must be compiled at least once every five years, or sooner in the following cases: a) in response to major critical issues; b) following substantial system changes (e.g., training objectives, significant changes in ECTS in a Scientific Disciplinary Sector (SSD)<sup>8</sup>; c) during periodic accreditation by ANVUR, if more than two years have passed since the last update; d) on request by the NdV.
- **Profession market monitoring:** The Review Group also analyses annual reports from national QA systems (ANVUR, AlmaLaurea, University, Unipg QA), which offer insights into the VEE educational performance and allow tracking graduate employment trends, assess the DVM Council program's economic outcomes and student satisfaction, and identify specific training needs and learning outcomes.
- **Student involvement:** Student participation is integral to curriculum development and review. Students contribute by debating and shaping proposals through roles in the JSTC, with the DVM Coordinator and in VEE Councils, and by providing formal feedback through annual and semi-annual teaching evaluations . The curriculum organisation, including theoretical and practical activities (labs, clinical rotations, practical training) is hereby schematically described.

**Table 3.1.1 Curriculum hours in each academic year for each student**

Academic years (2023-2024 AY)	A	B	C	D	E	F	G	H	J
<b>Year 1</b>	518			64	41				<b>623</b>
<b>Year 2</b>	491	7	7.5	149	25	2		30 <sup>b</sup>	<b>711.5</b>
<b>Year 3</b>	483	40	48	110.5	19.5	37	50 <sup>a</sup>		<b>788</b>
<b>Year 4</b>	456.5	22	28	28	63	151.3	50 <sup>a</sup>		<b>798.8</b>
<b>Year 5</b>	183	23			357	682.5	100 <sup>a</sup>	275 <sup>c</sup>	<b>1620.5</b>
<b>Total</b>	<b>2131.5</b>	<b>92</b>	<b>83.5</b>	<b>351.5</b>	<b>505.5</b>	<b>872.8</b>	<b>200</b>	<b>305</b>	<b>4541.8</b>

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work, including H24 course; G: EPT (<sup>a</sup> ADE); H: Others (<sup>b</sup> English language course; <sup>c</sup> graduation thesis and logbook); J: total

If a student does not reach the **B1 level of English** language proficiency, they are required to attend a compulsory supplementary English course, which is provided free of charge by the University Language Centre (CLA). All students must also complete the course “**English Language Knowledge to Prevailing Medical and Scientific Orientation**”, delivered online. English language exercises

<sup>8</sup> A Scientific Disciplinary Sector (SSD) is a classification system used in the Italian university system to group academic disciplines based on their scientific content and research area.

are offered exclusively in self-learning mode through the UniStudium platform, and their completion is mandatory in order to take the final exam, which is also held online

**Table 3.1.2 Curriculum hours taken by each student**

Subjects	A	B	C	D	E	F	G	H
<b>Basic Subjects</b>								
Medical physics	43			7				50
Chemistry (inorganic and organic sections)	26			4				30
Animal biology, zoology and cell biology	26			4				30
Feed plant biology and toxic plants	34			6				40
Biomedical statistics	26			4				30
<b>Total</b>	<b>155</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>180</b>
<b>Specific Veterinary Subjects</b>								
<b>Basic Sciences</b>								
	A	B	C	D	E	F	G	H
Anatomy, histology and embryology	189			15	16			220
Physiology	138	7		13		2		160
Biochemistry	138			22				160
General and molecular genetics	62			20				82
Pharmacology, pharmacy and pharmacotherapy	54	16		8				78
Pathology	72			32				104
Toxicology	36	8		8				52
Parasitology	45			20				65
Microbiology	25			10				35
Immunology	20			10				30
Epidemiology	18			8				26
Professional ethic and communication*								*
Animal health economics and practice management	17			3				20
Animal ethology	18			8				26
Animal welfare	27			4		8		39
Animal nutrition	81			36				117
<b>Total</b>	<b>940</b>	<b>31</b>	<b>0</b>	<b>217</b>	<b>16</b>	<b>10</b>	<b>0</b>	<b>1214</b>
<b>Clinical Sciences in Companion Animals (including equine and exotic pets)</b>								
	A	B	C	D	E	F	G	H
Obstetrics, reproduction and reproductive disorders	15.5	45			5	83.5		149
Diagnostic pathology	64		10	18	6.5	43		141.5
Medicine	120.5			7		30.5		158
Surgery	141		7	2	4.5	50		204.5
Anaesthesiology and analgesia	26.3		16		2	6		50.3
Clinical practical training in common companion animals						260		260
Infectious diseases	45	4	7	6	4	7		73
Preventive medicine	5							5
Diagnostic imaging	54.5		4			26.8		85.3
Therapy in common companion animals	12.5					6.5		19
<b>Total</b>	<b>484.3</b>	<b>49</b>	<b>44</b>	<b>33</b>	<b>22</b>	<b>513.3</b>	<b>0</b>	<b>1145.6</b>
<b>Clinical Sciences in Food-producing animals</b>								
	A	B	C	D	E	F	G	H
Obstetrics, reproduction and reproductive disorders	33		2		6	18.5		59.5
Diagnostic pathology	64		5	14	6.5	40		129.5
Medicine	83.5			8.5		39		131
Surgery	20			1	3.5	7		31.5
Anaesthesiology and analgesia	2.75		8					10.8

Clinical practical training in common food producing animals					8	119		127
Infectious diseases	75	4	7	15		2		103
Preventive medicine	12							12
Diagnostic imaging	4.5		1.5			0.5		6.5
Therapy in common food producing animals	6					1.5		7.5
Animal Production including breeding, Husbandry and economics	62			17	95			174
Herd Health management	11.5			4	125	67		207.5
<b>Total</b>	<b>374.3</b>	<b>4</b>	<b>23.5</b>	<b>59.5</b>	<b>244</b>	<b>294.5</b>	<b>0</b>	<b>999.8</b>
<b>Veterinary public health including Food Safety and Quality</b>								
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
Veterinary legislation, including official controls and regulatory veterinary service, forensic veterinary medicine and certification	37			8	4	2		51
Control of food, feed and animal by-products	51		8		120			179
Zoonoses and their prevention	23	8		5		3		39
Food hygiene and environmental health	23		8	4	54.5			89.5
Basic food technology	36				45			81
<b>Total</b>	<b>170</b>	<b>8</b>	<b>16</b>	<b>17</b>	<b>223.5</b>	<b>5</b>	<b>0</b>	<b>439.5</b>
<b>Others</b>								
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
Graduation thesis							250	250
Logbook							25	25
Emergencies H24						50		50
Security and Biosecurity National Legislation No. 281/2008	8							8
English language							30	30
<b>Total</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>305</b>	<b>363</b>

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others; H: total

*\*Note: Subjects linked to Professional Knowledge (including soft skills, e.g. communication, teamwork skills, management skills) are incorporated within the subcategories and include inter alia Information literacy and data management, Professional ethics and communication, Animal health economics and practice management, Clinical practical training in common animal species, Herd health management and Veterinary legislation.*

**Table 3.1.3. Practical rotations under teaching staff supervision (excluding EPT)**

Types	List of practical rotations (Discipline/Species)	Duration (hours)	Year of programme /Semester
<b>Types – Intra-mural clinics (VTH)</b>			
	Veterinary Pathological Anatomy II	4	3/2
	Large Animal Infectious Diseases	4	3/2
	Small Animal Infectious Diseases	2	3/2
	Veterinary Tropical Pathology	2	3/2
	Veterinary Surgical Pathology	9	3/2
	Laboratory Diagnostic in Clinical Practice	9	3/2
	Clinical Work in VTH Basic Course	25	3/2
	Veterinary Pathological Anatomy III	9	4/1
	Veterinary Anaesthesiology	6	4/2
	Diagnostic Imaging	9	4/2
	Operative Medicine	6	4/2
	Physiopathology of Animal Reproduction and Artificial Insemination Large Animals	12	4/2
	Andrology and Andrological Veterinary Clinic Large Animals	6	4/2
	Physiopathology of Animal Reproduction and Artificial Insemination Small Animals	9	4/2

	Animal Welfare Health Indicators	4	4/2
	Veterinary Surgical Semiotics	9	4/1
	Veterinary Radiology and Nuclear Medicine	9	4/ 1
	Semeiotics and Medical Pathology of Pets	9	4/1
	Semeiotics and Medical Pathology of Large Animals	9	4/1
	Comparative Clinical Haematology	6	4/1
	Practical Training Parasitic Diseases	25	4/2
	Practical Training Pathological Anatomy	50	4/2
	Clinical Work in VTH Advanced Course	25	4/2
	Surgical Clinic and Emergency Surgery of Pets	9	5/1
	Surgical Clinic and Large Animal Emergency and Surgery	9	5/1
	Orthopaedic Surgery	6	5/1
	Veterinary Obstetrics and Gynaecology Clinic Large Animals	9	5/1
	Veterinary Gynaecology and Andrology Clinic Small Animals	6	5/1
	Clinic and Therapy of Small Animals	12	5/1
	Clinic and Therapy of Large Animals	12	5/1
	Training Internal Medicine and Clinics I	50	5/2
	Training Internal Medicine and Clinics II	50	5/2
	Training Internal Medicine and Clinics III	25	5/2
	Training Surgery of Companion Animals	75	5/2
	Training Surgery of Large Animals	50	5/2
	Training: Obstetric Clinic and Veterinary Gynaecology	62.5	5/2
<b>Types – Ambulatory Clinics</b>			
	Mobile Clinic	25	4
	Training Zootechnics II	<b>50</b>	5/2
<b>Types – Herd health Management</b>			
	Avian Pathology and Public Health	4	4/2
	Training Zootechnics I	50	5/2
	Training Zootechnics II	87.5	5/2
	Avian Pathology Traineeship	62.5	5/2
<b>Types – VPH (including FSQ)</b>			
	Food Inspection and Certification of Meat and Production Units	10	4/1
	Training Food Inspection	187.5	5/2
<b>Types – Electives</b>			
	EPT (ADE) 3 <sup>rd</sup> year	50	3
	EPT (ADE) 4 <sup>th</sup> year	50	4
	EPT (ADE) 5 <sup>th</sup> year	100	5
<b>Types – Other (specify)</b>			

**Table 3.1.4. Curriculum hours taken as electives for each student**

2024-2025 Academic Years	A	B	C	D	E	F	G	H
<b>Basic Subjects</b>								
Wildlife biology, farming and conservation	5				20			25
<b>Basic Sciences</b>								
Resistance and genetic predisposition to diseases in domestic animals	25							25
Stem cells and other biologics for regenerative medicine	5			20				25
Endocrinology and reproduction in camelids: special focus on llama and alpaca	5				20			25
Aging physiology and gerontology	5				20			25
Journey of Neuroscience: from humans to animal round trip	5		20					25
<b>Clinical Sciences in companion animals (including equine and exotic pet)</b>								
Management of the parasitic diseases of livestock and sport horses	5		5			15		25

Management of the parasitic diseases of pets and exotic animals						25	25
Non-conventional medicine: scientific bases and possible applications						25	25
Veterinary emergency in VTH – basic course						25	25
Pharmacological bases of pain therapy						25	25
High Performance Horse: selection and health management						25	25
Medicine and health management of exotic and wild animals						25	25
Veterinary emergency in VTH – advanced course						25	25
Clinical Cardiology						25	25
Surgery ophthalmology in small animals						25	25
Deepening in Equine Orthopaedics						25	25
Diagnostic pathology in veterinary oncology						25	25
Diagnostic cytology and histology in veterinary dermatology	5				20		25
Clinical pathology and veterinary haematology						25	25
Equine musculoskeletal ultrasound						25	25
Clinical gastroenterology of small and large animal						25	25
Small animal emergency and critical care						25	25
Shelter medicine						25	25
Reproductive management in canine breeding						25	25
Veterinary oncology						25	25
Palliative and hospice care in veterinary medicine						25	25
Veterinary Emergency in VTH – Basic Course						25	
Veterinary Emergency in VTH – Advanced Course						25	
<b>Clinical Science in food producing animals (including Animal Production and Herd Health management)</b>							
Management of the parasitic diseases of livestock and sport horses	5				20		25
Bee Health management	5				20		25
Remote calving monitoring system in bovine by GSM technology						25	25
Health management in rabbit breeding	5				20		25
Reproductive management in rabbit farm						25	25
Health management in farm animal						25	25
Diagnostic Pathology of food producing animals						25	25
<b>Veterinary Public Health (including Food Safety and Quality)</b>							
Chemistry, technology and hygiene of food of animal origin	5				20		25
One Health in emerging infectious diseases	5				20		25
Health management of diffusive and zoonotic diseases of wildlife	5				20		25
<b>Professional Knowledge</b>							
Effective communication in the veterinary profession	25						25

\*125 hours in Clinical Sciences (CA and or FPA) corresponding to 5 ADE (EPT); and 75 hours in other subjects corresponding to 3 ADE (EPT) for each student. (A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work; E: non-clinical animal work; F: clinical animal work; G: others (specify); H: hours to be taken by each student per subject group).

As a complement to Tables 3.1.1 to 3.1.5, an undergraduate curriculum diagram, including lectures, practical and clinical training for each academic year, is provided in **Appendix 3.2.** (DVM Teaching Plan) and the relative course syllabus at [\[link\]](#)). Students are assessed by skills recorded in the logbook and a test provided at the end of each week’s course. Students have free access to all courses, seminars, and events organised by the VEE, whether held by academic staff, public or private institutions, or scientific associations. Sometime, participation may be limited to lectures only.

### Core clinical practices and seminars before clinical rotations

The main preparatory activities preceding the start of the clinical rotations are fully integrated into the curriculum and scheduled in alignment with the study plan. These activities are carried out in small student groups (6-20 students/group, depending on topic) and include fieldwork at the AZD, laboratory sessions, and non-clinical work with animals (e.g., dissections, organ simulations, cadaver-based exercises). Some activities involve the use of animal models and simulators before practising on live animals. These preparatory activities include the following:

## Year 1.

### **Farm Animal Management: practical work (Basic Green Week Course)**

During the summer break following the second semester, students attend the **Basic Green Week course**, which takes place at the AZD in small groups (8-10 students per group) under teachers' and tutors' supervision. Students acquire basic knowledge on the management and handling of food-producing animals and horses, including feeding and grooming practices. They also gain an introductory understanding of livestock farm organisation and animal management in housing systems, while learning the rationale behind various practical activities.

## Year 2.

### **Farm Animal Management: practical work (Advanced Green Week Course)**

During summer break following the second semester, students attend the *Advanced Green Week* course at the AZD in small groups (max 8/group). During this week, students are supervised by different teachers, each responsible for a specific subject area: Day 1 - Animal Nutrition, Day 2 - Animal Husbandry, Day 3 - Physiology, Day 4 - Infectious Diseases, and Day 5 - Parasitic Diseases. By the end of the training, students are expected to acquire practical skills, including blood sampling, measurement of arterial pulse, respiratory rate, and body temperature. They also learn morpho-functional assessment and identification of livestock and horses, evaluation of forage quality (both grass and hay), and how to assess Body Condition Score (BCS\*1) in sheep, beef cattle, pigs, and horses. Additional tasks include completing breeding records, collecting and storing biological material for parasitological analysis, and sampling for microbiological investigations to be submitted to the laboratory.

**Year 3 and 4.** Clinical exercises, practical sessions and seminars (with groups ranging from 6 to 12 students, depending on the activity) are conducted in various disciplines, including:

- **General Pharmacology and Toxicology:** students must acquire the foundational knowledge necessary to make reasoned therapeutic choices for the management of pain and for the prophylaxis and treatment of the most common diseases affecting various animal species of veterinary interest. They should also be able to correctly diagnose and treat major poisonings in both food-producing and companion animals.
- **Veterinary Pathological Anatomy I, II, and III:** these courses aim to equip students with the skills to perform necropsies and produce related reports; collect samples for ancillary tests; identify lesion patterns through gross and histological evaluation of carcasses and tissues, including digital images; and formulate accurate morphological diagnoses. By the end of these courses, students are expected to apply appropriate procedures for the performance of necropsies, conducting anatomical and histopathological examinations of organs and tissues, interpreting clinical symptoms reported in the anamnesis based on the lesions observed during necropsy, and handling laboratory sample collection and analysis.
- **Clinical Methodology in Farm and Companion Animals:** students must be able to apply clinical examination techniques, including inspection, palpation, percussion, and auscultation, to both farm and companion animals.
- **Functional Semiology in Veterinary Internal Medicine:** students will be able to use basic diagnostic tools and select appropriate tests based on their analytical reliability. They will also acquire skills in sampling and storing biological materials and in critically evaluating diagnostic results to identify organ-specific diseases and formulate differential diagnoses.
- **Farm and Companion Animals Infectious Diseases:** students must be able to recognise the main clinical signs of infectious diseases in both farm and companion animals, apply appropriate diagnostic protocols, and interpret laboratory findings. They should also be capable of planning preventive measures through the implementation of direct and indirect prophylaxis and disease surveillance plans.

- **Veterinary Surgical Pathology:** at the end of this course, students must be able to identify the site, type, and cause of diseases based on clinical and diagnostic findings. They should be able to recognise and differentiate traumatic, degenerative, dysplastic, and neoplastic conditions.

**Years 4 and 5.** During the first semester, all clinical subjects provide practical activities (no more than 6 students/group), concerning interactive sessions or problem-solving workshops related to clinical cases.

### **Core Clinical Rotations (CCR) and emergency services**

The CCRs begin in **Year 3/2<sup>nd</sup> semester**, and include rotational activities in the following clinical courses: **Ambulatory Clinics, Basic and Advanced Farm Animal Management - Practical Work, and Professional Practical Training (PPT)** (Appendix 3.1). Students are divided into 12/14 groups, each with a maximum of 6 students, and are assigned to the teaching and clinical teams of the relevant clinical or diagnostic area. Daily activities take place at the VTH, involving both clinical services and laboratory diagnostic services (Diagnostics- IV Unit). At the end of each CCR/subject, students are required to submit at least one case report on a clinical case they actively followed. For details on the schedule and organisation, refer to the 2024-2025 lessons timetable [📅](#).

The **CCR at the IV Unit** includes hands-on activities involving clinical cases in infectious disease, diagnostic pathology, and avian pathology. Students carry out virological, bacteriological and biomolecular investigations, along with bacterial typing and diagnostic staining, and are trained to set up and interpret antimicrobial sensitivity tests. They also perform necropsies, write gross pathology reports and diagnoses, prepare anatomical samples for histological processing, apply histological stains, and conduct microscopic examinations leading to a final diagnosis.

In **avian pathology**, students gain practical experience in both clinical and diagnostic aspects of poultry diseases, including the implementation of therapeutic vaccination protocols. Additionally, during the VTH exotic animals and wild animal service, the Veterinary Pathology staff performs necropsies on unconventional bird species.

Starting from **Year 3/2<sup>nd</sup> semester**, all **CCRs on companion animals** are held at the VTH. Students rotate once or twice a week in the mornings, participating in diagnostic and clinical activities involving referred and hospitalised animals, including non-conventional companion animals. They also attend two sessions at the VTH central laboratory to perform clinical-pathology analyses on samples from patients or private clinics. During these CCRs, students integrate into the clinical team's daily routines, actively contributing to diagnostic, therapeutic and surgical procedures, including animal handling, patient care, imaging (ultrasound, radiography), surgical scrubbing and anaesthesia management. In **Year 4/2<sup>nd</sup> semester**, students also complete the **CCR on Animal Health and Welfare Indicators**, which includes hospitalised companion animals, horses and food-producing animals. At the end of each CCR/subject, students are required to present at least one case report on a case they followed during the rotation.

During **Year 3/2<sup>nd</sup> semester**, students attend the **Clinical Work in VTH (Basic Red Week Course)** at the VTH. Under the supervision of academic staff, they participate directly in hands-on, clinical, diagnostic, and therapeutic activities. They also develop practical skills in client communication, case history collection, and physical examination of both companion animals and food-producing animals. This course provides full immersion in a hospital environment. Students work in pairs across three daily shifts, from 8:00 to 17:00 (25 hours total), Monday to Friday. The minimum learning objective is to acquire clinical methodology skills and perform general physical examinations on animals. Students are assessed by logbook recorded kills and a test provided at the end of the week's course.

In **Year 4/2<sup>nd</sup> semester**, students undertake the **Clinical Work in VTH (Advanced Red Week Course)**, which is performed at the VTH. Under academic supervision, they perform clinical-diagnostic activities on VTH hospital patients, including consultations, diagnostic tests, clinical treatments, emergency response in the 24/7 service, and monitoring the condition of hospitalised animals.

Activities are different depending on the shift. For each student, a morning shift (8:00 to 16:00 pm), an afternoon shift (16:00 to 24:00), and a night shift (24:00 to 8:00 am) are due, always in the co-presence of an academic or VTH veterinary staff.

Students must document all activities and procedures for each animal and submit their written reports to the corresponding teachers as a "reporting exercise".

**CCRs on food-producing animals** begin in **Year 4/2<sup>nd</sup> semester**, and are conducted at the VTH on hospitalised animals or at the AZD. These rotations also include Ambulatory Clinics, delivered as an extra-mural **Mobile Clinic service**. Following each clinical rotation or subject, students are required to submit at least one report on a case they actively followed. Student involvement in CCRs at the VTH progressively increases, with morning rotation hours rising from 26 hours per student in **Year 3/2<sup>nd</sup> semester**, to 109 hours per student during both semesters of Year 4, and 52 hours per student in **Year 5/1<sup>st</sup> semester**. **Ambulatory Clinics** consist of 25 hours of Mobile Clinic activities per team (maximum 6 students per group), scheduled in 5-hour sessions from 8:00 to 13:00 over five days, and take place at various farms (large and small ruminants, swine). During these clinics, students perform general and system-specific clinical examinations, including gastroenteric, respiratory, musculoskeletal, and dermatological assessments, as well as rectal palpation and ultrasound of the reproductive tract. As with all CCRs, students are required to submit at least one case report for each rotation/subject, and to give their opinion on Mobile Clinic activities (Appendix 3.3. Mobile Clinic). In the **Year 4/2<sup>nd</sup> semester**, students attend **Practical Training in Parasitic Diseases** (25 hours) and **Practical Training in Veterinary Pathological Anatomy** (50 hours). Teams of up to 6 students participate in these activities during summer shifts, scheduled from May to September, within the Parasitology and Pathology Services.

In **Year 5**, students complete six months of **PPT**, covering multiple areas. The PPT is worth 30 ECTS, with 12.5 ECTS dedicated to practical activities at the VTH (*Internal Medicine and Clinics, Surgery, and Obstetric Clinic and Gynaecology*), 7.5 ECTS conducted intramurally (*Avian Pathology, Food Inspection, and Zootechnics I–II*), 2.5 ECTS intra- or extramurally (*Food Inspection*), and 7.5 ECTS assigned to **Extramural Practical Activities (EPA)** (*Food Inspection, and Zootechnics I–II*) (for details see **Appendices 3.2.** and **3.7**).

The **VTH PPT** includes all clinical services of the central VTH Units, internal medicine, surgery, and obstetrics, as well as areas such as animal production, food quality and safety, and avian pathology. The **EPA** component specifically focuses on clinical practice with food-producing animals, farm animal management, and slaughterhouse operations. To begin the PPT, students must have passed all exams from Years 1 to 4, except “*Legal Veterinary Medicine, Animal Protection Legislation and Deontology*” and “*Animal Welfare Health Indicators*.” Students may choose from three PPT timeframes, starting from **Year 5/2<sup>nd</sup> semester**: January–July; April–September; September–February. They select one shift based on their convocation date. Each PPT team consists of a maximum of 4 students for clinical services and avian pathology, and up to 8 students for animal production and food quality and safety. At the VTH, students rotate through different Units and participate in Emergency Service shifts, including three-night shifts.

The VEE provides a direct *on-call hospital service* for food-producing animals through the collaboration with **Licensed Practitioners**, who are contracted for food-producing animal care and specifically trained for teaching and assessment. Students gain practical experience in this field by taking part in the on-call activities carried out by these practitioners as part of their CCR, Mobile Clinic and PPT, all practical clinical training which are mandatory for them. The professors responsible of these courses, in coordination with the trained private practitioners, ensure the integration of on-call activities within these learning experiences. Regarding clinical activities carried out at the VTH, including those within the Emergency Service, the main objective is to develop students’ autonomy in clinical judgment, communication skills, and professional competence. Students are expected to learn how to communicate effectively with animal owners and interact productively with medical staff. They must be able to collect detailed patient histories, complete reports, and compile clinical records. Furthermore, they are trained to write medical prescriptions, understand and apply standard operating procedures, and use technological tools to access, process,

and share up-to-date scientific and health-related information. Students are also expected to become familiar with the basic components of invoicing for veterinary services and to understand the principal administrative, legal, and ethical aspects of the veterinary profession, including the use of drugs, the animal health and welfare regulations, registry requirements, occupational responsibilities, and professional ethics.

Since the 2017-2018 academic year, the **PPT** has devoted 7.5 ECTS to EPA on food-producing animals. These 7.5 ECTS are divided equally among food inspection and food safety, animal production (husbandry and herd health management), and clinical practice. EPA are supervised by trained practitioners, referred to as EPA providers, who operate in affiliated farms and slaughterhouses. These activities follow specific regulations approved by both the DVM and VEE Councils. The organisation of the EPA is overseen by the **PPT Committee** (Table 1.2.2.), which defines selection criteria, ensures placement availability and quality, resolves EPA-related issues, and evaluates providers based on student feedback. The PPT Committee is composed of the DVM Coordinator, the VTH Director, one academic representative from each disciplinary sector involved in the PPT (surgery, obstetrics, internal medicine, avian pathology, animal production, and food hygiene and safety), and two student representatives from Years 4 and 5. To select EPA providers, the Committee organises interviews with veterinary practitioners who have at least 10 years of experience working with food-producing animals. During these interviews, providers are evaluated based on several criteria: the main animal species they work with, the number of farms covered and average herd size, the clinical caseload, the number of days available for teaching, the number of students they can supervise daily, their proximity to the VEE, and any previous collaboration in teaching activities. Currently, seven practitioners have been formally enrolled as EPA providers: six primarily work with bovine species, two with pigs, and one with small ruminants. EPA rotation schedules are aligned with the availability of external providers and are published on the VEE website [\[6\]](#). Additionally, any practical activity performed during Erasmus exchanges or professional placements that align with the EPA objectives and adhere to the VEE's guidelines is officially recognised as EPA training.

### Teaching in slaughterhouses and in animal origin food premises

**Slaughterhouse activities:** slaughterhouse training is delivered primarily on-site at facilities involved in the production, processing, and distribution of food, with a significant portion of practical teaching conducted at the Perugia slaughterhouse (Standard 5.2 for details). This environment allows students to participate in both theoretical and hands-on activities under academic staff supervision, in collaboration with the veterinary officers working at the plant. The premises include a 30-seat classroom, and students are divided into small groups of 8 to 10. Each practical session lasts one hour and takes place every other day, led by a lecturer and supported by a Public Health Service veterinarian, until the required hours are completed.

Students are required to develop a comprehensive understanding of *pre- and post-mortem sanitary inspection* at slaughterhouses, acquire solid knowledge of food hygiene and production technologies for food of animal origin, and learn methods for testing and evaluating such products. They must also understand the scientific basis linking food safety to human health and gain thorough knowledge of sanitary and quality certifications in line with current legislation and public health regulations.

**Foodstuff Processing Units:** several food processing facilities are involved in the teaching of subjects related to the production of food of animal origin (Appendix 4.4). Practical classes are held weekly, either at these external facilities or at the VEE's on-campus pilot plant located in Building D. Students work in teams of 8–10 and carry out hands-on activities, with each session repeated on an hourly basis according to the teaching schedule. Each student takes part in **visits** to a dairy production plant, a meat processing plant, and a fish processing plant, where they assess the processing technologies employed, evaluate the hygiene standards of facilities and equipment, and observe the implementation of the HACCP system. The specific plants visited may vary depending on producer availability and operational needs. Additionally, during the **Year 4/1<sup>st</sup> semester**, students

participate in **two rotation sessions** dedicated to the inspection, certification, and control of food of animal origin. These sessions are held from 8:00 am to 1:00 pm.

### **Selection procedures of the Electives Practical Training (EPT)**

In the current curriculum, the EPT are represented by the Elective Teaching Activities (ADEs), designed to support the acquisition of specific professional skills. One ADE corresponds to 1 ECTS credit, with a total of 8 ECTS allocated to ADEs throughout the DVM course. These 8 ECTS are distributed as follows:

- 3 ECTS for Self-Directed Learning (SDL; maximum 50 students) or ECM (Lifelong Learning in Medicine) courses for veterinarians.
- 1 ECTS for Practical Activities (P; maximum 10 students).
- 4 ECTS for Clinical Activities (CP; maximum 6 students), conducted either within the VEE facilities or in affiliated private practices.

For all ADE types, 1 ECTS corresponds to 25 hours of theoretical or practical lessons. Students are required to complete two ADEs in Year 3, two in Year 4, and four in Year 5. Admission is conducted online on a first-come, first-served basis. In the 2023–2024 academic year, students were able to select their ADE program from 4 ADEs offered in Year 3, 4 ADEs offered in Year 4 and 29 ADEs offered in Year 5. The ADEs scheduled for the 2024–2025 academic year are available at:

Year 3 ([📄](#)); Year 4 ([📄](#)); Year 5 ([📄](#)).

### **Personal Logbook**

The VEE provides each student with a personal Logbook that outlines the *DICs* (Appendix 3.4). Within this paper document, teachers certify that students have acquired specific skills during preclinical, practical and clinical activities carried out either in the VEE or extra-murally, under the supervision of academic staff or EPT providers. Consequently, the logbook represents the primary tool to verify the completion of each core practical and clinical activity. Students are required to gain both theoretical understanding and hands-on experience for every *DICs* listed in the Logbook, and the academic staff is responsible for ensuring that each student has the opportunity to perform the relevant tasks. Specifically, for the CCR and Ambulatory Clinics, students must submit a clinical report at the end of each rotation. The CCR report should detail a patient or group of patients personally managed by the student, describe the clinical procedures performed, and include a discussion supported by relevant literature (Appendix 3.5).

**Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must 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. The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students. The VEE must also describe how it encourages and prepares students for lifelong learning.**

The **objectives of the course** are outlined in the SUA-CDS by the DVM Coordinator and are reviewed annually by the SMA Review Group. The CRR includes the **Teaching Subjects Tuning Matrix** (Appendix 3.6), which the Review Group uses to verify that all Dublin Descriptors listed in the SUA-CDS are addressed by the subjects in the curriculum. Updates to the curriculum take into account feedback from stakeholders and students, as well as the ESEVT SOPs. Each year, the syllabi are reviewed by the TQA Manager to ensure consistency between objectives, course content, and assessment methods. The quality of both theoretical and practical teaching is guaranteed by highly qualified staff with strong scientific backgrounds, pedagogical training, and relevant expertise. The achievement of *DICs* is monitored through course assessments and verification via the students' personal logbooks.

The new study program includes the **Official State Examination**, introduced by Ministerial Decree No. 652 (5-7-2022), which is specifically aligned with the D1Cs outlined by EAEVE. This examination must be passed before graduation and involves the participation of external experts on the evaluation board.

The VEE fosters a **learning-conducive teaching environment** by providing students with access to a wide range of educational resources, including patients and clinical data via the Filemaker software at the VTH (**SIOVUD**), the new CSL, the digital learning platform (**UniStudium**), the AZD, the library, and other dedicated facilities. Students can apply for internships across all VEE subjects, and numerous agreements with public and private organisations offer opportunities for practice-oriented learning during the PPT.

To support **students with specific needs** (related to health, family, or work), lessons can also be delivered in blended mode upon request. Given the full-time schedule that alternates between lectures and practical activities, students have access to various study and recreational spaces, including a hospitality area.

Furthermore, individual work with academic staff for thesis preparation allows students to engage in research and standard clinical practices, reinforcing the value of **self-directed learning** and lifelong education as essential elements of their professional development. The VEE also actively promotes and supports **self-learning** by providing course-specific teaching materials on UniStudium platform. In some subjects, students are required to prepare reports on elective topics using these materials and scientific articles from international databases (see Library Area), which are then discussed during classes or exams.

**Lifelong learning** is further encouraged through active engagement with professionals during the EPA and through a wide range of open-access seminars (see **Appendix 10.4**). Students have also free access to seminars organised by major veterinary associations, such as National Federation of Veterinary Professional Associations (**FNOVI**), thanks to formal agreements with the VEE. The DVM Coordinator ensures that students are well-informed about these opportunities by sharing schedules and event details via email. These experiences expose students to real-world professional contexts and reinforce the importance of continuous education throughout their careers.

**Standard 3.3: Programme learning outcomes must: ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework; include a description of Day One Competences; form the basis for explicit statements of the objectives and learning outcomes of individual units of study; be communicated to staff and students; be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

### **Educational aims and strategy for a cohesive framework and achieving learning outcomes**

The DVM curriculum is designed to ensure that teaching, learning, and assessment activities are aligned with clearly defined learning outcomes. It follows a progressive structure that enables students to develop core knowledge and professional skills, culminating in the acquisition of the **ESEVT D1Cs** by graduation. Each activity, lecture, laboratory and clinical rotation, has specific learning objectives, derived from subject outcomes and linked to overall program goals. These objectives, outlined in the program syllabus, guide content selection, pedagogical methods, and assessment strategies. Learning progresses from basic theoretical concepts in the early years to advanced clinical and practical content in the later stages. The curriculum integrates theoretical instruction with practical experience, including **Evidence-Based Veterinary Medicine (EBVM)** and hands-on activities in clinical and field settings. The first two years focus on basic and scientific disciplines, followed by clinical sciences, animal production, food safety, and public health. The final years emphasise direct clinical practice. Students also take elective courses to enhance their skills, with each subject including theory, practice, and a final evaluation. A key goal of the VEE is to maintain a supportive and professional learning environment that promotes strong relationships among students, staff, and practicing veterinarians. Student feedback, collected through course evaluations, is systematically used to improve the program.

### **How the VEE ensures learning outcomes fit with the ESEVT Day One Competences**

The entire curriculum is structured around the ESEVT *DICs*, which define the essential knowledge, skills, and professional attitudes required for entry into the veterinary profession (see Appendix 3.1). These competences serve as the foundation for defining program-level learning outcomes and guide both course design and teaching strategy. Learning objectives for each course unit are aligned with *DICs* and are recorded in the syllabus and student logbook for skills. Both lectures and practical learning experiences contribute directly to achieve these outcomes through core teaching activities and clinical placements. Curriculum development is regularly updated in accordance with national and EU legislation (European Directive 2005/36/CE) and through the implementation of the VEE Strategic Plan. Consultations with national and international VEEs, FNOVI, EA EVE, and FVE support this alignment. The use of ECTS ensures recognition of academic qualifications and student mobility across the EU.

### **How and by whom learning outcomes are decided, communicated, assessed and revised**

Learning outcomes are defined and periodically revised by the DVM Coordinator together with TQA Manager, academic staff, students, and stakeholders, and are approved by JSTC, the DVM Council, and the VEE Council (see Standard 1.4, and Table 1.4.1). Curriculum mapping is conducted regularly to verify coherence and completeness, and prevent overlaps or gaps. The SMA evaluates assessment results, external feedback, student satisfaction, and employability. Corrective actions are then proposed, implemented, and monitored within the QA cycle. The learning outcomes and program structure are publicly communicated through the **SUA-CdS** (see Table 1.4.1), ensuring transparency for students, staff, and stakeholders. Student representatives contribute actively in curriculum development and updates are communicated through official VEE channels (website, social media, and institutional email). Collaborations with IZSUM, the Umbria Region, and national veterinary public services ensures alignment with professional real-world needs in public health, food safety, animal welfare, and lifelong learning. Numerous actions are undertaken to promote a cohesive framework and the achievement of learning outcomes:

- The JSTC and DVM Council provide an annual evaluation of single courses and the overall framework cohesiveness as well as discussing difficulties in students' careers and prompt course completion. The JSTC checks subjects and proposes teaching activities with final approval of the DVM and VEE Councils. In this context, the evaluation reports made by students are an essential part of the process.
- All teaching activities are strictly scheduled as a result of active supervision by the Semester Coordinators.
- Meetings with stakeholders and practitioners in different areas of the veterinary profession are planned yearly, together with students and academic staff, to discuss, modify and revise educational objectives and to update *DICs* (**Steering Committee**).
- Interviews and meetings with external practitioners belonging to the Official State Examination Board are planned to identify the main deficiencies of the learning outcome.
- The Establishment studies the annual report by the National Quality Assurance Systems (ANVUR, AlmaLaurea, University) that provides information about the professional employment of Italian veterinary medicine graduates and the validity of the DVM course in terms of economic outcome and appreciation of specific educational training and learning.

**Standard 3.4: The VEE 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; perform ongoing reviews and periodic in-depth reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned; identify**

**and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

In Italy, all the veterinary medicine establishments are governed by the same MUR Regulation [\[1\]](#). The DVM curriculum complies with both European directives 2005/36 and national norms, assuring the necessary qualifications for practicing the veterinary profession (DM 509/1999, as amended by DM 270/2004 and DM 16/3/2007). The DVM course is a single-cycle degree (300 ECTS) belonging to class LM-42. Laws and norms establish a general framework (i.e. minimum amount of ECTS for each subject area). Following national guidelines, each Establishment regulates its core curriculum through the **VEE Teaching Regulation** [\[2\]](#).

All curriculum variations are proposed and evaluated by PDC in compliance with ministerial tables (DM 270/2004), European Directive 2005/36 (as amended by Directive 2013/55/EU) and its Appendix V.4.1, and **Standard Operating Procedure (SOP)** of ESEVT. The JSTC receives suggestions, complaints, and corrective actions presented by academic staff and students through their representative members. In some cases, specific requests and issues may also be personally presented by the authors invited to JSTC. It also collects new inputs and requests reported by stakeholders or other committees working for learning affairs (e.g. PPT Committee).

The JSTC's meetings and documentation are presented year-round to the DVM Coordinator, who convenes with the DVM Council for discussion and final approval. In addition, the JSTC produces an **JSTC Annual Report** (available in the VEE members' reserved area, see PQA guidelines [\[3\]](#)), in which reports the analysis and proposals of the following aspects are reported: management and use of questionnaires relating to student satisfaction; teaching materials and aids, laboratories, classrooms, and equipment, the achievement of learning objectives at the desired level; validity of the methods of assessment of the knowledge and skills acquired by students concerning the expected learning outcomes; completeness and effectiveness of the SMA and the RRC; actual availability and correctness of the information provided in the public parts of the SUA-CdS; further proposals for improvement. After DVM and VEE Councils approval, the JSTC Annual Report is submitted to the NdV, PQA, and Review Group Coordinator (Table 1.4.1, Fig. 1.4.2 and Fig. 1.4.3).

Student evaluations and analysis of student career progression play a key role in the continuous improvement, revision, and implementation of the DVM course. Learning outcomes and student progress are monitored annually by the NdV, which is responsible for drafting both the RRC and the SMA (Table 1.4.1).

The Review Group ensures proper implementation of QA processes, monitors corrective actions, and verifies compliance with national standards (e.g., ANVUR, VQR). The SMA and RRC are validated by the VQA Manager, approved by the VEE Council, and then transmitted to the Unipg PQA (see Standard 1.4) for final approval. The DVM Council meets about once a month, with proposals circulated by the Coordinator at least 4 days in advance. Minor changes in the DVM Regulation require the approval of the DVM Council and Academic Senate, while major curriculum modifications also involve the VEE Council, NdV and National University Council (CUN). The most significant revision of the DVM Regulation occurred in 2014, and the latest update (2023-2024 AY) introduced the Official State Examination before thesis discussion, as mandated by National Law No. 163 (8-11-21). All modifications are communicated to all parties through concise channels: a) Unipg and VEE websites; b) social networks; c) students meetings and conferences; d) up-to-date Syllabus.

**Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person. EPT itself cannot replace the Core Clinical Training (CCT)<sup>1</sup> under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ))). A comparison between CCT and EPT is provided in Appendix 6, Standard 3.5.**

Eight ECTS (200 hours) of the curriculum are dedicated to the EPT, which may be carried out intramurally or extramurally. The DVM course offers ADE (see Table 3.1.4) in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Year, while other activities (intern students, courses of other departments, seminars or Erasmus credits) may also be recognised as EPT, according to procedures published on the VEE website [\[6\]](#). In particular, the so called “**Intern students**” are those who choose voluntarily to attend a period of practical training (from 6 months to years) in a particular discipline (Companion Animal Clinics, Equine Surgery Clinic, Veterinary Pathology and Animal Production). This period of practical training can be recognised with 1 ECTS upon request to the DVM Coordinator, the JSTC and approval of the DVM Council. In the 2023-2024 a total of 41 intern students were present. Some EPTs are linked to the preparation of the dissertation thesis, allowing students to combine research with additional practical or clinical training. Students can choose their topics: the selection process is unrestricted; students can directly contact a teacher or select a topic from thesis proposals published online [\[6\]](#). Extramural EPT requires approval of the JSTC and DVM Council, with a traineeship contract ensuring insurance coverage. A tutor from that hosting institution certifies the achievement of educational objectives. Every experience must have defined formative objectives, which are then validated by the academic tutor, and finally by the DVM Council.

<b>Fields of Practice</b>	<b>Minimum duration (hours)</b>	<b>Year of programme</b>
Production animals (pre-clinical)	<b>200</b>	<b>3<sup>rd</sup>-4<sup>th</sup>-5<sup>th</sup></b>
Companion animals (pre-clinical)		
Production animals (clinical)		
Companion animals (clinical)		
VPH (including FSQ)		
Others (specify)		

**Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.**

Students choose EPT activities among intramurally proposed ADEs (see above). Each ADE is under the supervision of the Teaching staff, who evaluate the achievement of the competence at the end of the course. EPT are evaluated by students using the same procedure stated for compulsory courses with final feedback evaluation. Courses belonging to other degree courses can be approved by DVM Council and recognised as EPT. If an extramural activity is approved as EPT by DVM Council, an agreement will be concluded with the host institution.

### **Name of the teaching staff responsible for the supervision of the EPT activities**

Prof. Cecilia Dall’Aglio (DVM Coordinator)

**Standard 3.7: 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 VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.**

Students are responsible of recording in their personal Logbook all activities that outline the required D1Cs (Appendix 3.4), as well as the choice of EPT activities among the proposed ADEs. Other activities (internship, ERASMUS, training in external establishments) can be recognised by the DVM Council as EPT. The teacher and/or tutor is responsible for the assessment and recording of EPT

training base on student CCRs report (see Appendix 3.5.). The complaint process concerning EPT is the same as described in Standard 7.8.

### **Comments on Area 3**

Starting from 2025-2026 AY, significant changes of the national admission system to veterinary medicine have been introduced (Italian Legislative Decree No. 71 of May 15, 2025) (see Comments on Area 7 for details). The effects of the changes imposed on the 1<sup>st</sup> year of the curriculum have to be strictly monitored to ready plan strategic actions to avoid increasing students course completion. PPT Committee was only recently established (2025) to better support students and monitor the training process, opening a new dialogue between students and teachers. This initiative has had a positive impact on the quality and continuous improvement of veterinary practical activities.

### **Suggestions for improvement in Area 3**

In line with other curriculum activities, a reporting form for CCRs should also be introduced to simplify procedures and improve documentation of students' practical experience, as well as an electronic logbook for real-time tracking of student practical activities, supporting self-assessment, training standardisation, and ESEVT compliance. In addition, considering the increased number of students admitted, Unipg should increase the number of teaching and support staff



Leonardo Brustenga – PhD Student

# FACILITIES

## AREA 4. FACILITIES AND EQUIPMENT

**Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.**

### Location

The VEE is located on a 5-hectare hillside site, just outside the ancient city walls of Perugia (Appendix 4.1). Its location ensures both strong integration with the urban context and easy accessibility. The current VEE campus includes the following buildings:

- Historic Main Building (Building A)
- Veterinary Teaching Hospital (OVUD, Building B)
- Teaching Pole (TPole, Building C)
- Administrative Pole
- Food Science & Technology and Nutrition building (Building D).

Adjacent to the main VEE buildings are the two key teaching and research partners: a) the National Veterinary Diagnostic Laboratory (**IZSUM**); b) the Department of Agricultural, Food and Environmental Sciences (**DSA3**). The VEE includes a university-owned Teaching Farm (**AZD**) in Sant'Angelo di Celle, about 15 km from the main campus. Through the Foundation for Agricultural Education, Unipg also provides access to other farms, such as the St. Apollinare beef cattle farm. Additional facilities for practical training include the local slaughterhouse, the municipal dog and cat shelter, and partner private clinics and farms, all located within a short drive. The Unipg CAMS Museum "**Veterinary and Zootechnical Sciences Laboratory**"  is located at Casalina, about 15 km from the VEE. Students can easily walk to the VEE from nearby housing, including the Agrarian and Veterinary Student Dormitory and Canteen. A bus stop 100 meters from the main buildings connects to local routes across the city. Main buildings are about 1.1 miles from the city centre, 1.7 miles from the train station, and main bus services to Rome and other cities. The VEE is also easily accessible by car, even by the nearby E45 freeway, with dedicated staff and student parking areas.

### Organisation of the facilities used for the veterinary curriculum

The **historic building (A)** houses most of the academic and support staff offices, teaching and research laboratories, several lecture rooms, including the Magna Auditorium, and some practical training rooms, such as the dissection hall and a necropsy room. It also includes student study areas, kitchen rooms, a garden, and a parking lot reserved for staff and visitors.

Adjacent to building A is VTH, which includes areas for the examination, hospitalisation, and isolation of companion animals, horses, food-producing animals, and wildlife, as well as a pharmacy and additional rooms for practical training. The VTH also includes accommodation for overnight rest for both VTH staff and students.

The **TPole** contains most of the lecture rooms (for both lectures and practical lessons), the large animal necropsy room, the VEE Head office and the Student Administrative Secretariat, the Clinical Skills Lab (CSL), the Veterinary Library, and several student study areas. Nearby, there is also an additional refreshment area and a parking lot accessible to students.

All facilities are accessible to individuals with reduced mobility.

The VEE and the TPole are open from 7:30 am to 19:30 pm on weekdays. Access to the VTH is available 24/7 for emergencies. Outside of regular hours, access to all buildings is restricted to authorised personnel. The general and detailed floor plans of all campus and external facilities (including the AZD) are provided in **Appendix 4.2**.

**Table 4.1.1 VEE buildings and facilities (for the detailed maps see Appendix 4.2)**

Building	Surface (m <sup>2</sup> ) / No of floors	Facilities
<b>Historic building (Building A)</b>	7,600 / 5	<b>Basement floor.</b> Biochemistry and proteomic Unit, students' lockers, 3 multidisciplinary teaching labs, 2 labs related to the VTH. <b>Ground floor.</b> Reception, offices and meeting rooms/library of Obstetrics, Surgery Radiodiagnostic Units, Basic Anatomy dissection room, kitchen and rest room for students and staff. <b>First floor.</b> Auditorium Magna, offices, meeting rooms/library and related didactic labs of Internal Medicine, Microbiology/Infectious Diseases, Anatomy, Pharmacology, Animal Production /Nutrition/Genetic units. <b>Second floor.</b> Offices, meeting rooms and related labs/library of Pathology, Physiology Units. <b>Third floor.</b> Offices, meeting room and related labs of the Parasitology Service, Laboratory of Ethology and Animal Welfare and Progetto RandAgiamo® headquarter.
<b>Veterinary Teaching Hospital (VTH) (Building B)</b>	4,000 / 3	<b>Basement floor.</b> Warehouse and garage, students' bedrooms and changing rooms/sanitary/showers, wild animal premises. <b>Ground floor entrance.</b> Front desk, clinical services (Obstetrics, Internal Medicine, Emergency service, Surgery and Radiodiagnostic), SA isolation, central pharmacy, chemotherapy premises, shelters and stables, farriery room, medical staff relax area, kitchen, two staff bedrooms. <b>First floor.</b> SA Surgery and related kennels, 4 Haematology labs. <b>Ground floor external.</b> Food-producing and equine isolation stables: 3 for pigs, 10 for small ruminants, 2 for cattle and 2 for equine) <b>Vocabolo Pilo.</b> 1 stable for ruminants.
<b>Teaching Pole (TPole) (Building C)</b>		<b>Ground floor.</b> Veterinary Library rooms, Pre-Clinical Skill Lab, Barboni Auditorium, Pathology dissection room, lecture room I, II. <b>First floor.</b> Lecture room III, IV, V, Aula Beghelli. <b>Second floor.</b> Lecture room VI, VIII, IX, Teaching Secretariat, VEE Head office, Meeting room.
<b>Food Science &amp; Technology and Nutrition (Building D)</b>	465 / 3	<b>Basement floor.</b> 5 labs, 1 laundry <b>Ground floor.</b> Magna Auditorium, 2 labs. <b>First floor.</b> Offices, meeting room and library, 3 labs.
<b>Cloister and garden</b>	2,500	Resting zone with benches and meadow
<b>Parking areas</b>	2,004 Main Building; 645 VTH + Vocabolo Pilo; 617 TPole; 745 Building D	

In addition, students attend external facilities such as IZSUM, DSA3, farms, slaughterhouses, kennels, food processing industries, private clinics, and local health authorities, all of which are available for educational activities. In particular, **IZSUM** is a regional institution operating within the framework of the national health service under the supervision of the Ministry of Health. It has operational functions in the field of public veterinary health. Alongside its administrative offices, IZSUM is organised into 11 specialised units dedicated to diagnostics, prevention, and control. It also hosts the epidemiological observatory for the Umbria and Marche regions and serves as the National Reference Laboratory for African Swine Fever . Lastly, if needed, for research purposes and only under academic staff supervision, VEE students can access the **Unipg Centre for Preclinical Research Services** .

The **essential maintenance and upgrading** of VEE laboratories and equipment are supported through a combination of teaching and research grants, as well as dedicated Unipg funds. In contrast, most routine maintenance costs for VTH laboratories and equipment are planned, decided, and financially supported by the commercial activities of each Unit. Requests to the Unipg Central Administration Office are typically reserved for the acquisition or repair of high-cost VTH equipment. When budget allows, the **acquisition of expensive, multidisciplinary equipment of collective use**, particularly that which enhances teaching, research, and clinical activities, is usually discussed within the Research Committee and then proposed to the VEE Council for expenditure approval (e.g. “Annual Funds for Basic Research” by Unipg).

**Building renovation costs** are always directly managed by the Unipg Technical Division and funded by the Board of Governors. Academic and technical staff are responsible for reporting the need for maintenance interventions of premises, facilities, and equipment by notifying via email the **VEE Technical Manager** (Dr Massimo Bovi), who addresses the request to the Unipg Technical Manager. If necessary, the manager contacts the company responsible for building and structural maintenance (*Globalservice*) or, in cases of significant malfunctions or structural problems, the Unipg Technical Division. The maintenance of electronic equipment used for teaching (e.g., in the computer room) is

entrusted to a **full-time IT Technical Manager** (Dr Luca Maranga), whose contact details are posted in the study area (Standard 6.2).

### Compliance of all physical facilities with all relevant legislation

The **Unipg Prevention and Protection Service (PPS)** ensures compliance with national legislation (Legislative Decree 81/2008) and university policies by monitoring occupational safety and biosecurity standards across all facilities. PPS responsibilities include risk assessment, audits, and technical support to departments. All staff must complete mandatory safety training, while the role of *preposto* is designated in each facility to guarantee adherence to procedures (see **Standard 4.9**). Selected VEE staff also receive specific training for emergency management (fire, earthquake).

According to Unipg regulations, critical equipment (e.g. MRI, CT, X-ray units, lifts, fire extinguishers, etc.), must undergo mandatory scheduled inspections. Preventive measures for staff and students include compulsory attendance of dedicated **workplace safety and biosecurity training courses**, strict adherence to the **VEE SB Manual (Appendix 4.8)**, also available via QRcodes located at the entrance of the main services for quick consultation, and additional courses for high-risk VTH procedures (e.g. radiology, care of hospitalised animals). Compliance is monitored by the SB Committee and through Unipg procedures, including mandatory periodical medical checks for all VEE personnel, and for students before the 3<sup>rd</sup> year practical training (details in Standard 4.9).

Finally, animal housing facilities (VTH and AZD barns and stalls, and extramural premises) and waste management areas (dissection and pathology labs) are supervised by the **Public Veterinary Services** (USL Umbria), which certify health and safety compliance for the approval of new constructions and perform periodic inspections to ensure adherence to animal welfare and biosafety standards.

**Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.**

### Premises for lecturing, group work, practical work, skill labs

All **lecture rooms** are equipped with computers (with Microsoft Office, Internet access, and direct connection to each Unipg Teams classroom), video projectors, sound systems, and blackboards. Free Wi-Fi is available in all TPole rooms (as in the other VEE facilities), which are also wheelchair accessible and equipped with heating and air conditioning. Some rooms are additionally featured with special devices (Table 4.2.1).

**Table 4.2.1. Premises for lecturing**

	Premise for lecturing: Room /Auditorium name										
	Lecturing Room								Auditorium		
	I	II	III	IV	V	VI	VIII	IX	Barboni	Magna	Food Science & Tech. Nutr.
<b>Seats</b>	48	100	100	28	123	63	30	56	176	156	216
<b>Size (m<sup>2</sup>)</b>	66	113	114	67	113	58	58	60	205	147	185

Legend for additional equipment:

\*Informatics room with 14 computer stations; \*\*Microscopes Room.

All premises for lecturing are also used for student group work activities.

In addition to lecturing rooms, **group work activities** are usually carried out in dedicated laboratory facilities belonging to the teaching staff Service/Unit (Table 4.2.2). These laboratories are equipped differently for

teaching and conducting group work, depending on the purpose for which they are used in the VEE (e.g. Parasitology and Pathology labs have multiple screen viewer systems and microscopes).

**Table 4.2.2. Premises for group work**

Premise Name	Seats	Size (m <sup>2</sup> )	Premise Name	Seats	Size (m <sup>2</sup> )
Beghelli Room 3	40	85	Animal Production Teaching Room	8	36
Carrel Room	6	14	Avian Pathology	7	39
Anatomy Room	25	42	Veterinary Pathology Teaching Lab	15	17.5
Animal Production Teaching Lab	25	29.5	Histology (Pathology) Room	6	61.5

**N.B.** All premises for group work are also used as students' study spaces and for staff members' meetings.

**Premises for practical work** (laboratories, rooms with dummies and CSL).

The VEE provides several rooms dedicated to practical training across multiple disciplines (Table 4.2.3). For each of them a maximum number of students is defined. To guarantee all students can attend them, a team schedule is planned for each activity.

**Table 4.2.3. Premises for practical work. Pre- and Clinical Skill Lab**

Premise Name	Seats	Size (m <sup>2</sup> )	Premise Name	Seats	Size (m <sup>2</sup> )
<b>Building A</b>			<b>Building A Second floor cont</b>		
<b>Basement Floor</b>			Immunohistochemistry Unit	4	22.5
Teaching Laboratory 1	18	39.5	Microscopy and Image Analysis Lab	3	10
Teaching Laboratory 2	12	20.5	Physiology lab: RIA Unit	3	22.5
Teaching Laboratory 3	14	30.5	Physiologic biotechnologies unit	4	45
Infectious Disease Lab: Bacteriology Unit 1	5	28	<b>Third Floor</b>		
Bacteriology Unit 2	5	23.5	Parasitology lab: Teaching room	24	75
Biochemistry Labs: Clinical Biochemistry Unit	3	24.5	Entomologic Diagnostic Unit	3	23.5
Proteomic Unit	5	22	Serology/Mycology Diagnostic Unit	5	27.5
Cellular Biochemistry Unit	2	12	Diagnostic coprological Unit	4	23.5
<b>Ground Floor</b>			Molecular diagnostic Unit	4	23.5
Basic Anatomy Room	10	57.5	Physiology Lab: Ethology and Animal Welfare Unit (LEBA 1)	2	18.5
<b>First Floor</b>			Ethology and Animal Welfare Unit (LEBA 2)	4	30
Pharmacology and Toxicology Lab	12	43	<b>Building D</b>		
Internal Medicine Teaching lab	5	27	<b>Basement Floor</b>		
Haematology and Clinical Chemistry lab: Blood bank	4	15	Bacteriology Unit	6	44
Haematology lab	5	42	Media preparation lab	3	22
Clinical Chemistry Unit	3	23	Histology Unit	3	20.5
Clinical Chemistry Unit 2	3	21.5	Technology lab	3	22
Molecular Biology Lab 1	5	74	Pilot plant	6	25
Molecular Biology Lab 2	5	39.5	<b>Ground Floor</b>		
Infectious Disease Lab: Virology Unit	3	24	Molecular Biology Unit	5	22.5
Basic Anatomy Teaching room	25	42	<b>Second Floor</b>		
Histology, electronic microscopy and image analysis Lab: Electronic microscopy and images analysis Unit	3	22	Didactic room	16	44
Histology, histochemistry and immunohistochemistry Unit	5	30	Teaching lab	16	45.5
Cell Bio-morphology Unit	2	20	Chemistry 1 Unit	10	42.5
Biotechnology of Assisted Reproduction Lab	7	16	Chemistry 2 Unit	4	23
Animal Feed Analysis Lab: Chromatography Unit	6	21.6	<b>Teaching Pole</b>		
Chemical analysis Unit	4	12	<b>Ground Floor</b>		
Biotechnology Lab	2	14.5	Pathological Anatomy dissection room	20	124
Teaching lab: clinical analyses	8	36	<b>First Floor</b>		
Animal Productions Teaching room	25	29.5	Room IV (computer)	14	67
<b>Second Floor</b>			Clinical Skill Lab (TPole study room)	14	33
Veterinary Pathology Teaching Lab	48	78.5	Clinical Skill Lab (Beghelli Room 3.0)	40	85
Teaching Lab	15	17.5	<b>Second Floor</b>		
Anatomo-Histopathology Lab: Histopathology & Neuropathology Unit 1	4	38	Room VIII (microscopes)	30	58
			<b>Veterinary Library</b>		
			Pre-Clinical Skills Lab	10	25
			<b>Teaching Farm (AZD)</b>		

**N.B.** The equipment of each premise used for practical work is available in Appendix 4.3.

The Pre-CSL and the CSL are dedicated facilities for practical and simulation-based training, ensuring students acquire *DICs* in an ethically responsible, safe, and controlled environment. The **Pre-CSL**, available for practical work in pre-clinical disciplines, is located on the Veterinary Library lot (ground

floor), and includes the Veterinary Anatomy Laboratory. It is equipped with anatomical models, the *Anatmage* table vet for virtual dissection, and *Biosphera 3D software*, alongside microscopes and diagnostic slide collections. A dedicated workstation for laboratory diagnostics (cytology, histology, microbiology, parasitology, and haematology) is available, and students can access the **SIOVUD** and **NAS** databases for diagnostic imaging and self-learning. The **CSL**, located on the 1<sup>st</sup> floor of the TPole building adjacent to Beghelli Aula 3.0, provides students with a structured environment for the acquisition and reinforcement of practical competences. It is equipped with low- and high-fidelity simulators and mannequins, supporting both mandatory practical sessions during curricular courses and voluntary access for self-directed learning. Six working areas are being implemented, focusing on animal handling, internal medicine, surgery, anaesthesiology, emergency procedures, and obstetrics/gynaecology. CSL procedures are integrated into course syllabi and carried out under teacher supervision or supported by instructional materials given by the teacher or available on UniStudium. These facilities ensure a progressive, structured and ethically responsible learning, supporting students to consolidate practical competences in line with EAEVE recommendations for the veterinary curricula.

#### 4.2.5. Description of the premises for study and self-learning, catering, locker rooms, accommodation for on-call students, leisure

During these years, the VEE increased the number of **spaces for study and self-learning**, scattering them across all the facilities, offering overall 169 seats available (see Standard 6.2. for details). In particular, in the Veterinary Library, there are 4 rooms dedicated to reading/studying (a total of 26 seats). Each subsidiary library hosts different capacities and therefore seat numbers (Anatomy (25 seats), Pathology (8 seats), Microbiology (10 seats), Parasitology (30 seats), Obstetrics (12 seats), Animal Productions (12 seats), and Food Hygiene (16 seats). The TPole offers 16 seats and the Informatics Room IV further 14. When the lecture rooms are not used for teaching, students are also allowed to use them for individual study. In addition, Unipg offers the possibility for students to self-manage meeting and study in dedicated spaces (SaSa<sup>9</sup> learning premises and self-studying). Three of them (Aula Ceccarelli, Aula 23 and Aula Urban Centre), are located in different places of Perugia, and are freely accessible until late hours (24.00 pm). Student and staff longes are available at the historic building and TPole (see below).

Premise	Brief Description
Catering, canteens	Two student longes are available, one on the ground floor of the historic building (5 tables, 15 seats, nearby to the staff longe with 1 table, 4 seats) and one adjacent of the TPole (3 tables, 15 seats), 4 vending machine points located at the TPole, the VTH Front Desk and the third floor of the historic building (Veterinary Pathology Service) are also available. The Agrarian and Veterinary Dormitory includes all week day working canteen (opening hours 12.15-14.30 and 19.00-20.30) with 150 seats, accommodation capacity of about 243 for DSA3/VEE students.
Locker rooms (/n° lockers)	VTH: basement floor 3/86; ground floor -1/8; First floor 2/24 Historic building: 2/24; Veterinary Anatomy room: (1/6) Pathologic Anatomy room (2/15 + 2/40), VTH: 6/72; Food Science & Tech. Nutr: 1/30 lockers; AZD: 6 wardrobes
Changing rooms	VTH: 40 changing rooms access to disables, AZD: 3 room (1 accessible to disables)
Accommodation for on-call students	At the VTH: 2 rest rooms with 4 beds each, respectively, 6 toilets and 8 showers. At the AZD: 2 rest rooms with 2 beds each, 3 toilets and 2 showers.
Leisure activities	Outdoor garden spaces equipped with benches, and tables. Unipg provides a wide range of leisure activities: a) sports facilities (CUS)  ; b) 7 infrastructures spaces, including SASA spaces for study and cultural aggregation  and cultural activities and special services provided by ADISU (Agency for the Right to University Studies of Umbria)  .
Sanitary (toilets, washing, shower facilities, ...)	Historic building: basement floor: 9; ground floor: 5, first floor: 11; second floor: 3; third floor: 5; VTH: 19; TPole: ground floor 4; first floor 6; second floor 8; Vet. Library: 7; Food Science & Tech. Nutr.: 10; AZD: 4; administrative pole: 5;

<sup>9</sup> SaSa – Self-Managed Study and Gathering Spaces

The location, size and person capacity of all **VEE offices**, teaching and clinical facilities, research/diagnostics laboratories and administrative services are reported in Appendix 4.2. Staff offices provide working/studying places for academic staff, technical and administrative support staff, PhD students, residents and intern students<sup>10</sup> and visiting/Erasmus professors. The SSP ensures and monitors that the offices comply with national regulations on the working environment. A list of the **Premises and equipment for practical work** is reported in Appendix 4.3 - Table 4.2.3)

**Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students, be of a high standard, well maintained and fit for the purpose, promote best husbandry, welfare and management practices, ensure relevant biosecurity, take into account environmental sustainability, be designed to enhance learning.**

### **Premises for healthy animals**

The VEE houses healthy animals used for educational purposes mainly within the **AZD**, in dedicated facilities built in compliance with national and EU animal welfare legislation, and certified by the public veterinary services (USLUmbria1). Following the last ESEVT visitation, which recommended renovations and improvements, the renovated AZ is described below.

**AZD facilities, renovation work completed and still in progress:** The AZD is located in Sant'Angelo di Celle (PG), 15 km from the main campus premises. It is managed by the VEE Head and the AZD Health and Zootechnical Officers who, in collaboration with the AZD Management Committee. Their responsibilities include ensuring hygiene standards, animal welfare, and compliance with bioethical regulations; coordinating the use of the farm's services and facilities for teaching and research; and preparing the annual Financial Plan. Financial administration is directly handled by the VEE staff. The main building hosts administrative offices and rooms for farm technicians. It is equipped with Internet access and a meeting room for teaching and meetings. Recently, a new ground-floor **changing room** was added to accommodate **disabled students**, complementing the existing male and female changing rooms on the first floor. The ground floor also houses clinical examination areas for large animals, particularly horses. The farm area includes four main stables for cattle, sheep, pigs, and horses. The following supporting facilities are available: handling structures for large animals, a hoof-trimming chute, special cages for restraining pigs, and a small chute for sheep containment. A video surveillance system allows remote animal monitoring, especially during births and other sensitive events where staff or students need to avoid entering animal areas. Additional facilities include a shed for agricultural machinery and a hay barn, which separates the livestock area from the "dirty area" designated for carcass and manure disposal. At present, the AZD hosts 28 Marchigiana cattle, 34 Bergamasca sheep, 3 Cinta Senese pigs, and 3 horses (2 Murgese, 1 trotter). Numbers are temporarily reduced to accommodate relocation of animals during renovation works. Recently, we needed to reduce the number to move indoor animals to outdoor stables or boxes during renovation work currently in progress.

**Renovation work:** Over the past five years, renovation projects planned and pre-funded by Unipg have been delayed due to the COVID-19 pandemic, lengthy public tender procedures, and rising global construction costs linked to government building incentives. The initial budget proved insufficient, requiring a recovery plan developed with the **Unipg Technical Division** to prioritise essential works for management and biosecurity. As of July 2025, no major upgrades had been completed in staff/student buildings, stables, or storage areas. However, following the awarding of a construction contract in November 2024, **renovation of the sheep and cattle stables** began. Work on the sheep barn started with demolition but was temporarily halted due to technical issues fitting new doors, with resumption scheduled for August 2025. Completion of both sheep and cattle stables is expected within the next months. Recent improvements include the purchase of a tractor with a

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<sup>10</sup> Intern students are referred to as undergraduate students who choose voluntarily to attend a period of practical training (from 6 months to years) in a particular discipline (Companion Animal Clinics, Equine Surgery Clinic, Veterinary Pathology and Animal Production).

backhoe and the installation of a sanitising system for all vehicles entering or leaving the farm. Agreements with the Technical Division have been reached for further projects:

- construction of a quarantine/isolation stable with separate sections for large animals and for pigs and sheep;
- acquisition of a refrigerated container for carcass storage.
- building a larger covered manure heap with a dedicated composting section.

These projects have been approved by the Academic Senate and Board of Governors, and preliminary operations are underway. Additionally, extraordinary maintenance has been requested for the **external cattle paddock**. Approved works include replacing the roof with a “smart tunnel” and upgrading feeding mangers. This must be completed before renovation of the cattle stable begins, as the paddock will temporarily house the animals. At present, until the construction of the quarantine/isolation stable is completed (expected by the end of December 2025), compensatory alternative solutions are being implemented: an outdoor paddock is used for cattle, existing livestock barns, no longer in use, for boars and rams, and a temporary equine isolation unit has been set to in disused horse stables (see in **Appendix 4.3.1** the area labelled *temporary quarantine for cattle*, *temporary quarantine for sheep-pigs*, and *temporary isolation unit*). An AZD operational protocol for reporting infectious disease cases is also in use (**Appendix 4.3.2**)

Besides the AZD, students used to work on healthy animals at the **St. Apollinare bovine farm** 20 km from the VEE), managed by DSA3 staff and owned by the Unipg Foundation for Agricultural Education. Further training opportunities are available at officially contracted **extra-mural farms** (for full list see Appendix 4.4). The VTH also provides **premises for healthy animal** housing, including a horse-fenced area with shed (38,400 sqm), four paddocks (100 sqm), a cattle stall with four boxes (100 sqm), and diagnostic areas such as a sand ring (69.5 sqm), rubber ring (76.5 sqm), and a lameness evaluation corridor (65 sqm). During certain courses, students may bring their own well-behaved animals, under staff supervision, for practical training (e.g., in the Dietetics Module (5<sup>th</sup> year) for body condition scoring, or in Randastudent seminars for behavioural assessments.

PREMISES	N°	AREA (SQM)	PREMISES	N°	AREA (SQM)
<b>Healthy Animals (AZD)</b>					
Horse stalls	5	97.5	Bovine stalls	1	570
Horse paddocks	3	2,100	Bovine paddocks	4	591
Small ruminant stall	1	570	Pig sheds	1	82.5
Small ruminant paddocks	4	5,233	Pig outdoor sheds	6	345.5

### Premises for housing hospitalised animals

All the premises for housing hospitalised animals are at the VTH.

**Table 4.3.1 Premises for animal housing (number, size, species)**

PREMISES	N°	AREA (SQM)	PREMISES	N°	AREA (SQM)
<b>Hospitalised animals (VTH)</b>					
Equine hospitalization	12	101.7	Wild animals	6	21.5
Equine intensive care area	4	51	24/7 small animals	8	
Cat hospitalization	10	11	Exotics pet recovery	3	11
Dog hospitalization	23	40	Ruminant hospitalization	4	100
Cat/Dog intensive care	12	22.5	Pig hospitalization	3	30
<b>Isolated animals</b>					
Equine	2	32.5	Bovine	2	28
Small ruminants	10	25.5	Companion animals	16	41
Pigs	3	30			

### Premises for research animals

The VEE does not have a premise for research animals. However, Unipg provides the **Centre for Preclinical Research Services** with laboratory animals . In compliance with current regulations on animal testing and the guidelines established by leading international organisations, the Centre ensures compliance with animal health and welfare standards, the basis of a proper experimental approach, with its Regulations  (Centre Director: Prof. Leonardo Leonardi, VEE member).

### Premises for clinical activities, diagnostic services including necropsy, others

Each room dedicated to clinical activities (diagnostic or consultation) is equipped with basic furnishings, including a table and a cabinet for storing drugs and/or materials for initial treatment or diagnostic samples. A list of ancillary diagnostic instruments is provided in Table 4.3.3.

The building and equipment of the companion **animal isolation unit** were fully completed in 2023, and since then, the facility has been operational. It includes separate entry and exit routes, dedicated changing rooms for wearing DPIs, a filter area, and distinct dog and cat sections. The unit is equipped with a special waste storage and disposal system and emergency devices (e.g., a shower in the filter area) in case of contamination. A cage-washing room has also been set up and is fully functional. All procedures related to use, risk prevention, and emergency management are described in detail in the **VEE SB Manual** (Appendix 4.8). VTH food-producing and equine isolation units are also fully equipped (Appendix 4.2, see map *Historic building (A) Ground floor external with Food-producing and equine isolation unit*), now undergoing renovation work on the outside area (expected by the end of February 2026). Therefore, temporary facilities and compensatory alternative solutions are in place (see **2b. Appendix 4.2. VTH Procedures food-producing and equine isolation units**).

**Table 4.3.2 Premises for clinical activities, diagnostic services, FSQ & VPH, and others.**

#### a) Clinical activities

Premises	N°	Area sqm	Premises	N°	Area sqm
<b>Common VTH facilities</b>			<b>Surgery and Radiodiagnostic Unit</b>		
First opinion consultation rooms (SA)	2	25	Ophthalmology and otolaryngology (SA)	1	22.5
First opinion, multifunctional room (SA)	1	27.5	Surgical consultation room (SA)	1	26.5
First opinion consultation rooms (EQ)	1	32	Treatment room (SA)	1	12
<b>Internal Medicine and Transfusional Medicine Unit</b>			Surgery rooms (SA)		
Consultation/recovery room (Exo/W)	1	19.5	Anaesthesia & recovery boxes (EQ/FP)	2	20
Intensive Care (SA)	1	22.5	Anaesthesia preparation room (SA)	1	10.5
Speciality consultation rooms (SA)	8	143.5	Surgery rooms (EQ/FP)	2	69.5
Isolation (SA) and Consultation room (SA)	11				
Isolation (LA and Equine)	17*	116			
<b>Obstetrics and Gynaecology Unit</b>					
Consultation room (SA)	1	13.5	Room for artificial insemination	1	23
2 Surgery rooms (SA/Exo)	1	18	Unit of assisted reproduction 2 (AZD)	1	12.5

\*Stables: 3 for pigs, 10 for small ruminants, 2 for cattle and 2 for equine.

#### b) Diagnostic services

Premises	N°	Area sqm	Premises	N°	Area sqm
Radiology room	1	17	Ultrasonography/Cardiology	1	16
Radiology and ultrasound room	1	38	Dermatology/Endocrinology	1	19.5
CT room	1	34.5	Endoscopy room	2	25
X-Ray processing visualization room	1	8.5	Haematology	1	14
MRI room	1	38.8	Necropsy room		124
Ultrasonography room for Reproductive Performance	1	16	Haematology, Clinical Biochemistry and Clinical Cytology Lab	4	101.5
Cytology Lab for Reproduction	1	23	Histopathology and Neuropathology Labs	2	61.5
Immunohistochemistry lab	1	22.5	Parasitology & Mycology Labs	4	98

Clinical Veterinary Biochemistry Lab	1	24.5	Bacteriology and Virology Labs	3	189
Veterinary Physiology Lab	4	116	Animal Food Analysis Lab	3	48
Veterinary Anatomy Lab	3	72			
<b>Total</b>	<b>38</b>	<b>1082.8</b>			

The **VEE diagnostic services** are used for both clinical and teaching purposes. Additional services are given for specific National Certifications: 1) Diagnosis of hip and elbow dysplasia; 2) Diagnostic control for Dog and Cat Hereditary Cardiopathies for the National Observatory; 3) Health assessment of the equine assigned to reproduction for Warmblood, Standardbred, Anglo-Arab, Arabian Horse; 4) Processing and updating genetic indexes for Italian sport-oriented horses; 5) Health-selection procedures for the approval of stallions and mares in the *Sella Italiano* stud book.

### c) Premises for practical teaching of FSQ & VPH (slaughterhouse, foodstuff processing units)

Premises	
Slaughterhouse	Municipal Slaughterhouse of Ponte S. Giovanni (8 km from the VEE)  . Species: bovine/solipeds (40/30 bovine/solipeds/hour), Pigs: 90 swine/hour, small ruminants: 80 sheep/goats/hour. Poultry slaughterhouse of Fileni Group (CARNI Società Cooperativa Agricola, see Appendix 5.1a). 8,000/10,000 poultry per hour, approximately 100,000 per day
Foodstuff Processing Units	As above

### Equipment used for clinical services

To ensure students achieve *DICs* in line with ESEVT requirements, the VEE provides teaching and clinical facilities equipped with modern technologies and resources. All teaching rooms are fitted with appropriate audio-visual systems, necessary software, blackboards, and internet connectivity to support video conferencing and streaming of meetings. Equipment within the VTH has a dual purpose, being used for both teaching and clinical services. During clinical rotations in the various VTH Units, students have access to dedicated spaces and tables for animal examination, operating rooms and instruments for surgical procedures, and microscopes for diagnostic purposes (see Tables 4.2.2, 4.2.3, 4.3.2a, 4.3.3 for details). Most rooms designated for clinical, diagnostic, or surgical activities are equipped with wall-mounted large screens to enable procedure visualisation by groups of students and allow for possible recording for future teaching use. The three VTH Clinical Units are equipped with standard instruments for routine diagnostic examinations and surgical procedures, complemented by advanced equipment such as MRI, CT scan, endoscopy systems, fracture fixation implant systems (including fluoroscopy), and ultrasound machines. The full list of the **equipment used in clinical services** (Table 4.3.3.) is reported in Appendix 4.5.

**Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.**

### Organisation and management of the VTH

All information regarding VTH services is publicly available on the veterinary hospital's official website , and a comprehensive list of the VTH specialised consultation services is provided in Appendix 4.6. Opening hours for general consultations are from 8.30 am to 14.00 pm, while specialist consultations and referrals are available by appointment from 8.30 am to 18.30 pm. The VTH guarantees **24/7 hospital care and emergency services** for companion animals, exotics pet, and

equines, ensuring continuous clinical assistance. In addition, supported by funding from the Umbria Region (Standard 2.1) and agreements with the Wild Umbria Association and the USL Public Veterinary Services, the VTH also provides **24/7 emergency services for wild animals and stray animals**, including those hosted in public shelters and those involved in road accidents. The on-call service for wildlife is managed by Wild Umbria, which provides transport to the VTH for initial assistance and treatment; once stabilised, animals are transferred to specialised facilities for recovery and re-adaptation to the wild.

**Shift duties** are scheduled by the VTH Director and managed by VTH personnel, including academic staff, contracted veterinarians, and technical and administrative support staff, with the collaboration of residents, interns, PhD students, research fellows, voluntary internal undergraduate students, and students on clinical rotations, who actively participate in daily clinical services.

The VEE provides a direct on-call service for farm animals through collaboration with the contracted licensed practitioners working with food-producing animals. Students gain their experience in this field by joining on-call services delivered by these private practitioners under contract, as part of their CCR, Mobile Clinic and PPT activities.

VTH management complies with the provisions of the **European Code of Good Veterinary Practice** recommended by the FVE (European Veterinarians Federation) and the ESEVT requirements, guaranteeing its primary role as a teaching resource for VEE students. To achieve this, the VTH offers a wide range of clinical services equipped with advanced diagnostic resources, including MLRI and CT scanners, updated ultrasound and endoscopic systems, and modern laboratories and a blood bank, making it a regional and national reference centre, despite the presence of a well-established private veterinary clinic in the area. The steady increase in private and referred cases over recent years, ensures a good balance between clinical caseload and student numbers, facilitating the achievement of *DICs*. However, over the last years, the VTH faced **some challenges**, such as the continuous turnover of contracted veterinary staff (due to temporary positions, low remuneration and strong demand for veterinarians from other Clinics), restrictions during the COVID-19 pandemic, and logistical constraints related to ongoing renovation and expansion works. **Recent upgrades** include: modernization of large animal operating theatres, upgrading of surgical support areas for companion animals, creation of isolation and hospitalization facilities for large animals with infectious or zoonotic diseases, establishment of a wildlife hospitalization unit and an exotic pet treatment room, development of an isolation unit for companion animals with suspected or confirmed infectious diseases, creation of a centralised pharmacy for drug storage and distribution and a dedicated area for chemotherapy preparation and administration for oncology patients.

Since 2014, the VTH has been active 24/7, supported by contracted clinical staff and specialists for referral cases. Over the last years, the VTH has established the following **new clinical services**:

- **Internal Medicine Unit:** Clinical Oncology and Therapy, Onco-Cytology Service, Palliative Therapies, Companion Animal Isolation.
- **Surgery Clinic and Radiodiagnostic Unit:** Equine Rehabilitation, Companion Animal Neurology, Large Animal Dentistry (external contractor).

In addition, **new equipment** has also been introduced, such as MRI for equines and CT for ophthalmology in companion animals. **Multidisciplinary units** have been established: *Companion Animal, Non-Conventional Animal, Equine, Oncology and Livestock Units*. Operating procedures are implemented for both hospital and extra-mural activities in agreement with host facilities. User satisfaction is now regularly monitored through an online anonymous “VTH Customer Satisfaction feedback” questionnaire, and the collected data are used to support continuous quality improvement and ensure compliance with QA requirements.

### **Mobile Clinic organisation and management**

The mobile clinic is a teaching laboratory to implement continuous training activities for 4th-year veterinary medicine students. The mobile clinic operates Monday to Friday (8:00 am to 13:00 pm) during the lesson period on alternate weeks and consists of 25 hours per team (maximum 6 students per group). The students are involved in clinical, surgical and reproductive activities performed in the

ruminants admitted to the VTH and to those of the teaching farm. Additionally, mobile clinic activities are conducted on various local farms of large and small ruminants. During the mobile clinic, the students perform general and system-specific clinical examinations, as well as rectal palpation and ultrasound of the reproductive tract under the supervision of a tutor (experienced practitioner or PhD student in farm animals) and the farm practitioner.

The VEE promotes research-based and evidence-based clinical training within the VTH facilities (clinical rotations), the mobile clinic, and in extra-mural settings during the PPT and EPA. In order to **maximise student hands-on training**, the students are organised in small groups, considering facilities' capacities, to guarantee their access to the equipment and individual hands-on practical activities, always under the direct supervision of academic staff or contracted professionals to guarantee high-quality learning and patient safety. To provide students with diverse learning opportunities and exposure to multiple clinical scenarios, the VEE has on contract numerous veterinarians across different specialities. This approach enables students to acquire not only technical and clinical competencies but also soft skills, such as teamwork, communication, and adaptability to varied working environments and family contexts of patients. Currently, the VTH employs 18 academic staff members and 48 specialist veterinarians on contract, who operate in both on-duty VTH services (e.g. veterinary staff responsible for assisting stray animals housed in municipal shelters when they need specialist veterinary services or when involved in accidents, 24/7 emergency service for equine, etc.), ensuring comprehensive coverage of clinical needs.

### **VEE meets the national Veterinary Practice Standards**

The VTH and all facilities involved in the curriculum, including those used for EPT, fully comply with national legislative requirements for veterinary practice, as stated by Law No. 297 (23-12-2003), Ordinary Supplement No. 195 . These facilities operate under legal provisions on biosecurity, animal welfare, and professional standards, ensuring that all clinical and teaching activities meet the highest regulatory and ethical requirements established for veterinary practice in Italy.

**Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.**

From the **3<sup>rd</sup> to the 5<sup>th</sup> year** of the curriculum, DVM students have access to all diagnostic and therapeutic facilities and to patients of different species during practical training in the Basic and Advanced Red Week courses, CCRs, the mobile clinic, EPA, EPTs, Pre-PPT in Parasitic Diseases and Veterinary Pathological Anatomy, as well as during the mandatory PPT. All practical activities are performed in small groups (maximum 6 students per group), organised in rotating teams to ensure active participation by each student. During **PPT rotations**, students engage in practical training across six different veterinary areas, always under the supervision of academic staff (Standard 3.1 for details). They participate in clinical rounds, case discussions, and daily planning, while assisting in patient monitoring, therapy administration, and diagnostic or therapeutic procedures.

**Standard 4.6: 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 the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.**

The renovation of the **isolation facilities for companion animals** has been completed and fully furnished, and it has been operational since 2022. Biosecurity and safety procedures have been updated and adapted to the existing new structure, with clear signs indicating the entrance (including the area where staff and students can change and wear protective clothing as DPI), the specific route

to follow to avoid possible contamination from the isolation area to the outside areas, the area where used protective clothing can be changed, and the exit route, separate from the entrance. Showers and sinks for body and/or hand sanitisation as needed have been placed in the passageways, along with a dedicated room for changing clothes and shoes, and the necessary protective equipment (PPE suits, protective glasses, etc.). Detailed signposting of the above procedures has been located at the entrance and on the key passages of the isolation facilities. In addition, we have organised specific meetings for training staff and students entering for the first time in the VTH to make all procedures required for safe movement and work within the isolation rooms and the use of the pharmacy clear. Furthermore, these procedures are described in detail in the **SB Manual** (Appendix 4.8).

The **isolation facilities for large animals**, which have been planned to have separate access and exit routes, specific route markings and specific biosecurity and biosafety procedures, are currently undergoing reconstruction to improve logistic access to the stabling area (expected by the end of February 2026). Therefore, temporary facilities are used as a total isolation area (the Equine Ward 3 - *Degenza Equini 3* - in the Map: Historic building (A) Ground floor external<sup>11</sup>), with compensatory alternative solutions in place (see **2b. Appendix 4.2. VTH Procedures food-producing and equine isolation units**).

**Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.**

**Herd health management** is introduced in the 2<sup>nd</sup> year within the *Zootechnics and Biotechnology applied to Animal Production course*, and reinforced through practical activities in other subjects. Students take part in multiple visits to extensive and intensive livestock and equine farms, either in small groups or as a full class. During the 1<sup>st</sup> and 2<sup>nd</sup> year, they must attend the Basic and Advanced Green Weeks Courses, which involve hands-on activities at the AZD, focusing on farm management and performing veterinary procedures that ensure animal welfare. In the 4<sup>th</sup> year, students participate in mandatory visits to different farms as part of the 'Mobile Clinic' course (25 hours), in small groups (6 students), using VEE transport. Under the supervision of course instructors and contracted practitioners, students gain practical experience in procedures such as transrectal palpation, pregnancy diagnosis by ultrasonography, and standard clinical examinations in livestock and equines. Finally, during PPT and EPA, students are involved in **field veterinary activities** alongside academic staff and contracted practitioners. These activities include both clinical practices (clinical examination, deworming, vaccination, official tests for infectious diseases, assistance at calving, field and emergency surgery) and administrative tasks (consultation of reproductive and production performance records). Students also develop essential soft skills, such as effective communication with farm owners and staff.

Two **VEE-owned vehicles** (Renault Traffic or Opel Vivaro, each with 6 seats) are available for transporting students during the **mobile clinic**. The vehicle involved in the activities is equipped with necessary equipment and materials (disposable gowns, gloves, disinfectant spray, etc.) for specific scheduled activities. Students must be equipped with clean overalls or scrubs, rubber boots and a stethoscope. Students are asked to wear normal shoes and bring along the rubber boots.

**Standard 4.8: 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 animal welfare, and to prevent the spread of infectious agents.**

**Student transportation** for extra-mural activities is provided by the two VEE-owned vehicles (Renault Traffic and Opel Vivaro). However, due to the large number of students, for most practical activities within the curriculum, students are encouraged to share personal vehicles, organising travel in small groups, in addition to rent bus occasionally provided by the teacher. When visits involve long

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<sup>11</sup> See Appendices 4.2. Maps of the VEE facilities 2025 - 2 - HISTORIC BUILDING (A) - Historic building (A) Ground floor external- *Degenza Equini 3*.

distances or the participation of an entire class or a large group, private buses are hired. All VEE vehicles are driven by teaching or support staff, and private buses by professional drivers, and all passengers are insured during transportation

The VEE does not own a vehicle for **transporting large live animals**; when required, this service is provided through the rental of appropriate vehicles. VEE animal patients are transported to the VTH by their owners, either for companion animals, exotic pets, and equines, whereas stray dogs and cats are transported by the USL personnel or private citizens, and wild animals by the Wild Umbria association. On the other hand, the VEE owns dedicated vehicles for the **transport and movement of cadavers, organs, or animal-origin material** (1 Giotti Victoria – Gladiator; forklift Still R20-16, Fiat Fiorino - 2 seats). Transport of large animal carcasses is managed by an external company under an existing agreement.

**Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.**

Unipg ensures compliance with national health and safety regulations through the **Prevention and Protection Service (SPP)**, which operates within the **Technical Division (TD)**. The SPP is responsible for risk assessment, the development of preventive measures and workplace safety procedures, and the organisation of information, training, and monitoring activities. These tasks are carried out in collaboration with the **Workers' Safety Representatives (RLS)** in the various departments and with the **Occupational Physician** on matters related to workplace safety and health surveillance. The latter includes pre-employment, periodic, and task-specific **medical examinations** to certify fitness for both staff and students, as this certification is mandatory before carrying out work or attending any practical courses. In addition, it is mandatory for all personnel classified as radiation-exposed, as well as all students before the start of their third year of studies, to receive specific **mandatory training in radioprotection** conducted by the Radiation Protection Expert and the Authorised Physician, in compliance with Art. 111 of Legislative Decree 101/2020.

Each workplace is provided with a **Risk Assessment Document (DVR)** (see **Appendix 4.7**), prepared by the SPP, which identifies and evaluates all biological, chemical, and physical hazards. The DVR takes into account factors such as equipment, hazardous substances, work organisation, and specific individual conditions (e.g., gender differences, pregnancy, age).

The VEE is committed to ensure alignment with the standards of safety and biosecurity for staff, students, and visitors through the application of the measures outlined in the DVR for all its facilities (Appendix 4.7.), including offices and research areas (Buildings A and D), teaching rooms (TPole), VTH, and AZD, where activities often involve animals, biological materials, and potentially hazardous substances. For procedures, students and staff can access the SB Manual (Appendix 4.8). For planning or requiring major structural improvements based on a needs assessment, a Three-Year Request Document must be submitted by the VEE Head to the SPP, based on reports from colleagues. The SPP guides approved updates depending on budget availability and approval of the Academic Senate and the Board of Governors. Significant changes to biosafety procedures require formal requests through the SPP Technical Office, with approved actions communicated to the VEE Council and published on the VEE website.

**Legislative Decree 81/2008**, known as the Consolidated Law on Workplace Safety, requires both staff and students to receive mandatory training in health and safety at work. This training is provided by the SPP in collaboration with the VEE Head, the SB Delegate, and designated VEE emergency personnel (academic or support staff specifically trained by the SPP).

To ensure workplace safety, the VEE has an **Individual Emergency Plan (PEI)** (**Appendix 4.2.PEI**) in addition to the DVR. Fire and earthquake drills are carried out periodically under the supervision of the SPP, with active participation from appointed personnel, departmental staff, students, and VTH

clients. The VEE is also equipped with an **Automated External Defibrillator (AED)**, located near the entrance to the TPole, and regular training courses are organised for first-aid personnel on its use. Furthermore, according to Legislative Decree 81/2008 (Art. 2, para. 1, letter e), workplace safety also involves the role of the “Preposto” is defined as a person who, based on competence and hierarchical responsibilities, supervises work activities and ensures correct implementation of safety instructions. Academic and technical staff may act as Preposto during teaching, research, or clinical tasks, overseeing compliance with safety rules, addressing unsafe behaviour, and reporting issues to management. They must complete specific annual training on supervision, control, and safety responsibilities, organised by the SPP. Accordingly, all staff are required to attend biosecurity and risk management courses, delivered either in person or online via UniStudium.

Finally, at the University of Perugia, **students of Veterinary Medicine** must complete a workplace safety course in compliance with Legislative Decree 81/2008 before participating in any practical activities in laboratories or clinical facilities (“Security and Biosecurity National Legislation No. 281/2008 Course”, 8 hours, 1<sup>st</sup> Year). Therefore, students are aware of potential risks and risk prevention, and they are further updated on security procedures for specific contexts or activities, also through online materials, instructions, or informative courses available in UniStudium. Students can also give their contribution by reporting complaints or suggestions regarding lack or non-conforming application of safety rules through two dedicated electronic forms on the VEE webpages [📄](#) [📄](#) or leaving a letter in the box provided in the TPole (see Standard 7.7).

The numerous teaching and research laboratories located in the VEE host a variety of activities involving biological, chemical, and mixed risks. The **SB Manual** provides a comprehensive list of specific procedures and preventive measures designed to avoid unintended exposure or accidental release of pathogens and toxins, thereby minimising risks and preventing disease transmission. This document has been fully revised in 2025 by the **SB Committee** [📄](#), and it is now available to staff and students. At each facility entrance, hazard symbols indicate specific risks and maximum occupancy to raise user awareness. In addition, when needed, the SB Committee oversees workplace safety materials and first-aid equipment across all VEE facilities. The committee supports the training of staff and students, and the organisation of information events promoting “biosecurity culture” within the VEE (for details on SB Committee see Table 1.2.2.). The VEE **disposal of biosanitary waste and hazardous chemicals** is managed directly by Unipg central management services. The **VEE Safety and Biosecurity Manual** is provided in Appendix 4.8.

#### Comments on Area 4

As required by the **2019 ECOVE Final Visitation Report**, during the last years, the VEE has significantly implemented preventive measures to enhance safety, biosecurity, and animal welfare at the AZD. Risk prevention procedures (biological, physical, chemical, injuries) during practical activities have been consolidated, and dissemination of a **biosecurity culture** has been reinforced. Since 2022, **AZD renovation works** have provided new horse housing facilities, whereas the restructuring of the cattle and sheep barns is ongoing. In the **VTH**, new services are being established, which are expected to be operational in the near future, including: Livestock Treatment (Obstetrics and Gynaecology Unit), Preparation service of biological products for Regenerative Medicine, Hormonal Diagnostics, Physiological Biotechnologies, Animal Nutrition and Veterinary Clinical Biochemistry (Diagnostics Unit IV). To further improve clinical cases storage and consultation, as well as pharmacy procedures and drug flow in the VTH, the VEE is planning to acquire a new case registration software to replace the current SIOVUD, which presents some constraints and difficulties in this regard. Work is also in progress to establish a common storage room for -80°C freezers in the basement floor of the historic building.

#### Suggestions for improvement in Area 4

Despite the establishment of new farm agreements, the instability of local zootechnical enterprises may pose future challenges for external large animal training. Expanding the AZD facilities could represent a strategic safeguard to ensure long-term sustainability of practical activities.

In compliance with the **2022 Perugia VEE Interim Report**, still in development, the **CSL** is being set up by a dedicated **Committee**, with staff and student collaboration to provide a permanent facility for both guided and self-directed practice. In parallel, the Committee is working with teachers to introduce Objective Structured Clinical Examinations (**OSCE**) at different stages of the curriculum, as an additional tool to assess practical skills such as clinical examination, procedures, animal handling, communication, and diagnostic test interpretation.



# ANIMAL RESOURCES

## AREA 5. ANIMAL RESOURCES AND TEACHING MATERIAL OF ANIMAL ORIGIN

**Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**

The primary goal of the VEE is to provide an adequate and active hands-on preclinical and clinical training to students to guarantee *DICs* acquisition. This is achieved by ad hoc organisation of the DVM course, presence of adequate facilities and services (including a 24/7 emergency one) and academic and contracted veterinary staff. In addition, an adequate number of animals and materials of animal origin is ensured by permanent ongoing collaborations with practitioners, public institutions (IZSUM, USL) and private enterprises, providing also training in a wide range of professional aspects. The VTH electronic SIOVUD platform offers student access to medical records, under supervision, enabling them to learn the procedure for storing and analysing laboratory and clinical data, and to follow the evolution of clinical cases. At the same time, from any professional point of view, under the supervision of teachers differently involved in the clinical case potential management, critical analysis is performed with students in training to underline any deficiencies, to discuss the reasons and the modalities to correct them. As a global strategy, to ensure **safe hands-on training in all relevant areas**, the VEE adopts a wide range of actions, whose effectiveness is continuously monitored through the QA systems in use. Among them:

**1. VTH services and specialities:** currently, the VTH provides 31 services (Appendix 4.6), supported by the engagement of new practitioners, some of them having a recognised specialised clinical profile.

**2. Agreements with farms** providing access to different species and farming, with different clinical approaches and treatments, and **practitioners** (VTH and Mobile Clinic).

**3. Collection of animals or materials of animal origin** for CCT is provided as follows:

- **Pre-clinical training** is mainly carried out in the AZD (ruminants, horses and pigs), while healthy dogs, cats, and exotic animals used for pre-clinical (e.g., animal handling, physiology), at the VTH are mainly represented by those owned by staff, students or volunteer citizens.
- **Clinical training.** VTH is the primary source of small animals and horse clinical training. In recent years, the VEE has strived to increase the number of exotics and food-producing animals, which still has to be improved. Conversely, the number of wild, stray and shelter animals has greatly increased (Umbria Region agreement). VTH offers continuous activities based on 24/7 ES, which have led to a notable increase in both the first-opinion and referral caseload. AZD is a vital source for clinical training on ruminants, equine, and pigs in association with the Mobile Clinic, and external private farms. Agreements with slaughterhouses and food-producing premises ensure students' hands-on involvement during EPAs on food-producing animals.

**4. Materials of animal origin.** Some teachers use animal cadavers or tissues for practical activities (e.g. surgical knot applications, diagnostic injections, Xray or ultrasound scans). In the Pre-CSL and the CSL students can also practice on digital and simulated clinical procedures on dummies (e.g. intravenous access, cardiac massage, tracheal tube insertion, etc.). Laminated models of different species, bones and animal skeletons for self-studying are available for anatomical studies. Deficiencies in material for teaching are reported to the JSTC and the DVM Council to timely plan and activate corrective measures. The regular involvement of the VTH and AZD, along with multiple agreements with external facilities and practitioners, guarantees a suitable number and variety of animals and material of animal origin for each student.

### **VEE strategy to ensure that each student receives the relevant CCT before graduation**

Agreements with public veterinary authorities (USL Umbria, IZSUM), local municipalities (Umbria Region), military corps (e.g., Guardia di Finanza) and private facilities (e.g. Perugia slaughterhouse) are strategically enforced, ensuring a relevant domestic and wild animal's case log. Students must complete the personal Logbook documenting *DICs*, to comply with VEE and ESEVT educational quality standards. The VEE adheres to the following principles:

- 1. Number of patients examined/treated by each student.** The VTH number of intramural cases to ensure the number of patients examined/treated by each student during the CCT is currently over the minimum required for small animals and horses (see ESEVT Indicators), whereas the Mobile Clinic, AZD and other extra-mural activities mainly guarantee an adequate number for food-producing animals.
- 2. Balance between species.** VTH's main clinical focus is on conventional companion animals, including horses (see ESEVT indicators). In addition, in the last years, the VTH has consolidated exotic and wild animal services, and food-producing animal services, to increase the species available for teaching. Regarding food-producing species, the extensive collaborations with farms and practitioners have contributed to a favourable balance among species during the CCT.
- 3. Balance between clinical disciplines.** The wide range of VTH services ensures balanced clinical coverage, some of them also carried out in collaboration with specialised veterinarians. The 24/7 emergency service is essential for conducting adequate CCT. In the last years, emergency cases accounted for approximately 25%, 35%, and 40% of the total caseload for canine, feline, and equine patients, respectively. Clinical training in food-producing animals focuses primarily on reproductive and metabolic aspects, rather than on surgery or emergency cases.
- 4. Balance between first opinion and referral cases.** In the Internal Medicine Unit, approximately 60% of small animals and almost all exotic animals as first-opinion cases, ensuring exposure to the most common clinical cases. The Surgery Services for companion animals manage 90-95% first-opinion cases, providing an adequate surgical caseload and enabling students to follow cases from diagnosis onwards. Specialised referral cases account for about 45% of the total VTH caseload, and are mainly sent by practitioners to specialised services (e.g. Haematology, Cardiology, Dermatology, etc.). Equine Medicine and Surgery Services' caseload consists of about 40% first-opinion cases, with 40% being emergency cases. Most require surgery and subsequent hospitalisation, allowing daily students' involvement in nursing care, therapy administration and follow-up evaluation. For food-producing animals entering the VTH, about 20% are first opinion patients, generally dedicated to teaching. The VTH's specialised veterinary and diagnostics services attract a broad range of cases, allowing students to follow the patient's diagnostic and therapeutic pathway, and learn differences in management of first-opinion and referral cases. This is supported by access to the SIOVUD database, and student participation in various undergraduate internships, which help balance exposure across clinical disciplines.
- 5. Balance between acute and chronic cases:** the proportion varies by species. In companion animals, chronic cases predominate (about 60%), including arthropathies, endocrine disorders, dermatological conditions, cardiac and respiratory diseases, renal and hepatic pathologies, gastroenteric disorders, and chronic infectious diseases. Conversely, acute cases, prevalently managed through the 24/7 emergency service, include colic, fractures, synovial structure injuries/sepsis, thoracic and abdominal trauma, gastric volvulus and intestinal dislocation, dystocia, caesarean section, poisoning, neonatal pathologies, and acute infectious diseases. In the equine clinic, acute cases represent nearly 40% of the caseload.
- 6. Balance between consultations (one-day clinic) and hospitalisations.** In small animals, approximately 80% of cases are managed as one-day consultations, while about 20% require hospitalisation. In contrast, almost 90% of emergency cases necessitate hospitalisation, a proportion comparable to horses, which are admitted in roughly 80% of cases.
- 7. Balance between individual medicine and population medicine.** For food-producing animals, there is almost an optimal balance between individual medicine and population medicine, covering aspects such as herd health management, and infectious disease control. In companion animals, approximately 90% of cases concern individual medicine, while the remaining 10% are related to broader clinical activities (e.g. National Certifications, see Standard 4.3).

## Procedures to ensure the welfare of animals used for educational and research activities

The VEE is committed to ensuring the highest standards of animal welfare in education and research, in full compliance with Italian legislation (Legislative Decree 26/2014; Directive 2010/63/EU). Ethical oversight is provided by the **Animal Welfare Body (OPBA)**, where a VEE academic (Prof. Maria Beatrice Conti) is responsible for animal care. Acting as the official ethics committee, the OPBA reviews research protocols, advises on welfare-sensitive procedures, and evaluates **research projects** requiring Ministry of Health authorisation, promoting the 3Rs<sup>12</sup>. Research not involving invasive procedures is assessed by the **Unipg Bioethics Committee**  (18 members). This dual system guarantees scientific validity, ethical soundness, and strict compliance with national and EU regulations. Any violation of welfare standards entails criminal and administrative penalties, ensuring professional ethics and animal safety in veterinary research. **VEE educational activities** comply with national legislation and the Unipg ethical code, with initial hands-on training carried out in the **CSL** using dummies and simulators to encourage an ethical approach before working with live animals. The **SB Committee** plays a central role in promoting welfare and compliance with safety standards among staff, students, and researchers. Its main tool is the **SB Manual** (Appendix 4.8), which provides clear biosafety protocols to prevent accidents and infections, reduce risks of nosocomial and zoonotic diseases, and ensure a safe and welfare-oriented teaching and learning environment.

## Cadavers and material of animal origin for training

In **Anatomy**, fresh viscera from food-producing animals (mainly from local slaughterhouses in Perugia and Gubbio, and from the VTH with owners' authorisation for equine species) are used for practical training, amounting to 315 kg in 2021-2022, 320 Kg in 2022-2023 and 395 Kg in 2023-2024. **Cadavers of dogs and cats** are obtained from the VTH (with owners' consent), and from the local public kennel. **Wild ruminants**, supplied through the agreement between the VEE and the Umbria Region, are dissected compensating for large domestic ruminants. **Chickens and rabbits** are collected from spontaneous farm deaths. All cadavers and fresh viscera are collected during the teaching activities and stored in a refrigerator room (+4°C) located in the Anatomy dissection room for student training under teacher supervision. The Normal Anatomy Unit also provides complete skeletons (equine, canine, bovine, feline, ovine), isolated bones (available also for self-study), dry joints and muscles preparations, as well as ~2,000 histological slides available for self-study or supervised training in the **Anatomy Teaching room (Veterinary Anatomy Lab** - see Standard 6.2). Tables 5.1.1 - 5.1.9 present detailed data on the quantity and variety of live animals, cadavers, and animal-origin material used in teaching.

**Table 5.1.1. Cadavers and materials of animal origin used in practical anatomical training**

Species	2023-2024	2022-2023	2021-2022
<i>Cattle</i>	-1 complete skeleton / isolated bones -2 anatomical models -36 organs*	-1 complete skeleton / isolated bones -2 anatomical models -36 organs*	-1 complete skeleton / isolated bones -2 anatomical models -36 organs*
<i>Small ruminants</i>	-1 complete skeleton -1 anatomical models	-1 complete skeleton -1 anatomical models	-1 complete skeleton -1 anatomical models
<i>Pigs</i>	-1 anatomical model -36 organs*	-1 anatomical model -36 organs*	-1 anatomical model -36 organs*
<i>Companion animals</i>	-1 complete skeleton -1 anatomical models -8 cadavers	-1 complete skeleton -1 anatomical models -11 cadavers	-1 complete skeleton -1 anatomical models -13 cadavers
<i>Equine</i>	-1 complete skeleton / isolated bones -4 anatomical models -36 organs*	-1 complete skeleton / isolated bones -4 anatomical models -36 organs*	-1 complete skeleton / isolated bones -4 anatomical models -36 organs*
<i>Poultry</i>	-1 anatomical model -12 cadavers	-1 anatomical model -20 cadavers	-1 anatomical model -12 cadavers
<i>Rabbits</i>	-8 cadavers	-20 cadavers	-8 cadavers
<i>Others: Wild animals</i>	-6 cadavers / 36 organs*	-7 cadavers / 36 organs*	-6 cadavers / 36 organs*

<sup>12</sup> 3Rs = Replacement, Reduction, Refinement.

\*At least: 1 tongue, pharynx and larynx, 1 couple of lungs, 1 heart, 1 stomach, 1 liver, 1 spleen, 1 couple of kidney, 1 female genital apparatus, 1 male genital apparatus per each group of students.

For **pathology** training, cadavers of small animals and horses are sourced from the VTH, private veterinary facilities, and directly from owners for diagnostic purposes. Additional specimens, mainly bovine and swine, are provided weekly by the local slaughterhouse during teaching activities and stored at +4 °C in the **Pathologic Anatomy dissection room** (TPole) until use. Moreover, dog, cat and exotics cadavers collected from private clinics can be stored at –20 °C for teaching purposes. Cadavers used in pathology training come from various sources:

- Hospitalised animals that died in the VTH, with owner consent for necropsy<sup>13</sup>.
- Animals from private practitioners, veterinary clinics, or farms, referred for diagnostic and teaching purposes.
- Animals delivered directly by owners for diagnostic investigation.
- Dead avian species and rabbits from farms for diagnostic and teaching purposes.
- Wild mammals from Wildlife Umbria or other Rescue Centres throughout the USL Umbria.
- Animals sent to IZSUM, enabling students to participate in necropsies under veterinary staff supervision.
- Field necropsies are seldom performed directly on farms.

The VEE **Veterinary Pathology section** holds an extensive archive of over 200,000 histological slides from necropsies and biopsy samples. This material, stored and catalogued in the SIOVUD electronic system, is accessible to students for teaching and learning purposes. Cadavers and viscera are disposed of weekly by an authorised private company, contracted and paid by the VEE.

**TABLE 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, ...)**

<i>Species</i>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>Mean</b>
<i>Cattle*</i>	45	38	42	41.6
<i>Small ruminants*</i>	40	60	55	51.6
<i>Pigs*</i>	12	8	10	10
<i>Companion animals**</i>	160	198	111	156.3
<i>Equine*</i>	4	4	4	4
<i>Poultry &amp; rabbits</i>	5	3	4	0
<i>Aquatic animals</i>	0	0	0	0
<i>Exotic pets***</i>	33	24	12	23
<i>Others: Wild animals</i>	0	0	0	0

\*AZD remains the primary source dedicated to pre-clinical activities on ruminants, horses and pigs.

\*\*Healthy companion animals owned by staff members or students, and the donors of the Blood Bank Centre.

\*\*\*Healthy exotic animals owned by members of the staff or students, or volunteer owners. The reported number is an estimation.

**TABLE 5.1.3. Number of patients seen intra-murally (in the VTH)**

<i>Species</i>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>Mean</b>
<i>Cattle</i>	171	1	4	58.7
<i>Small ruminants</i>	70	22	32	41.4
<i>Pigs*</i>	28	21	22	23.7
<i>Companion animals</i>	7148	6762	5788	6566
<i>Equine</i>	534	641	569	581.3
<i>Poultry &amp; rabbits</i>	90	101	72	87.7
<i>Exotic pets</i>	152	93	55	100
<i>Others: Wild animals</i>	780**	362	282	474.7

\*AZD housed, these data refer to the Basic and Advanced Green Week Courses related activities.

\*\* VTH wild animal patients, provided by citizens and the Wild Umbria Association (Umbria Region public funding agreement)

<sup>13</sup> Available on request

**TABLE 5.1.4. Number of patients seen extra-murally (in the ambulatory clinics\*)**

<i>Species</i>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<i>Mean</i>
Cattle	196	188	260	214.7
<i>Small ruminants</i>	48	104	580	244
<i>Pigs</i>	2	2	32	12
<i>Companion animals</i>	0	0	0	0
<i>Equine</i>	41	55	116	70.7
<i>Poultry &amp; rabbits</i>	0	0	0	0
<i>Aquatic animals</i>	0	0	0	0
<i>Exotic pets</i>	0	0	0	0
<i>Others: Wild animals</i>	0	0	0	0

\* Mainly mobile clinic

**Table 5.1.5. Percentage (%) of first opinion patients used for clinical training (both in VTH and mobile clinics, i.e. Tables 5.1.3 & 5.1.4**

<i>Species</i>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<i>Mean</i>
Cattle	80	80	80	80
<i>Small ruminants</i>	100	100	100	100
<i>Pigs</i>	100	100	100	100
<i>Companion animals</i>	45	45	45	45
<i>Equine</i>	80	80	100	86.7
<i>Poultry &amp; rabbits</i>	100	100	100	100
<i>Exotic pets</i>	90	90	90	90
<i>Others: Wild animals</i>	100	100	100	100

\*These data are not recorded and are a projection based on a three-month analysis.

**Table 5.1.6. Cadavers used in necropsy**

<i>Species</i>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>Mean</b>
Cattle	17	3	6	8.7
<i>Small ruminants</i>	23	18	32	24.3
<i>Pigs</i>	49	90	116	85
<i>Companion animals</i>	375	353	289	339
<i>Equine</i>	55	59	40	51.3
<i>Poultry &amp; rabbits</i>	255	267	235	252.3
<i>Aquatic animals</i>	0	0	0	0
<i>Exotic pets</i>	66	20	5	30.3
<i>Others: Wild animals</i>	234	139	110	161

**Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management**

<i>Species</i>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>Mean</b>
Cattle	77	61	105	81
<i>Small ruminants</i>	30	37	188	85
<i>Pigs</i>	11	26	30	22.3
<i>Poultry</i>	26	23	43	30.7
<i>Rabbits</i>	1	1	1	1
<i>Aquatic animals</i>	0	0	0	0
<i>Others: Shelter dogs and cats</i>	12	16	12	13.3
<i>Others: Equine</i>	12	15	22	0

<i>Species</i>	<b>2023-2024</b>	<b>2022-2023</b>	<b>2021-2022</b>	<b>Mean</b>
<i>Ruminant slaughterhouses</i>	2	2	2	2
<i>Pig slaughterhouses</i>	2	2	2	2
<i>Poultry slaughterhouses*</i>	1	1	1	1
<i>Dairy products plant**</i>	1	1	1	1
<i>Meat processing plant**</i>	1	1	1	1
<i>Others</i>				

\* For compensatory measures see Standard 5.2.  
\*\* Related premises: premises for the production, processing, distribution or consumption of food of animal origin

### **Animals and material of animal origin for pre-clinical and clinical training, and clinical services**

Teachers involved in preclinical and clinical subjects specify in the Syllabus the primary skills to be achieved and the methods to attain them. When planning preclinical and clinical practical activities, they also define the number and variety of animals and animal-derived materials required to meet the intended learning outcomes. In the past and also currently, the teachers have played a significant role in refining the definition of the number and variety of animals and animal-derived materials needed for preclinical and clinical training. Solutions and financial resources are identified to meet teaching objectives. In some cases, shortages are also reported by students' feedback. Improvement actions and monitoring/assessment measures are planned using a PDCA model. The DVM Council approves these actions and communicates them to staff, students, and stakeholders. Stakeholders are updated during Steering Committee meetings.

**Standard 5.2:** In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and following the same standards as those applied in the VEE.

**Practical training at external facilities** is conducted in selected farms operating under formal agreements with the VEE. All extra-mural activities are carried out under the direct supervision of qualified EPA practitioners, ensuring full compliance with the VEE's quality, ethical, and educational standards as those applied for the VEE intra-murally. As already described in Standard 3.1. students, once completed the practical activity, must record it in their personal Logbook and validate it by the relevant teacher. In the Umbria region, there has been a progressive decline in livestock farming due to economic challenges and fluctuations in the market demand. Some of the previous **affiliated farms**, such as Vestricciano (rabbits), Casalina (dairy cattle) closed their farming activities, and Sant' Apollinare (cattle) is undergoing a debate for a change. The VEE replaced them with the AFoR Umbria Regional Forestry Agency, a breeding centre for small wild mammals (hare) and wild birds, aimed at reintroduction them into the territory for hunting purposes; and the Molini Popolari and Chiugiana farms, both dedicated to rearing dairy and beef cattle. To compensate for losses, the VEE expanded practical training by establishing new agreements (157 premises) across the region and nationally. A detailed list of these facilities is provided in Appendix 4.4., and of the facsimile agreement model (**Appendix 4.4a**). All selected premises offer suitable environments for teaching in farm animal veterinary medicine. DVM students undertake a broad range of **clinical and zootechnical procedures** as required by the curriculum subjects (Standard 3.2) (e.g animal handling, welfare assessment, vaccination, oestrus detection, pregnancy diagnosis, artificial insemination, neonatal care, first aid, BCS scoring, hay evaluation, blood sampling, etc.). Activities, performed in small groups under staff supervision, engage students in routine farm work, and are recorded in the Logbook to document *DICs*. As part of the 4<sup>th</sup>-year *CCT in Avian Pathology*, students receive **external practical training on avian species** in various poultry farms. Under the supervision of teaching staff, students also perform diagnostic procedures such as blood sampling, respiratory swabs, and cloacal swabs, thereby applying theoretical knowledge in a real-life professional context.

The **IZSUM** is one of the most important VEE strategic collaborations, ensuring adequate diagnostic and epidemiological training to DVM students. At the IZSUM's operational facilities, during the pre-PPT, the 4<sup>th</sup> year students can be involved in the daily laboratory diagnostics of Pathological Anatomy. Students perform their activities supported by IZSUM veterinarians and researchers, actively participating in all stages of the diagnostic processes, performing necropsy examinations on farm animals, pets and wildlife. This VEE-IZSUM collaboration guarantees students have access to adequate **ruminants and pig necropsies**, but also gives them the opportunity to engage with real, up-to-date clinical cases, working in a highly qualified professional environment. This allows them to develop solid practical skills and a conscious approach to public and private veterinary diagnostics, in line with the course's educational objectives and professional expectations.

The **Collestrada Municipal Health Shelter** is an external training site for companion animals' practice (e.g. in the 3<sup>rd</sup> Year course "Infectious Diseases of Companion Animals and Parasitic Diseases"). Under the supervision of USL veterinarians, students gain experience in shelter organisation, health management and preventive medicine. Shelter activities enhance practical and clinical skills in a real-life context, with direct application to infectious and parasitic disease control in companion animals. The shelter also hosts the **RandAgiamo<sup>®</sup> Project** (see Standard 1.5.), which offers students field-based training in dog behaviour, welfare, and public communication. Practical training is provided either as EPT (ADE: "Shelter Medicine" for 5<sup>th</sup> year students), or through the annual RandAgiamo<sup>®</sup> course, open to volunteer students. The course combines a three-day lecture module with a ten-day practical stage at the shelter. Since the course is also open to citizen volunteers, students gain experience in teamwork and emotion management while collaborating with the public.

**External VPH and FSQ practical training** is ensured through the formal agreement between the VEE and the **Perugia slaughterhouse** , authorised for the slaughter and cutting of cattle, pigs, sheep/goats and horses (identification code 757M CE). Students perform ante- and post-mortem inspections on all food-producing animals and learn how to assess abattoir compliance with national and European legislation, including good hygiene practices, pre-and operative hygiene, personal hygiene, and adequacy of facilities, layout and equipment. For the Food Technology and Food Hygiene course, practical sessions are also held in a dairy production plant and a meat processing plant, depending on producer availability. Here, students learn to evaluate the different production steps of cheese and meat products from a food safety and quality perspective. In addition, they also assess the implementation of HACCP manuals and the application of Prerequisite Programs (PRPs) and Operational Prerequisite Programs (OPRPs), gaining hands-on experience in food safety and quality management systems. Lastly, practical training to external facilities includes visits to **other premises**, such as feed mills, and agri-food companies (meat, fish and dairy companies, pasta factories), where students are accompanied by company technicians who provide practical details and insights into the production site visited.

As compensatory measures for poultry slaughterhouse training, the VEE has established an a PPT agreement with the **Fileni Group (CARNI Società Cooperativa Agricola)** (see **Appendix 5.1a**), one of the Italy's leading poultry meat producers, specialising in slaughtering, meat processing and quality assessment. Students undertaking their PPT at this company engage in veterinary activities related to poultry meat production, including evaluation of animal welfare upon arrival and stunning, observation of slaughtering and post-mortem inspection, assessment of cutting and processing hygiene, quality assurance and HACCP procedures, surface hygiene monitoring, and evaluation of microbial criteria. Additionally, as part of departmental research projects focusing on poultry meat (e.g., the NoPork project with the Camerino University), or regular laboratory activities on purchased carcasses, students perform poultry meat quality assessments, such as scoring breast muscle abnormalities associated with transport and slaughtering processes, measuring quality parameters (e.g., pH, colour), and analysing hygiene indicators like microbial contamination levels.

**Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.**

In Italy, the role of the veterinary nurse is not legally regulated. Nursing care is integrated into the DVM curriculum and taught within both theoretical and practical components of the clinical courses (Standard 3.2). At the VEE, all staff involved in **nursing care** are trained for teaching and by a continuous shift system, ensuring VTH 24-hour coverage. Students acquire nursing skills under the supervision of VTH staff, external practitioners, and clinical support personnel. The practical training program aims to develop students' technical, relational, and ethical skills, including nursing care, across all VTH and AZD procedures (see Standard 5.4). An effective model is provided by the **Surgery and Radiodiagnostic Unit** for large animals, where nursing care is taught through lectures, written protocols, and operating procedures with particular focus on **equine** hospitalisation, monitoring, and therapy. These resources, which also include safety instructions, are readily accessible to students and support correct application during practical activities (**Appendix 5.1**).

All the **hands-on involvement of students in animal husbandry and clinical procedures** across different species throughout the DVM curriculum, as well as its organisation, progression and the teaching subjects responsible for each specific training, has already been detailed in Standard 3.1. Therefore, only a concise overview is provided here, and synthesised in Table 5.3.1. From the 1<sup>st</sup> year onwards, students are guided to acquire their practical skills by gradually introducing them in the AZD farm environment through the *Green Weeks courses*. Since its institution, clinical hands-on practice is performed first in the **CSL**, where students can practice simulated procedures and consolidate self-confidence. From the 3<sup>rd</sup> year, students participate in VTH clinical rotations (*Basic Red Week Courses*), continuing in the 4<sup>th</sup> and 5<sup>th</sup> year following a structured training program aimed to acquire veterinary and nursing skills. Teaching is provided by academic and VTH contracted staff, PhD students and practitioners. Before beginning clinical training, students complete compulsory safety and biosecurity training through lectures and guided tours of laboratories and clinical services, with the **SB Manual** available for consultation (Appendix 4.8). Clinical training is organised in small teams, integrated into the daily activities of **VTH services** under teacher supervision, ensuring both training quality and animal welfare. Teams rotate across the different VTH services according to educational and logistical criteria. Diagnostic reasoning and decision-making are reinforced during daily clinical rounds, where case's management is discussed with clinicians and students and approaches are critically reviewed. A non-exhaustive list of clinical procedures taught to students is provided below:

**Table 5.3.1. Main practical activities providing hands-on involvement of students**

<b>Clinical activities</b>	
Clinical Examination and Diagnostics	Handling and restraint of all species (companion, exotic, equine and farm animals) Safe animal approach and management in clinical and farm environments. Medical history collection, sampling and case discussion. Complete physical and behavioural examinations (e.g. colic and lameness) Clinical diagnostics: radiology, ultrasound, endoscopy, and rapid in-house laboratory tests. Administration of drugs and fluids; wound care and dressings. Participation in problem-oriented diagnostic and therapeutic decision process with VTH staff.
Sampling and Laboratory Procedures	Collection of biological samples: blood, urine, faeces, milk, swabs (respiratory, cloacal). Semen collection, evaluation, and preservation. Cytological, histological, and parasitological examinations.
Surgical and Therapeutic Procedures	Assistance during surgical interventions, anaesthetic monitoring, and pain management. Placement of catheters, probes, assisted enteral feeding, and intravenous access. Sutures and basic surgical procedures on foam rubber or similar supports or animals under supervision. Surgical and anaesthetic assistance during procedures. Assistance in emergency care, intensive care, oxygen therapy and enteral nutrition.
General Patient Management	Post-operative management and monitoring in recovery boxes. Hospitalised animals: handling, feeding, administering treatments, and clinical monitoring. Filling medical records (SIOVUD), and veterinary electronic prescriptions

Reproduction and Neonatology	Oestrus detection (vaginal cytology) and artificial insemination. Pregnancy diagnosis and monitoring (rectal examination, palpation and ultrasound scans). Birth assistance and neonatal care (including foal assessment). Reproductive and semen samples control in companion and farm animals. Reproductive surgery interventions (ovariectomy and orchietomy, etc.).
Preventive and Population Medicine	Animal health and welfare assessment applying national protocols (ClassyFarm) Feeding and hoof management, body condition scoring, and mastitis control. Epidemiological monitoring and preventive medicine program on food-producing farms.
Necropsy and Pathology	Post-mortem sample collection and processing. Performing necropsies on animals of different species. Compilation of post-mortem reports and participation on differential diagnoses discussions.

In alignment with national legislation and ESEVT standards, students are actively involved in euthanasia procedures as part of their CCT. When authorised by the owner, this includes assisting with the procedure and contributing to the ethical decision-making process through patient assessment and evaluation of the family context. The newly established VTH Palliative Care and Pain Management Service, within **CeRiDA** (details in Standard 10.1), provides structured high-level guidance for training in euthanasia and hospice care, and serves as a national reference for the professional development of veterinarians, offering dedicated post-graduate courses (Standard 10.3). In conclusion, VEE students' hands-on involvement follows a problem-solving approach to real cases, with active student participation in diagnostic and therapeutic decisions. Under clinical staff supervision, students access the SIOVUD medical records to learn how to correctly record anamnestic, clinical and laboratory data, while developing case management skills. This ensures a progressive and structured acquisition of both clinical and nursing skills, from initial assessment to follow-up.

**Standard 5.4: Medical records for patients seen intra- and extramurally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.**

The VTH uses the **SIOVUD**<sup>14</sup>, a secure platform introduced in 2017 for registering, managing, and consulting all clinical cases (intra- and extramural) across species. Each patient receives a digital medical record at admission, updated with clinical, laboratory, microbiological, parasitological, and pathological data. The system integrates with **U-GOV CINECA** for administration and billing and with **VETINFO** (Italian Ministry of Health) for electronic drug prescriptions. Access is password-protected via Unipg credentials and available from multiple workstations (VTH, laboratories, offices), ensuring real-time data consultation. SIOVUD supports clinical training by allowing students to practice with anonymised patient data, and it is also used for research (theses, retrospective studies). For extramural activities (e.g. at the AZD), dedicated Telegram/WhatsApp channels are used to provide real-time updates on schedules, changes, and logistics, improving student participation and organisation. Data are subsequently registered in SIOVUD. A centralised scheduling tool displays visits and activities on monitors in the wards, facilitating communication among staff, and students.

### Comments on Area 5

One of the VEE's main strengths is equine medicine, supported by a high caseload, advanced facilities, and a multidisciplinary team, offering students extensive hands-on experience. Companion animal and wildlife cases are also increasing, thanks to regional agreements, enhancing exposure to rare and complex scenarios and contributing to veterinary public health. However, the food-producing animal caseload still needs improvement, partly due to incomplete case reporting in SIOVUD, where some fieldwork activities are not fully recorded. Although all practical activities are documented in syllabi and registers, only cases entered in SIOVUD are traceable for ESEVT indicators. Corrective actions are being implemented, including staff training, better monitoring, and simplified digital tools (e.g., Mobile Clinic) to improve data entry and case tracking.

<sup>14</sup> SIOVUD: University Veterinary Hospital Diagnostic Information System

### **Suggestions for improvement in Area 5**

Currently, the VEE is actively developing new agreements with private veterinary clinics or surgeries to enhance companion animal clinical training outside the VTH. Although the internal caseload already ensures adequate clinical exposure, these collaborations aim to broaden students' learning opportunities in real-world professional settings. At present, external clinics mainly support students in expanding their specific caseloads for graduation theses. Looking ahead, the following suggestions are proposed:

- Strengthen agreements with external farms (including aquatic and rabbit sectors) to increase clinical caseload and students' exposure to food-producing animals.
- Expand collaborations with external hospitals specialised in companion and exotic animals.
- Schedule additional student participation in the IZSUM field necropsies.
- Develop a digital video database of necropsies to further support student self-learning and compensate for specific species cases.
- Improve VTH internship organisation in nursing care, extending the model used by the Surgery and Radiodiagnostic Unit for large animals (cattle, equine).
- Replace the current SIOVUD system with a more advanced, user-friendly platform.
- Engage students in animal pain scoring of VTH hospitalised patients with CeRiDA.



# LEARNING RESOURCES

## AREA 6. LEARNING RESOURCES

**Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. 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, together with basic English teaching if necessary.**

### **VEE general strategy on learning resources, their access and use**

The VEE provides a wide range of learning resources, including study and reading rooms, a library, an e-learning platform, student support services (such as tutoring), a museum, and a newly established CSL.

At the time of enrolment, each student is provided with an institutional *e-mail address* and *personal credentials* to log in Reserved Area for accessing all Unipg electronic resources (see Standard 6.2), similar to what in use for all Unipg staff. Students and academic staff are also given credentials for accessing and using the **MyUnipg app**, which allows them to access the library and manage their educational career, and for academic staff to register student attendance to the DVM courses.

Among the VEE learning resources and teaching strategies, the **Veterinary Library**  plays a fundamental role. It provides teachers and students with an extensive collection of books and journals covering various disciplines, as well as a document delivery service through the NILDE library network. The library also offers dedicated spaces for individual and group study, allowing during these activities to receive guidance from academic staff, as well as the in-depth studies of scientific topics. The library is also freely accessible to graduate students (whether or not enrolled in the VEE’s postgraduate programs) and to professional veterinarians and other stakeholders, both those engaged in collaborative scientific and educational activities with the VEE and those operating in the area.

### **VEE management of learning resources and communication**

Students receive guidance on how to access and use learning resources from both the Classroom Tutor and their individual teachers at the start of several courses. At the beginning of the first semester, 1st-year DVM students attend a **Welcome Day seminar**, led by the 1st-year DVM Classroom Tutor (see Standard 7.1), together with the VEE Head, the DVM Coordinator, the Orientation and Tutoring Delegates, and the **SLD-SEN Delegate**. This seminar is aimed at introducing freshmen to the VEE environment, its regulation and reference academic staff (e.g. Committee Delegates, academic staff of the 1<sup>st</sup> year, student representatives, etc.) and support staff for any need they can meet along their degree course, e.g. administrative or psychological personnel. In addition, an introduction to VEE learning resources, facilities and related services is given. Access and use of the Veterinary Library and its **Regulation**  are also presented at this meeting. A summary of the information given remains all year round on dedicated posters affixed on the TPole noticeboards and available online . Additional details and comprehensive information on all library services, including library location, focus area, opening hours, access and registration procedures, regulations, and catalogues, can be found on the **University Library Services Centre (CSB)** website .

Furthermore, during the **Veterinary Epidemiology course (2<sup>nd</sup> year)**, part of the practical lessons is dedicated to increase students’ knowledge and ability to carry out bibliographic research and use external databases. Additional training is also provided, by a **two-day seminar**, to **4<sup>th</sup>-5<sup>th</sup> year students** to support them in using digital resources and structuring the dissertation thesis, including the use of free online software tools to avoid plagiarism (see later). The seminar is delivered by academic staff in collaboration with library personnel. Recordings are available online for students who could not attend in person .

The Veterinary Library is part of the Agricultural, Veterinary and Engineering Library Structure (AVELS), which also includes the DSA3 Library, and Engineering libraries. AVELS, together the

other department libraries, belongs to the CSB, the main coordinating body for all library services at the Unipg. The AVELS is coordinated by a dedicated **AVELS Technical-Scientific Committee**, composed of technical staff (the AVELS Director and two librarians, one academic staff member and one student from each AVELS department [\[6\]](#)). The library works closely with its staff and VEE members to collect suggestions for improving teaching resources, which are then submitted to the CSB Council for funding consideration. The selection of new material is always based on specific educational needs of the individual courses, which could also be highlighted through student feedback. They can express their opinions via the available questionnaires (Standard 3.1 and 7.7 for details), and accordingly, if specific learning requests are outlined, the respective academic staff can act as promoters to recommend the purchase of textbooks or other materials identified as necessary. Once decisions are made, the Technical-Scientific Committee communicates planned actions through its representatives, librarians, academic staff, and students, to their respective groups. Periodically, library staff can also communicate to academic staff new acquisitions and available funds for purchasing texts. Priority is given to textbooks listed in course syllabi but any member of the academic community (including students, with approval from the referring teacher) may propose new acquisitions using the form available at [\[6\]](#).

VEE academic staff actively develop their teaching materials and resources for both lectures and practical lessons. **Multidisciplinary training events** are organised for staff and students, with student voluntary participation. These include clinical-pathological oncology rounds, surgical discipline journal clubs, and seminars on innovative teaching tools (e.g., *Anatmage* table vet), regularly scheduled at the start of summer and winter examination sessions. Academic staff are also supported in the planning and development of educational content by pedagogical professionals. This support is provided both through a dedicated University service (**E-Learning and Multimedia Service** [\[6\]](#)) and through collaboration with colleagues from the Department of Philosophy, Social, Human and Educational Sciences (**FISSUF**). **Supplementary teaching activities** are communicated to students via institutional email and, experimentally, for rapid updates via social media, previous registration through the “**Book and Go**” (see Comments on Area 1 for details).

Wi-Fi coverage is available throughout the department, particularly in the library and study rooms, and is accessible via unique University credentials. Instructions for accessing the **University Wi-Fi service** [\[6\]](#) and the **Eduroam** network [\[6\]](#) are provided online. Students can also access the University’s virtual environment, including library resources and other services, through the **VPN system** [\[6\]](#).

The VEE core strategy management of the learning resources is to provide the best offer possible, striving for continuous improvement, and guarantee personalised support to students, creating a network that sustains individual educational progression. This strategy encompasses a wide range of initiatives and resources made available by Unipg, which can be activated based on students’ needs: from comprehensive **tutoring systems** that provides both practical assistance (e.g., contact with teachers, class schedules, access to teaching materials) and academic support (e.g., study assistance), support and guidance for **students with Specific Learning Disorders, Special Educational Needs and Disabilities (SLD-SEN)**, as well as **services for Psychological and Educational Counselling (FOCUS-Psi)**. These supportive learning resources are further described in detail (Area 7, Standard 7.1, 7.4, and 7.7). In 2024, the student members of the EAEVE Committee conducted an online satisfaction survey among their peers to learn their opinion on how to improve the Veterinary Library service, and notwithstanding some suggested some minor environmental changes, none complained about the library service.

Additional learning resources include the collections and exhibitions of the University Centre for Science Museums (CAMS) [\[6\]](#). The **Veterinary and Zootechnical Sciences laboratory** is of particular relevance, housing complete skeletons of different species (also available for personal study), several taxidermized heads of domestic (mainly farm) animals, and a collection of historical instruments from the late 19<sup>th</sup>-early 20<sup>th</sup> century. The same building also contains two collections of taxidermised vertebrates for zoological comparison [\[6\]](#).

Another important learning resource consists in the clinical database (**SIOVUD**), which reports clinical and diagnostic activities related to the cases submitted to the VTH and their services. Student's access to the clinical case, their management, and diagnostic investigations, occurs through the reference veterinarian or academic staff.

**Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).**

The Veterinary Library was established in the early 1980s and is located in Building C, which also houses one of the largest classrooms, the *Barboni Room*, and the Clinical Skills Lab. In the early 2000s, the library was expanded by integrating book and journal collections previously maintained within individual departmental sections. The library's primary purpose is to provide support for teaching, research, and third mission activities, with a particular focus on assisting students and academic staff in accessing both printed and digital information resources. On the CSB website information on opening hours of all Unipg study rooms, how to access electronic journals, and all the news concerning the use of CSB services by staff and students is reported. A brief presentation of the Veterinary Library, including a tutorial on how to access and use it, is available at the following link [\[link\]](#). The Veterinary Library offers a comprehensive range of services to support students and academic staff. These include: a) access to textbooks, specialised journals, and magazines; b) assistance with online searches for bibliographic resources; c) when materials are not available online, support in retrieving printed scientific articles; d) guidance for conducting specific bibliographic research for thesis preparation; e) book loans (with the possibility of interlibrary loans); f) self-service photocopying and scanning; g) management and supervision of individual and group study areas.

### **Staff (FTE) and qualifications**

Two full-time qualified employees manage the library, one Library Director and one librarian, corresponding to 1FTE, who oversee on-site operations. Furthermore, the Library Director acts as a communication liaison between the CSB and the VEE to ensure efficient coordination of resources and services. Since 1984, CSB has enrolled approximately 25 students per year on a specific scholarship (150-hours contract) to give support in library activities by assisting peers in locating printed and electronic resources, and library loans.

### **Opening hours and days, and accessibility (Wi-Fi coverage, VPN)**

Monday and Wednesday (08:30 am - 17:00 pm), Tuesday, Thursday and Friday (08:30 am - 14:00 pm); the library is closed during Christmas and Easter holidays, and on public holidays. However, students can access the **Veterinary Library digital services remotely 24/7 through the Unipg VPN system**. The study rooms in the library are available during the opening time of the library, whereas the study rooms on the first floor of TPole are accessible from Monday to Friday from 8.30 am to 19.00 pm. Furthermore, students can access all the Unipg libraries and a widespread network of study rooms is scattered throughout the city (Sasa premises [\[link\]](#), see below) upon registration at the entrance and exit by the **App MyUnipg** [\[link\]](#).

**The Annual budget** of the Veterinary Library is determined by the CSB administration. Over the past three years, the annual allocation has been approximately €3,909.13 for book purchases and €15,987.85 for subscriptions to print and online journals. In 2024, the budget amounted to €5,084.32 for Italian and foreign monographs and €15,987.85 for journal subscriptions. At the CSB level, the overall budget for electronic periodicals was €2,072,190.63, and €21,968.51 was allocated for e-books. It is not possible to differentiate the expenses related exclusively to the Veterinary Library

from those of other Unipg departmental libraries since the CSB annual financial balance is calculated at the systems level.

### **VEE Academic library facilities**

The Veterinary Library occupies a total area of 500 m<sup>2</sup>, of which 260 m<sup>2</sup> are accessible to the public. It is located in Building C and distributed across two floors: a) Ground floor: is used as a consulting room and includes two reading rooms with 22 seats, a study room with 4 seats and two book storage rooms; one of the reading room also hosts the **Pre-CSL**, including the **Veterinary Anatomy Laboratory**; b) First floor: the loan reference desk, staff offices, and a classroom (by reservation only), named CARREL, available for individual or small group study. The library provides 4 PCs and a scanner/photocopier for student use. The entire library is covered by **Wi-Fi service**, and all workstations are equipped with electrical sockets (for a total of 30 plugs), so that students can use their laptops or other personal devices.

Additionally, in the adjacent **TPole** building, 16 extra study seats are available across 4 tables located in the corridors of the 1<sup>st</sup> and 2<sup>nd</sup> floors (4 seats per table). Furthermore, at the TPole, in the **Informatics room** (14 PCs stations, with a 24-inch screen, each one equipped with a table and a seat for studying) are available to students (Standard 4.2).

**VEE subsidiary libraries** are represented by the internal libraries of each Service/Unit, where periodicals and books with great historical value are stored. In these small libraries additional reading and study areas, equipped with electrical plugs, are available for various disciplines, including: Anatomy (25 seats), Pathology (8 seats), Microbiology (10 seats), Parasitology (30 seats), Obstetrics (12 seats), Animal Productions (12 seats), and Food Hygiene (16 seats). The opening hours of these subsidiary libraries depend on staff availability, and generally range from 08:00 am to 17:00 pm. The location of these subsidiary libraries is highlighted to the students by a dedicated information sheet fixed at the entrance of the Veterinary Library, including the list of the services, opening hours and the VEE location by a QRcode. In addition to the Veterinary Library, students have access to all the other **Unipg libraries**, in particular: the DSA3 library located near the VEE in the cloister of the S. Pietro Church and the Department of Medicine and Surgery library, which hosts publications on related subjects. Lastly, Unipg provides that students can also self-manage their study spaces in dedicated meeting and self-studying premises (SaSa premises) , three of them freely accessible until late hours (24.00pm) (see Standard 4.2., Table 4.2.5).

**Bibliographic searches** can be performed using the **UNICO discovery tool** , which provides a unified single access point to all Unipg bibliographic resources, including print and digital materials (sector-specific or multidisciplinary databases, electronic journals, and e-books). In addition to searching, users can monitor the expiration dates of their loans, renew them independently, and reserve volumes online. Students and staff users have access to a wide range of digital resources, including open-access articles, e-journals, and e-books, available through the main platforms of scientific publishers (e.g. *ProQuest Ebook Central*, *Springer*, and *Wiley*). Specific sector databases, such as *CAB Abstracts and TropAg & Rural* (via **OvidSP**), are also provided. If needed, users can request articles or book chapters through an Interlibrary loan and document delivery services (e.g., *ACNP*, *NILDE*, and *SBN*). For full volumes not available in the collection, the InterLibrary Loan service is available. Both services are managed by on-site staff. The library is equipped with a multifunctional machine for photocopying, printing, and scanning journals and books within authorised limits. Students' access requires registration via a dedicated portal .

The VEE has a dedicated **full-time computer and IT manager technician** (Dr Luca Maranga) available to assist staff and students in managing technical issues with electronic tools during lessons and individual study. Appointments with the IT manager can be scheduled via email. A total of **18 PCs** are available for students (4 in the Veterinary Library and 14 in a dedicated IT room within the TPole, equipped with 18 student seats and one for the teacher). The number of dedicated computer workstations has not increase since these has been progressively underused over time: students increasingly prefer to study and work using their own devices (such as laptops and tablets), taking advantage of the free Wi-Fi connection to access the VEE's e-learning resources. One of the 4 PCs in

the Veterinary Library, located in the Veterinary Anatomy Laboratory, is equipped with specialised software, including the *Biosphera 3D anatomy program* (and the *Anatomege* table vet for virtual dissection.)

**All PCs in the classrooms** are equipped with Microsoft Office package software, network browsers, access to Unipg portals and e-learning platforms, and security software. The "Aula Beghelli 3.0" room features an Interactive Multimedia Whiteboard and 20 tablets for student practical activities. Approximately 30 PCs, including those in the VTH common stations and the academic staff offices, are equipped with the SIOVUD, including a dedicated pc in the CSL available for students, under staff supervision, that enters the system with their own credentials.

The Veterinary Library staff work closely with professors to teach the fundamentals of using available electronic and bibliographic resources, including database searches, source retrieval tools, and citation management software for both undergraduate and postgraduate students.

The official Unipg e-learning platform, and therefore of the VEE, is **UniStudium**, a Moodle-based system accessible for login via Unipg credentials to both students and staff . Each teacher has a dedicated course page for each course they teach and where they can upload lectures, interactive learning materials, other resources, and communications. Students can also submit their course evaluations through the platform. UniStudium is additionally used as a link to the online teaching platform (Teams) used by for students authorised for remote attendance, in accordance with the D.R. 2708/2024. Academic staff receive **training in the use of UniStudium through a dedicated online course**. To enhance interactive teaching, the VEE has joined the *Kahoot platform*, which allows real-time assessment of students' understanding during lessons and offers opportunities for self-evaluation, both during classes and during independent study. If requested, VEE teaching staff can be assisted in the design and development of multimedia and electronic teaching materials by the specialised personnel of the Unipg E-Learning and Multimedia Services Office.

**Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). 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 changes in learning resources.**

The **Veterinary Library's collection** consists of 4,106 books and 553 paper periodicals, of which 12 are currently active. Additional older books and periodicals are also available in the small libraries of the VEE Services and Units. Core reading list titles for veterinary students are available in two copies, including electronic formats, guaranteeing access from any location with an internet connection. The **core reading e-books** are accessible on the CBS . For the most frequently requested textbooks, to ensure accessibility, two copies are available: one for on-site consultation and one for loan. Specific e-books, provided through agreements with major scientific publishers, can be freely accessed or downloaded directly from the respective platforms, sometimes requiring user authentication. Further non-core titles e-books are available through the **MLOL platform** , using University credentials, with a 14-day loan period. The current periodicals package is limited mainly to links to open-access literature via the DOAJ<sup>15</sup>  or to links to historical collections of certain journals. The CBS, to which the Veterinary Library belongs, owns and manages a centralised collection comprising over 145,000 paid e-periodicals and 266,000 e-books. Unfortunately, being CSB the unified library service for all Unipg's departments, it is not possible to extract data specific to the VEE.

**Clinical Skill Lab (CSL):** In the last year, with the vision to incorporate practical teaching methods while respecting students and animal welfare, the VEE has started the procedures for the creation of a CSL to allow students to learn, in a protected and comfortable environment, some of the essential manual skills required for the D1Cs, and consistent with the principle "never for the first time on a live animal". During the initial planning phase, the VEE conducted a survey among students to assess

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<sup>15</sup> DOAJ: Directory of Open Access Journals

their opinions, through a special online questionnaire, on how they perceive the CSL improves their practical skills, and which specific skills they considered should be prioritised.

The results have been discussed in a dissertation thesis and have been used for addressing the priorities highlighted for the CSL implementation by a **CSL Working Group**, consisting of volunteer academic and contracted staff. This group organised meetings with teachers of each discipline to assess: 1) the procedures, simulations and tools that were already used for practical teaching and training; 2) the activities that can be carried out by each teacher in the CSL.

Accordingly, 6 working stations have been planned: 1) Animal handling; 2) Internal Medicine; 3) Surgery; 4) Emergency procedures; 5) Anesthesiology; 6) Obstetrics and Gynaecology. The CSL is located in a dedicated room on the first floor of the TPole, adjacent to the "Beghelli Aula 3.0" room, a multidisciplinary classroom for courses, or examinations if needed, which is also used as a CSL space. It is equipped with both low- and high-fidelity models and mannequins, and it is accessible to students both for practical lessons carried out with teachers during curricular courses and for internships (see Appendix 6.1. for details on CSL equipment and developing plan). Voluntary access to the CSL is also possible for students to self-evaluate and reinforce the practical skills learned during their CCRs.

For pre-clinical disciplines, a dedicated **Pre-CSL** is currently housed in the Veterinary Library (ground floor), including the **Veterinary Anatomy Laboratory**, equipped with plastic anatomical models of animal bodies and organs, the *Biosphera* 3D anatomy software, and the *Anatome* table vet for virtual dissection. A second working station is dedicated to the acquisition of laboratory diagnostics skills (cytology, histology, microbiology, parasitology and haematology) equipped with a microscope and a collection of slides of different disciplines. Furthermore, students can also use a PC with access to the **SIOVUD** and to the **NAS** (Network Attached Storage) containing a wide collection of diagnostic images (e.g. pathological lesions, parasitology, etc.) for students' self-assessment. The practical procedures to be performed in the CSL are included in the course program syllabi. Students carry out these tasks under teachers' guidance, and/or supported by instructional posters and video tutorials available on UniStudium.

The **CSL** is managed by a dedicated team that collects teachers' requests and evaluates priorities for acquiring materials (consumables, mannequins, models), manages the tools present, providing for periodic and extraordinary maintenance if necessary, and plans the creation of "home-made" models involving actively voluntary students. Whenever possible, the use of recycled materials (plastic or other wastes) is encouraged, according to the VEE's commitment to a green, sustainable approach.

### Comments on Area 6

The Veterinary Library supports students and staff by providing access to resources and updated digital tools, with seminars helping undergraduates use them effectively. However, changing learning approaches and reduced CSB budgets have led to fewer staff and shorter opening hours, challenging the current educational model. The VEE is addressing this by investing in innovative teaching, simulator-assisted learning, video tutorials, and hands-on material, and by developing the CSL, which is still limited in scope and space but planned for future expansion. Recent changes in cataloguing systems (from SFX and PRIMO to UNICO) have simplified access but occasionally caused mismatches in book classification.

### Suggestions for improvement in Area 6

An introductory seminar (**Welcome day**) to provide practical information to 1<sup>st</sup> year students, including library access, is usually planned during the first weeks of the academic year. It would be more valuable to postpone the presentation of some learning resources, including the library, because this seminar occurs when class attendance is often incomplete due to the enrollment system delay. Postponing this informative session later could make students more receptive to the information provided. This postponement to the second semester will be forced if the reformation of the admission procedure, introduced in the 2025-2026 academic year, becomes persistent.

Some environmental renovation of the Veterinary Library is needed to make the place more

comfortable for students and staff. In 2024, the student members of the EAEVE Committee conducted an online satisfaction survey among their peers to gain their opinion on how and what could be improved in the Veterinary Library service. Most of the respondents, who were habitual frequenters, pointed out only some environmental changes (e.g. room illumination, colours and temperature, seat availability) as suggestions for improvement, but none complained about the library service.

An agreement between CBS and the neighbouring IZSUM is under a process of renewal to give the opportunity to the VEE students and staff for free access to the IZSUM library, thus increasing the availability of bibliographic resources as well as study seats.

Additional digital teaching material in the field of normal and pathological anatomy are under development, namely photogrammetry 3D digital models, created in collaboration with the University of Liverpool, that will be available to partially integrate and possibly compensate the hands-on practical training (see here for an example [📷](#)).

The CSL has been only recently implemented, so its development will need to be strongly supported in the future VEE developing plan, both by recruiting dedicated technical staff and renew the deteriorated materials, also by specifically defining an annual source of income for this purpose.

The forthcoming assignment of a specific contract for a PhD student dedicated to support in teaching activities, partially dedicated to CSL, will also allow opening of the CSL at least one afternoon a week for independent access upon reservation for individual or group activities and increase opening hours.

For the future, the CSL Committee dreams of the creation of a dedicated UniStudium folder for sharing e-learning material, allowing an integrated and multidisciplinary approach to different topics and serving as a video repository of learning activities (seminars, workshops) outside the curricular courses.



Giulia Rigamonti- Practitioner Unipg

# ENROLMENT AND WELFARE

## AREA 7. STUDENT ADMISSION, PROGRESSION AND WELFARE

**Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.**

The regulation concerning student admission, progression and certification is clearly defined in the **VEE Teaching Plan** [\[5\]](#). The **Orientation and Tutoring Committee** [\[6\]](#) is responsible for advertising and providing information to prospective students about all phases of the educational program through a wide range of activities. It is in charge of updating the VEE website and social media, and for organising several events, each year in collaboration with high schools and Unipg, aimed at guiding high school students in their university choice (*incoming orientation*), supporting the academic progression of students enrolled in the DVM program (*ongoing orientation*), and assisting students approaching graduation and recent graduates in entering the job market (*outgoing orientation and job placement*). These initiatives aim to reach as many students as possible, both nationally and internationally, providing clear information about the motivations and workload required to complete the degree, thereby helping to prevent and reduce academic dropout. Furthermore, the VEE promotes all its facilities, especially through social media, highlighting resources such as the VTH and the AZD to showcase the future learning environment and the teaching potential of the VEE [\[6\]](#). Each year, in collaboration with Unipg, the VEE organises the following:

### Incoming orientation activities

- *Open Day*: during this event, carried out three times per year, the DVM and ASD courses are presented in detail, and attendees’ questions are answered. The program includes a guided tour of the VEE’s facilities, along with a dedicated space for students’ parents to provide logistical information about their teenage sons/daughter’s potential stay in Perugia and enrolment at Unipg.
- *Orientation activities with individual high schools*: upon request from Umbrian schools, several initiatives are carried out, such as presentations of the DVM program and sample lessons, delivered either at the schools or by hosting students at the VEE.
- *Paths for transversal skills for orientation (formerly School/Work Alternation)*: the VEE offers practical training modules of 10-20 hours covering different activities (e.g., normal anatomy, pathological anatomy, microbiology, food inspection, visits and hospitalisation of animals). These sessions take place in teaching laboratories or at the VTH, which hosts a variable number of high school students.
- *UnipgOrientaExpress*: this annual "Orientation Trip" for high school students includes over 40 webinars across the Unipg’s five academic areas: scientific, technical-scientific, medical-health, humanistic, and socio-economic-legal. The VEE contributes 5 webinars/year in the medical-health and technical-scientific areas.
- *Click orienta*: this is a portal dedicated to the undergraduate and graduate degree programs, featuring video content and course presentations. Like the former activity, its contents are dedicated to the same Unipg’s five academic areas: scientific, technical-scientific, medical-health, humanistic, and socio-economic-legal [\[6\]](#).
- *Active Orientation Projects in the school-university transition*: as a part of the NRRP program - Mission 4 "Education Research" - Investment 1.6 "Active orientation in the school-university transition" (Ministerial Decree 934/2022), Unipg delivers activities for secondary schools’ students (third, fourth, and fifth years) to guide them towards the university world. These include specialised courses (5-15 hours) taught by university professors, supported by PhD students, scholarship holders and research fellows. Activities can be carried out at participating schools or, in some cases, at the VEE, where practical laboratory sessions may also be offered to help students make informed decisions about their future studies.

## Ongoing Orientation and Outplacement/Job Placement activities

- *Welcome Day* for first-year Veterinary Medicine students. This event, carried out at the very beginning of the course, provides an opportunity to meet the DVM Program Coordinator, the VEE Head, first-year course professors, Orientation and Tutoring Delegates, Classroom Tutors, and Student Representatives. The aim is to give an in-depth overview of the study program, clarify roles and responsibilities, foster interaction among participants, and address students' questions.
- *Additional Educational Obligations (AEO) Test*, delivered as online (e-learning) courses with a final assessment, were intended to support students admitted after the entrance exam who have academic gaps in subjects, such as Chemistry and Biology, but with the new admission system (see below) these will be not re-established.
- *Orientation and Job Placement Seminars*, throughout the DVM program, these are conducted by academic staff, stakeholders from companion animal and livestock sectors, and representatives from pharmaceutical and feed companies. Their purpose is to introduce students to post-graduate training opportunities (e.g., master's programs, specialisation schools, international colleges) and to prepare those nearing graduation, as well as recent graduates, for the variety of career paths available in the veterinary field.

**Tutoring services** for DVM students through the initiatives listed below (see website [\[6\]](#)).

- *Tutoring Project*: each year, a detailed project is prepared outlining the procedures for issuing a call for applications to award tutoring contracts (with financial reward) for the current academic year. These contracts cover the following activities: a) tutoring support for teaching (1<sup>st</sup> year's students); b) classroom tutoring, (1<sup>st</sup> year's students) including tutoring specifically dedicated to all the students with SLD-SEN; c) tutoring activities for the Basic Green Week Course; d) tutoring activities for the Basic and Advanced Red Week Courses; e) tutoring for clinical-practical activities at the VTH (including tutoring for CSL activities); f) individual tutoring (carried out as free of charge by the academic staff) (**Appendix 7.1**).
- *Individual Tutor Assignment*: each year, a number of DVM students of the 1<sup>st</sup> year are entrusted an individual tutor (professor), as stipulated in the academic regulations.
- *Thesis Guidance*: a dedicated section of the VEE website [\[6\]](#) provides students with information on thesis preparation, including instructions for online application submission, required documents, and the code of conduct for the graduation ceremony.

## Orientation and tutoring activities

- *Orientation and Tutoring Plans 2021-2023 "ORIENTA-VET"*: the VEE participated in a national collaboration with all the Italian VEE to set up a POT (Orientation and Tutoring Plans) project for the DVM program. This project includes the organization of several activities devoted to enrolment orientation, specific (also individual) tutoring activities, self-directed laboratory practices aimed to help student enrolled in the course to independently acquire specific skills (i.e., with the set-up of the CSL), as well as self-assessment and knowledge recovery activities for university entrance.

**International students** can find all the above information on a dedicated section of the VEE website [\[6\]](#). To ensure the internationality of the study course, students are encouraged by the VEE to participate in the ERASMUS+ Program, under the guidance of a dedicated commission [\[6\]](#). For this purpose, the VEE has made agreements for a total of 46 positions with European Union University departments over the years (**Appendix 10.5**). This allowed a mobility of a yearly mean of 7 outgoing and 20 incoming students in the last 3 years. In addition, students can also study abroad by participating to the TUCEP program [\[6\]](#).

The VEE currently maintains three **formal collaborations** with other Italian VEEs (Pisa, Teramo and Naples) for incoming students to carry out practical externship. Additionally, it has active teaching

and research collaborations with several international partners, including CEU University (Spain), with which it runs the COIL European Teaching Project, engaging student groups from both countries in interactive learning and clinical case discussions. Other partners include the Polytechnic University (Spain), the University of Agronomic Sciences and Veterinary Medicine of Bucharest and the University of Braşov (Romania), as well as Universidad Técnica del Norte (Ecuador). Moreover, in collaboration with Texas A&M, Pennsylvania, Davis and Colorado University (USA), the VEE organises annual supplementary training activities through **Continuing Education tours** in Europe and the USA. These programs offer students the opportunity to gain hands-on experience with less conventional animal species and to deepen their knowledge through direct interaction with veterinarians in research centres, parks, oceanographic institutes, and similar facilities.

**Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.**

The Italian Law No. 264 (2-8-1999) establishes that all national DVM programs must have a limited number of places, set annually by the MUR based on each university's proposal and following consultation with the FNOVI. At the VEE, student intake has increased in recent years, rising from 66 in 2019 to 79 in 2021. This growth is partly due to a policy change introduced by MUR (Ministerial Decree No. 520 of 28/06/2018), which allows unfilled positions reserved for non-EU students to be reassigned to EU applicants. Additionally, in July 2021, the MUR issued a directive recommending a 10% increase in enrolments, and in the academic year 2022-2023, the Ministerial Decree No. 1050 (29/08/22) authorised 205 additional places nationwide in Veterinary Medicine programs. For the VEE, this resulted in a temporary allocation of 86 places, including both EU applicants and non-EU residents in Italy. Any non-EU places that remain vacant may be reassigned to EU candidates. All students enrolled at the VEE are classified as standard students.

**Table 7.2.1. Number of new veterinary students admitted annually by the VEE**

Type of students	2023-2024	2022-2023	2021-2022	Mean
Standard students UE	84	84	77	81.6
Standard students Extra-UE	2	2	2	2

**Table 7.2.2. Number of veterinary undergraduate students registered at the VEE**

Year of the programme	2023-2024	2022-2023	2021-2022	Mean
First year	86	86	79	83.7
Second year	84	79	82	81.7
Third year	77	82	63	74.0
Fourth year	79	62	64	68.3
Fifth year	62	65	44	57.0
FC* (Supersenior)	105	114	100	106.3
Total	493	488	432	471.0

\* Students outside the prescribed time for completing the DVM course.

**Table 7.2.3. Number of veterinary students graduating annually**

Type of Students	2023-2024	2022-2023	2021-2022	Mean
Standard Students	62	42	41	48.3

**Table 7.2.4. Average duration of veterinary studies**

Duration	% of graduated students			
	2023-2024	2022-2023	2021-2022	Mean
+0 **	41.4	27.3	37.5	35.4
1	32.8	33.3	31.3	32.5
2	6.9	15.2	6.3	9.5
+3 or more	18.9	24.3	25.0	22.7

\*\* The total duration of studies is 5 years

**Table 7.2.5. Number of postgraduate students registered at the VEE**

Programmes	2023-2024	2022-2023	2021-2022	Mean
Internships	5	2	-	2.3
Residents*	5	4	3	4.0
PhD Students	26	25	22	24.3
Master Students	-	33	-	11.0
Lifelong learning Courses	96	30	50	58.7
Total	132	94	75	100.3

\*Residencies Rotations are also carried out in collaboration with the University of Zürich (Switzerland)

**Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**

The **national admission process** is regulated and organised by the MUR, which annually determines the procedures supported by CINECA (the Inter-University National Consortium for Informatics). It changed in the last three AY and is going to change for the 2025/2026 AY. In the 2024/2025 it was regulated by DM n. 472 (23-02-2024). To be eligible for enrolment in the DVM course, candidates must hold an Italian high school diploma and pass an Admission Test. Additionally, students must meet the following requirements: possess adequate knowledge and skills in the subjects covered by the admission test specified each year by Ministerial Decree and detailed in the admission notice.

The tests take place on the same day across the entire country, and candidates must pre-register online [\[6\]](#). Each year, a detailed description of admission requirements is also published on both the Unipg and VEE websites [\[6\]](#). Foreign candidates, from non-EU countries, must hold an equivalent qualification certified by the relevant consular and academic authorities and demonstrate the knowledge of the Italian language level A2.

**In 2024**, the admission test took place on May and July, and consisted of 60 multiple-choice questions on Basic Culture, Logical thinking, Biology, Chemistry, Physics, and Mathematics to be completed in 100 minutes, with a scoring range of 0 to 90 points and ranking based on candidate performance. Scoring is based on +1.5 point for correct answers, -0.25 points for incorrect answers, and 0 points for unanswered questions. The final score is then normalised through an equalisation coefficient as defined in the Ministerial Decree. To be admitted, EU and non-EU candidates must achieve an equalised score of at least 20.

Candidates must submit their application for inclusion in the **national ranking list** via the University portal [\[6\]](#), specifying their university preferences. If a candidate participates to both sessions, the highest score is considered. The national ranking list is compiled by CINECA and published in early September. Admitted students must then complete their enrolment according to the deadlines set out in the admission notice.

**In case of a tie**, priority is given to candidates with higher scores in the following order: Chemistry, Biology, Physics/Mathematics, logic, and general knowledge. If a tie persists, differently-abled students are ranked higher. If there are still tie candidates, the younger one will be preferred. Information on accessing results and navigating rankings is provided on University [\[6\]](#). Since the MUR is the organiser of the selection process, it does not require any feedback from the VEE.

Law No. 104/1992 and Law No. 170/2010 stated that **candidates with Specific Learning Disorders, Special Educational Needs and Disabilities (SLD-SEN)** or other special needs that could impact their performance during the admission test are entitled to request specific accommodations, including: a) *extended time limits*: up to 30% extra time for candidates with SLD-SEN or medical conditions, and up to 50% for those with officially recognised disabilities; b) *access to assistive*

*resources*, such as a human reader, basic calculator, video magnifier, or other approved tools. Candidates seeking these measures must provide appropriate documentation by uploading official disability or SLD certification issued by the relevant health authorities, as outlined in the admission notice.

In 2024, although the selection process was coordinated at national level by the MUR, a **local Selection Committee** was appointed by the Unipg Rector upon VEE proposal, comprising teaching and support staff, and students with roles assigned as President, Secretary, three Commissioners, Tutors for SLD-SEN or other special needs students, and Controllers. Before the admission test, the committee received specific training through briefings to review procedures, oversee candidate identification, and supervise test administration. It ensured fair and correct implementation of procedures and compliance with regulations, including those related to candidates with SLD-SEN or other special needs.

The **procedures for lodging appeals against the selection process** are regulated by Italian law. Singular candidates (prospective students) may carry out the appeal process by private legal means. The appealing action is moved against the Regional Administrative Court (TAR). If the appeal is rejected, students have the right to submit a further appeal to the Italian Council of State (second appeal).

The MUR coordinates the **process for determining the annual student intake**. Before setting the official number, the VEE has annually to propose the appropriate number of students to be enrolled in the 1<sup>st</sup> year to the VEE Council, Unipg Academic Senate and Board of Governors for their approval. The number is based upon an internal assessment of the available resources, such as premises and facilities, equipment, animals and material for practical training, number of academic and support staff units, for ensuring sustainable compliance with ESEVT indicators. After internal approval, the proposal is submitted to the MUR, which verifies the statements and defines the official VEE eligible number of students who are allowed to be enrolled. The MUR final decision on the number of students admitted takes also into account the results of its annual nationwide survey to evaluate the perceived needs of the veterinary profession. This process includes consultations with key stakeholders, such as the FNOVI and the National Association of Italian Veterinary Doctors (AMNVI), to ensure alignment with professional requirements. At Unipg, the DVM program consistently receives a high number of applications, and all available positions are regularly filled without difficulty. Every year, excluding the first, vacant positions in the VEE are available for students from other universities and correspond to the number of students leaving.

Based on the internal assessment of available resources outlined above, the **prospective number of new students admitted over the next three academic years** should remain unchanged, or better still, if it could be reduced by at least 10 units, to preserve current teaching quality and maintain compliance with ESEVT standards.

**Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are 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.**

Unipg ensures the right to be enrolled in the regular courses without number limitations and inclusion in all areas of university life for **students with SLD-SEN or other special needs or disabilities**. Unipg guidelines require these students to declare their disability by uploading the relevant certifications directly online on Unipg SOL at the time of enrolment, providing them with additional time and specific support for more severe issues. Additionally to the exemption from university fees provided for disability greater than 66% (art. 3 of the National Law No. 104 (5-2-1992) , these students can benefit from a wide variety of services, depending on the specific needs and type of disability. **Services** include orientation, specialised tutoring, transport, inclusive technologies, psychological and educational teaching support. According to the Unipg Regulation, each department must nominate a **SLD-SEN Delegate**, who is responsible for supporting students in requesting specific compensatory measures and dispensation tools, in agreement with current legislation, both

for taking exams and participating in lessons. The SLD-SEN Delegate puts the students in contact with the professors to plan a personalised educational project for exam preparation, which ensures acquisition of D1Cs, while respecting privacy, and gives them administrative support in collaboration with the **University Inclusion Service (UIS)**. The SLD-SEN Delegate provides periodically updates on the activities carried out by the UIS to the DVM students and VEE academic staff, calling them to respect the specific Unipg guidelines for SLD-SEN students in their teaching and support activities. Full information regarding policy and procedures dedicated to students with disabilities is available at Unipg website [\[6\]](#).

In the academic year 2022/2023, the VEE also established an **SLD-SEN Committee** to enhance support for students with disabilities and special educational needs. The committee includes the Delegate, four professors from different SSDs, and a student representative. Its purpose is to identify and address the needs of these students, ensuring their right to education and promoting inclusion in line with the Unipg Ethical Code. In addition, the VEE introduced a **peer tutoring service** to assist students with disabilities in exam preparation, creating concept maps and study materials, and providing them other types of support based on individual requests.

**Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE 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. The VEE 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.**

As stated in the DVM Regulations, students who have an admission score lower than 50% of the maximum in Biology and/or Chemistry must complete **Additional Learning Obligations (ALO)** before the beginning of lectures. The ALO consists of an online course provided by DVM academic staff designed to address their subject deficiencies, and learning outcomes are assessed at the end by a self-evaluation test [\[6\]](#). **Class attendance is mandatory**. Students **must attend at least 70%** of lectures and activities for each course. Students may take exams without any limitation, but they must respect the order of propaedeutic exams. The number of ECTS collected in previous degree courses may be recognised for career progression upon evaluation by the JSTC and subsequent approval by the DVM and VEE Councils. All information regarding propaedeutic exams is available in the **DVM Teaching Plan** [\[6\]](#).

**Students who do not pass exams** are invited to contact teachers and tutors for individual support, as well as students with SLD-SEN or other specific needs or disabilities, through the dedicated services provided by Unipg and VEE and described in detail in Standard 7.1. and 7.7.

**All information** regarding how to access the selection process [\[6\]](#), the procedures and criteria regarding student progression and academic career are published on the Unipg and VEE website [\[6\]](#). The **attrition rate** is difficult to assess and may be underestimated. Recorded attrition rates were estimated as 3.4% for the 2021–2022, 3.4% for the 2022–2023 and 6.4% for 2023-2024 academic year. Students usually retire from studies because of personal, health and family-related issues or to move to a university near their residence. In a few instances, students transferred to a different degree course or another university.

The MUR annually decides the **admission criteria and procedures, and the number of admitted students**, and publish them in the annual announcement. Common university services and specific DVM services to students are decided, implemented and assessed by the Academic Senate and the DVM Council, respectively. They are published on the Unipg and VEE websites, respectively.

**Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**

Since the 2010-2011 academic year, Italian law requires students to leave their degree course if they do not pay tuition fees or fail to sit for an exam for at least three consecutive academic years [\[6\]](#). However, this rule does not apply to students whose only remaining task is to discuss their degree thesis. In such cases, students may re-enrol in the current academic year, provided they pay the required tuition fees.

Furthermore, like all other members of the academic community, students must adhere to the **Unipg Ethical and Behavioural Code**, which outlines the rules for coexistence within the various facilities of the University [\[6\]](#). If these rules are violated, a special disciplinary commission is responsible for investigating the matter and subsequently presenting the case to the Academic Senate Council, which will make a decision based on the vote of two-thirds of its members. Students may appeal against disciplinary actions through the **Regional Administrative Court (TAR)**, appealing by private legal means.

**Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).**

The VEE is committed to supporting students by providing adequate space for individual and group study, dedicated teaching support and opportunities for extra-curricular training. One of its main strengths is the emphasis on student assistance and the creation of a well-coordinated teaching environment that fosters effective learning. The relatively small size of the VEE allows for close interaction between teachers and students, which represents a cornerstone of the VEE's philosophy to ensure high-quality education. In recent years, particularly following the COVID-19 pandemic, the VEE has enhanced its teaching strategy, which is traditionally based on a strong reciprocal relationship between teachers and students, by progressively integrating remote learning resources (e-learning) and supplementary technologies designed to support students with specific needs. One of the VEE's main objectives is to ensure the well-being of both staff and students. To this end, a range of initiatives has been implemented to support and guarantee this goal. The VEE has a long-standing tradition of fostering positive relationships between students and academic staff, contributing to the creation of a supportive, comfortable, and motivating learning environment. Each student is assigned to a **personal tutor** belonging to the teaching staff, who provides guidance and support throughout their academic journey. The **Teaching Secretariat** (chaired by Mrs. Claudia Crispigni) is of utmost importance and valuable for assisting and guiding students in all aspects related to the curriculum.

**Student representatives** are elected by students to represent their category in all VEE government bodies and committees. This allows them to actively collaborate in the management and development of the DVM course and all VEE contests. Students can also provide feedback individually at any time through the dedicated electronic forms on the VEE home page [\[6\]](#) or directly to the QA Committee [\[6\]](#). Furthermore, a permanent box is provided in the TPole building where student comments, complaints and suggestions are collected. Students can also state their needs and suggestions for each subject in the relevant final evaluation report, which they must complete before taking their exams, in accordance with QA procedures [\[6\]](#). Feedbacks are periodically monitored by the DVM Coordinator, the QA and EAEVE Delegates, and results are available upon request of academic staff. **In case of illness**, students are assisted by the **national public health services (USL Umbria)**. In case of absence from lessons due to illness, they are required to follow the established quality procedures in order to obtain attendance validation and access to exam sessions. This process requires submission of a medical certificate to the Semester Coordinator who, together with the semester teaching staff and the DVM Coordinator, assesses the case and decides whether attendance can be recognised and exam admission granted.

Unipg provides **support to SLD-SEN students** or other special needs or disabilities (Standard 7.4), as well as free **health care** through the Perugia USL Umbria 1 Public Health Services. In addition, Unipg offers free **Psychological and Educational Counselling (FOCUS-Psi)** , as a support service for all students, focusing on preventing and managing psychological issues, study difficulties and learning difficulties during their time at university. The service provides a listening area and intervention for personal, relational and emotional issues, exam difficulties, anxiety and doubts about one's personal abilities related to university study. Particular attention is given to students with special learning needs and disabilities.

To support the **emotional and welfare needs** of students, improve their self-confidence and abilities to face difficulties, and interpersonal skills, over the past years, the VEE has strongly promoted the development of communication skills, both through the organisation of dedicated seminars and the introduction of new modules in the curriculum. In this context, the VEE launched a three-year project titled “**Veterinarians by your side**”, supported by MSD Animal Health (Merck & Co). The initiative aimed to help students enhance their communication and interaction skills, ultimately improving their well-being both in the workplace and in their personal lives. As part of the project, two seminars were held in 2023, two in 2024, and two in 2025, involving both students and academic staff. These focused particularly on how to prevent and manage stress related to the veterinary profession. The seminars highlighted how developing effective communication strategies, as well as strengthening empathy and emotional intelligence, is crucial for modern veterinary professionals, and included three steps:

- a) *Preliminary data collection*: an anonymous online questionnaire was administered to gather information on students’ needs, expectations, and existing communication and relational skills.
- b) *Seminar cycle*: a series of interactive, in-person training sessions for VEE students and staff aimed at developing communication and relational skills, increasing engagement and group cohesion. Key topics included: 1) *The veterinarian-client-patient relationship*: how to communicate effectively and foster a therapeutic alliance; 2) *Managing critical clinical situations*, from poor prognosis to euthanasia, including the recognition and handling of related stress, communicating bad news, understanding the grieving process, supporting clients, and managing negative reactions through assertiveness and empathy; 3) *The art of feedback*: how to express opinions appropriately in both personal and professional contexts to communicate effectively and avoid conflict.
- c) *Practical training for academic staff*: consisting of experiencing sessions using tools such as Lego Serious Play, role-playing, and team puzzle-building, aimed at improving teamwork, problem-solving, and communication skills.

The communication, empathy, and stress management skills acquired through this project were valuable for students’ academic journeys, providing a strong foundation for a productive and fulfilling study experience, as well as for academic staff for improving their teaching and interpersonal communication.

In addition, the DVM Course Teaching Plan has been renovated for the AY 2025-2026, introducing the new communication skills course: “**Communication and Management of Healthcare Facilities**” (within the *Special Pathology and Medical Clinic Course*, 1 CFU, 5<sup>th</sup> Year , for Syllabus see **Appendix 7.2**). This course introduces the fundamentals of effective communication, verbal, non-verbal, and paraverbal, along with communication styles, barriers, delivering bad news, and managing grief. It also covers practice management, including business operations, marketing, client and colleague relationships, risk analysis, and performance improvement. Practical skills are reinforced through role-playing exercises. Furthermore, since 2023, an EPT (ADE) course in “**Effective communication in the veterinary profession**” (25 hours, 1 CFU, 5<sup>th</sup> Year) is also available as a choice to the students.

Finally, Unipg provides the students with several additional services and economic benefits regarding sports and cultural activities, clubs, credit cards, shopping, rent, transportation orientation and job-placement, and anti-violence assistance . Students also benefit from numerous study areas distributed across the city of Perugia and internal to the VEE (Standard 6.2), as well as catering facilities at the VEE/DSA3 College, the DSA3 bar (temporarily closed for renovation), and in the VEE (Standard 4.2.5).

Under the SHARPER framework, additional events are organised, such as *Waiting for Sharper*, held during the week preceding the main event, and *Sharper all year long*, including the workshop *Veterinaria for one day*, all of them targeted to high school students and also serving as effective tools for incoming orientation to the veterinary profession.

It is worthwhile mentioning two initiatives which have been ongoing during these years: the **Snappy Veterinarians**, a photography contest open to all VEE students (DVM and ASDC undergraduates, PhD students, research fellows, scholarship holders, and Erasmus students), **Cantagiamo** and **VeTombola**, two Sharper activities consisting in a convivial karaoke and a bingo night, respectively, events involving VEE teachers and students. The primary goal behind these initiatives is to reconnect and strengthen the social fabric among veterinary medicine students, which had become increasingly shattered, especially due to the challenges posed by the COVID-19 pandemic.

As pointed out in the 2024-2026 VEE Strategic Plan, ensuring **animal welfare** is also a VEE key objective. As part of the RandAgiamo project, the **Randastudent group** was created by two students, Marta Mariani and Laura Renaudin, and many others have joined. The group offers experiences and in-depth studies in ethology to improve dog communication skills and understanding of the human-animal relationship, with the aim of promoting animal and student welfare and collaboration among students. The core mission of the Randastudent is to create an ethical model of solidarity and professional growth among students, where students and teachers work together for the benefit of all. In this context, the Randastudent organised a meeting to present their project, as well as three interactive lectures and practical seminars: 1) *Not only woof: how to communicate with dogs* (3 hours); 2 and 3) *The correct management of the dog and cat patients during medical-veterinary procedures* (5 hours). The latter seminar aimed to enable participants to acquire new skills in minimising stress when handling patients.

Overall, all the above-described **student and staff welfare support initiatives** strive to promote a renewed sense of community and belonging, but also to encourage students to develop an emotional connection to the campus environment, where they spend so many hours daily. Moreover, these activities emphasise the importance of engaging with topics beyond professional veterinary training, nurturing aspects of humanity that enhance empathy, collaboration, and interpersonal relationships. Ultimately, they represent opportunities for team building, creating shared experiences and memories that enrich student life, both personally and collectively.

**Students may report their grievances** to their representatives or Individual or Classroom Tutor, who refer to the VEE Head or DVM Coordinator. Students may also rely on the JSTC, which organises meetings with students, and involves teachers to share and discuss any critical issues or suggestions for improvements. Students can send grievances anonymous feedback online  or a physical box placed in the TPole, which are periodically monitored by the DVM Coordinator.

**Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.**

One of the strengths of the Department is the strong human relationship between professors and students, so that many questions and needs are often expressed directly and verbally or by e-mail and resolved. Students are constantly encouraged to convey their opinions about all the academic life through their representatives in every department assembly. Suggestions, comments and complaints on VEE compliance of the VEE with national and international legislation and the ESEVT Standards can also be sent anonymously through feedback online or by a physical box (Standard 7.7). They can also express their opinion by the teaching evaluation questionnaire . For any legal request, complaint or clarification, Unipg provides students with a help desk called “Legal Affairs and Disputes Office” .

### Comment on Area 7

Over the past few years, the admission process has been annually modified in order to be nationally centralised and to give more chances to attend the exam to participants. This provoked a continuous rearrangement of the procedures for the academic staff, but most of all, a conspicuous number of 1<sup>st</sup> year students started attending the first semester lectures with different degrees of delay. For some of them, this means a slow progression of their academic career.

Starting from the 2025/2026 academic year, with the new Legislative Decree No. 71 (15/5/2025) and Ministerial Decree No. 418/2025, the admission to the DVM course will undergo a significant change, abandoning the traditional entrance exam in favour of an initial “filter semester” with open enrolment, requiring to pass three written exams (chemistry, physics, and biology) to be held in November and December. A national ranking system based on exam performance will determine students’ admission to the program. The effect of this procedure on the following years is just speculative.

Despite a good progression in the career of the students, with over 70% graduating in 5-6 years, the VEE focuses on super senior students, assisting them with specific tutors and particularly allowing them to have every AY 6 extra exam sessions, scheduled in the exam timetable, to further facilitate their progression.

### Suggestions for improvement in Area 7

-The VEE strongly believes that the project “**Veterinarians by your side**” (MSD Animal Health), needs to be stabilised for the future to provide the students, beginning from the 1<sup>st</sup> year, effective tools for managing the workload and the emotional stress of the study course. The VEE is currently working to further develop these initiatives to strengthen student personal soft skills and management abilities, including role-playing activities and practical workshop for student and teaching staff.

-The increase number of admitted students has not, so far, a negative impact on ESEVT indicators. However, to contain future potential negative effects and guarantee regular VTH practical clinical training, research and laboratory activities, the VEE is already developing a tripartite long-term strategy: 1) recruiting the necessary additional units of technical support staff for practical training and permanent teaching staff; 2) optimizing non-clinical training and clinical rotations thus taking advantage of all the teaching staff scheduled onto clinical shifts to provide more student teams; 3) regularly monitoring the case load at the VTH for all the required animal species and teaching needs. Moreover, the VEE is providing greater investment in digital facilities for simulator-assisted teaching.

-Another VEE objective is to establish in the future a student and staff catering service within the teaching and working area, to provide not only more readily available offer but also an aggregation site, and an occasion for student-teacher interactions. Striving to guarantee student welfare will always play a fundamental key role in planning future VEE strategies, not only for supporting their educational needs but taking into account also their social and emotional needs offering them opportunities to join common recreative activities and have an enjoyable university life.



Giovanni Lo Giudice – DVM Student

# STUDENT ASSESSMENT

## AREA 8. STUDENT ASSESSMENT

**Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE 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.**

### VEE general student's assessment strategy

VEE assessment procedures comply with the **UTR** and the **Student Charter of Rights**. Assessment criteria and methods for each course are reported in the official Syllabi (didactic forms), which are published on the Unipg website (see ECTS DVM Course Catalogue 2024/25). Annually, **Syllabi** are reviewed by the DVM Coordinator and the TQA Manager. The VEE website provides students with detailed information, including the full Syllabi content, current academic year timetables, examination schedules, and a prerequisites table.

Timetables and examination schedules are proposed by course teachers, organised by the Semester Coordinator, reviewed by the JTSC, and approved by the DVM Council. They are published before the beginning of each academic year. A formal procedure is in place to manage and communicate any changes to scheduled timetables or examination dates to students promptly. Per the Student Charter of Rights, the VEE must guarantee four ordinary examination periods per academic year: at the end of the 1st semester, during the Easter period, at the end of the 2<sup>nd</sup> semester, and in September, for a total of 8 examination sessions. In addition, three extraordinary exam sessions (March, May and December) are scheduled for 5<sup>th</sup> year students and those outside the prescribed time for completing the DVM course (*supersenior students*). Each session should, whenever possible, be spaced at least 15 days apart from the previous one. The VEE provides four convocation sessions for the final graduation sessions (thesis defence) in July, October, March, and April. In compliance with national regulations, the DVM curriculum includes no more than 30 courses with a final examination. For some courses, students may take ongoing assessments (*esoneri*) for one or more modules during the ordinary exam periods in the first four years. However, they must complete the final examination, which includes any previously passed ongoing tests, within one year. There are no restrictions on the number of attempts allowed for examinations or ongoing tests.

According to the Student Charter of Rights, the **Unipg Code of Ethics and Conduct**, and UTR, teachers have the autonomy to define examination procedures for their courses. While oral examinations and practical tests remain the primary methods of assessment, in recent years written tests have been progressively introduced in about 60% of courses to improve the objectivity and reliability of student evaluation, as required by the previous ESEVT Visitation report.

The relative weight of each assessment component (written, oral, practical) is determined by the course teacher, who is responsible for ensuring consistency with learning objectives and transparency towards students. The VEE has also invited the teachers to add a grading criterion, which, together with the weighting system, has to be indicated in the official course syllabus, published on the University platform. This approach complies with Unipg's internal QA policies for guaranteeing fairness, traceability, and alignment with the principles of outcome-based education for the students. During examinations in food hygiene, as well as pre-clinical and clinical subjects, the assessment of practical skills is carried out through tests involving animals, animal-origin material, or dummies. In addition, oral examinations include the evaluation of soft skills and, in some cases, a written report. Examination boards consist of at least two teachers, typically three to four, depending on the number of modules within the course.

### Assessment of the acquisition of theoretical knowledge, pre- and clinical practical and soft skills

**Theoretical knowledge** is assessed through a written test and/or an oral examination. *Written examinations* are designed autonomously by each teacher, who determines the number and type of questions, which may include multiple-choice and/or open-ended items. At the beginning of each course, the teacher is required to provide detailed information on assessment methods and the weight of each component to students, as well as publishing these in the Syllabus. Questions included in the

written test can only cover the topics addressed during the course. The oral examination consists of a wide-ranging discussion aimed to evaluate not only theoretical knowledge, but also the student's critical thinking and ability to make connections between concepts. The examining board carefully ensures that students have achieved the course objectives by assessing:

- mastery of content knowledge;
- communication skills and adequate scientific terminology;
- approach, handling, and application of methods during practical tests.

The *oral examination* typically consists of a discussion lasting approximately 20 to 60 minutes, depending on the subject and the number of modules included in the course.

**Pre-clinical practical skills** are assessed through practical activities performed during the course, written reports, supervised tasks, and verification during the final oral or practical examination. All activities are recorded in the student's Logbook, signed by the supervising teacher. The Logbook documents the premises (Educational Laboratories – EL, AZD, VTH) and the specific areas (PA, SV, SR, AC, TR) where the activities are carried out under academic staff supervision.”

**Clinical practical skills** are assessed daily by teaching staff during Basic and Advanced Red Weeks, clinical rotations, Ambulatory Clinics, and Professional Practical Training. These activities are recorded in the student's Logbook and may also be evaluated during the final oral or practical examination. Additionally, students are required to prepare written reports on activities carried out under the supervision of academic staff or qualified support staff involved in teaching.

**Soft skills** development in the students has been strongly promoted by the VEE (e.g. communication skills, teamwork skills, dealing with pressure, strong work ethic, positive mental attitude, flexibility, time management, self-confidence, dealing with criticism, etc.), encouraging and evaluating them in different occasions and subjects throughout the entire educational program (Appendix 3.2), through role-playing activities, drama groups, peer to peer work, etc. Soft skills acquisitions are treated in greater depth in clinical subjects, CCT and PPT, where students can experience the reality of the veterinarian's daily life, and learn to communicate with patients, owners, other peers and veterinary staff, facing a wide range of situations.

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**Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.**

### **Processes for ensuring the advertising and transparency of the assessment criteria/procedures**

Assessment criteria and procedures are detailed in the course Syllabi, which are reviewed by the TQAM and published on the DVM website for each academic year . Teachers are required to upload their course **syllabi** to the UniStudium platform during the summer, before the start of the academic year. At the beginning of each course, teachers explain the assessment methods and related criteria to students. To ensure maximum transparency, all **examination sessions** are open to the public and conducted by a board composed of at least two experts in the relevant subject area. Additional internal or external members (e.g., PhD students, stakeholders) may participate in the board upon proposal by the course coordinator and approval by the DVM and VEE Councils.

Students provide **anonymous feedback on the clarity of assessment** procedures (, question D4), where they indicate whether assessment methods were clearly explained at the start of the course. At the end of each examination period, students complete an **anonymous questionnaire evaluating the examinations taken**. In addition to questions such as ‘Successfully taken’, ‘If taken, indicate how many attempts’, and ‘If taken, indicate the preparation time required’, the questionnaire includes the item: ‘If taken, indicate whether the examination was conducted according to the methods and content stated in the Syllabus’. Responses are reviewed by the DVM Coordinator and the TQA Manager, and the results are discussed within the JTSC and the DVM Council.

## Processes for awarding grades, including explicit requirements for barrier assessments

Grades for each examination are expressed in thirtieths, with 18/30 as the minimum passing grade. Honours ('lode') are awarded for outstanding performance, requiring a score of 30/30 and the unanimous decision of the examining board. For courses including ongoing assessments, the results contribute to the final weighted average grade.

In the **event of failure**, the examining board advises the student to review their knowledge and, if needed, request learning support. The course syllabi specify prerequisites and regulations governing examinations. The full teaching plan, including prerequisites, is detailed in the DVM Teaching Plan (LM42), Article 8 [📄](#).

The **final exam** consists of the discussion of the dissertation thesis in front of a Graduation Commission composed of 7-11 members. Grades are expressed on a 110-point scale, with 60/110 as the minimum passing score. The final grade is determined by the weighted average of all course grades, converted to a 110-point scale, to which the following increments may be added:

- a) +1 point for every three honours ('lodi') obtained.
- b) +0.5 points for students earning up to 20 ECTS during mobility programs (both Erasmus+ and within the framework agreement) and +1 point for more than 20 ECTS.
- c) +0.5 to +1 point for participation as a student representative at the DVM or VEE Councils, or VEE Committees, upon motivated proposal by the relevant Coordinator/Delegate.
- d) rounding up from 0.50 inclusive.

Additional contributions to the final score include the evaluation of the graduate's curriculum, the assessment of the presentation and discussion of the dissertation by the graduating student, together with the review and assessment of the dissertation thesis by an appointed counter-examiner.

Graduates achieving a score above 110 may be awarded honours ('lode') upon proposal by the President of the Commission and unanimous approval by all board members. The detailed procedures for thesis preparation and grade assignment are available on the VEE website [📄](#).

Following graduation, students must pass the **Official State Examination (OSE)** to obtain professional qualification as veterinary surgeons. The OSE is conducted by a joint board composed of three academic members appointed by the Head of the VEE and three veterinarians from public or private institutions or professional practice, designated by the Order of Veterinary Surgeons of Perugia. According to the Inter-ministerial Decree No. 569 of June 20, 2022, the OSE consists of a single oral assessment covering the subjects specified in the relevant regulations. Its purpose is to evaluate the candidate's knowledge, skills, and competencies required for the professional profile of a veterinary surgeon, following national law. The examination is designed to verify that candidates possess adequate critical reasoning abilities across the various professional domains of veterinary medicine, including:

- Clinical Sciences in Companion Animals (including horses and exotic animals)
- Animal Productions and Clinical Sciences in Food-Producing Animals
- Veterinary Public Health (including Food Safety and Quality).

Starting in 2027, with the application of the **new rules 2023/2024** (see Comments on Area 3 and Area 7), the degree will qualify to work as a veterinary surgeon, and the OSE will be replaced by an **Evaluative Practical Test** [📄](#), that must be passed before discussing the graduating dissertation thesis. This test will assess the acquisition of *DICs* as required by the ESEVT standards, and related relevant skills to be assessed will be detailed in the corresponding Syllabus.

## Feedback post-assessment and guidance for improvement

**Post-Assessment feedback** is available through the **App MyUnipg**. The students can check in real time the progress of one's academic career: exams taken, study plan, grade point average and ECTS. If a student doesn't pass the exam, the teacher explains learning deficiencies and suggests necessary improvements. Review and performance feedback concerning written exams are provided as well. Furthermore, teachers are also available during office hours for any clarifications and suggestions for improvements. Office hours are published online and readily available at the link [📄](#), and the entry "*Per consultare gli orari di ricevimento selezionare il Docente*" and click "*DIDATTICA*". In

addition, students may require guidance directly from their assigned individual Tutors (teachers). In fact, at the beginning of each academic year, every teacher is assigned 1–2 first-year students and acts as his/her **individual Tutor** throughout the entire course, providing support and guidance when requested. Students may contact their tutors for guidance on study methods, support in organising their learning activities, or advice on developing specific academic and professional skills. Tutors may also offer information and suggestions on academic planning, career progression, and opportunities for study or work abroad. Further support is available through **Classroom Tutors** (Standard 7.1), who are contracted students providing additional assistance.

### Appeal processes against assessment outcomes

Students may withdraw during the exam and have the right to refuse a grade to improve their preparation and score. They are entitled to attend all sessions scheduled in the annual exam calendar. Should a student report any inconsistency in exam criteria, procedures, or board assessment, the matter may be brought directly to the DVM Coordinator, who will collect relevant information and take action in line with UTR.

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**Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. 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.**

**Assessment strategy** is based on the **Unipg General Code** and the **Student Charter of Rights** regulations, which include the number of exam sessions and the time interval between two calls. These are planned by the Semester Coordinators, submitted to teachers for revision, and then brought by the DVM Coordinator for discussion at the DVM Council for approval. Finally, all information and the exam schedule are published online [\[1\]](#). **Communication** of the assessment criteria and procedures defined by individual teachers according to their specific subjects, is published online in the Syllabus on UniStudium [\[2\]](#), and explained to students during the first lesson.

The **revision of the assessment criteria and procedures** is carried out through:

- Student feedback, collected via the compulsory course evaluation [\[3\]](#), through anonymous comments submitted via the VEE website [\[4\]](#) or the dedicated box on TPole, or through instances presented to student representatives in the JSTC.
- ANVUR audits, and ESEVT visitations conducted periodically for course accreditation.
- Meetings with the Official State Examination Board members.

All suggestions are discussed by JTSC, involving the responsible teachers, and by the **Review Group**. Proposed revisions and improvements are then submitted to the DVM Council for discussion, final approval, and subsequent implementation.

The assessment system focuses on evaluating whether students have achieved the outcomes reported in Syllabi [\[5\]](#), each one reporting skills and *DICs* which the course contributes to acquire (see also Appendix 3.1. Tuning Matrix of Day One Competences; Appendix 3.6. Tuning Matrix of Dublin Descriptors).

**Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE 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.**

For exams, the **certification of the achievement of learning outcomes** is recorded through the **Online Secretariat (SOL)**, and students can monitor their progress via the App MyUnipg. For the skills listed in the CCT Logbook, achievement is certified by designated academic staff, who sign the corresponding section. Administrative staff from the Unipg Student Secretariat and the Informatics Office may also access student records to verify compliance with prerequisites and to provide the

JTSC and the DVM Review Group with data and statistics for QA processes. Successful completion of all required exams, together with verification of all activities recorded in the CCT logbook, confirms that the learning objectives have been achieved.

The VEE utilise several methods **to encourage students to take an active part in the learning process**. In lectures sessions, engagement includes answering questions, contributing to discussions, and reflecting on their understanding of the subject. Some courses integrate case-based problem-solving, in-class exercises, group collaboration, and self-assessment tools, such as through revision of material or use of Google Forms. Certain activities also require the preparation and presentation of oral reports, including research analyses and clinical case studies. Practical activities are generally conducted in small groups, enabling hands-on learning under the direct supervision of teaching staff. Students complete assigned tasks individually or collaboratively and take part in teacher-led discussions to consolidate their understanding, particularly at the beginning of clinical training. To support active learning, the VEE provides essential resources, such as the Pre-CLS and CLS, and the Unistudium, an online platform, offers teaching materials that students can freely access to enhance their practical education (Standard 6.2).

Students also take an **active role in their thesis work**, carrying out extensive literature reviews and, when relevant, participating in experiments related to their thesis. This process allows them to develop in scientific methodology, critical thinking, research skills, and scientific writing. At the end of each course, and again following the assessment, students provide feedback through surveys, where they can identify strengths, address challenges, and offer suggestions for improving the course content, delivery, and assessment methods.

**Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.**

#### **Assessment achievement of the minimum level of competence (DC1s)**

The assessment methodologies described above ensure that all graduates meet the minimum competence requirements set by the ESEVT *DICs*, with the achievement of the Day One Skills documented in the Logbook. In recent years, the responsible committees (JSTC, Review Group, QA and EAEVE Committees) have analysed and discussed the different methodologies applied in student assessment in order to optimise procedures concerning the specific learning outcomes expected for each subject. Consequently, oral, written, and/or practical examinations are carried out for different exams, and these can have different weights depending on the subject. Teachers stimulate discussion and questions during and at the end of lessons to provide feedback on learning effectiveness and to clarify doubts. Where included, written tests are always reviewed with students to indicate to them which areas of the subject are still deficient and suggest how to improve their preparation or study approach. During clinical rotations, teachers discuss cases with students and request oral or written reports on their experience. The OSE, mandatory for access to the veterinary profession, involves the participation of external veterinarians in the examination board, representing an additional step in verifying the acquisition of *DICs*.

The VEE provides students with experience in veterinary procedures and simulated patients to enforce preclinical skills (see Area 6.2) before being involved in practical activities at the VTH and AZD. The EPT are mainly conducted on practical and clinical topics proposed by the VEE, reinforcing students' knowledge and competencies. The assessment procedures were positively evaluated in 2024 by the ANVUR-AVA3 system (Self-evaluation, periodic evaluation, and accreditation), which follows the QA Standards and Guidelines of the European Higher Education

Area. This system ensures quality assurance checks on various aspects, including learning assessment methods.

### Comments on Area 8

The **new national legislative decree** regulating access to Veterinary Medicine (as well as Medicine and Surgery and Dentistry), effective **from the 2025/2026** academic year, eliminates the admission test before the start of the first semester and introduces three written examinations to be held between November and December. This change has required a revision of the ordinary exam periods, traditionally scheduled between the first and second teaching blocks, at the end of the second semester, in September, and during the Easter break.

### Suggestions for improvement in Area 8

-The Unipg website does not consistently provide clear or complete information on the assessment methods for each course. In some cases, such details are either missing or are not accurately reported. Furthermore, the PDF files containing the course descriptions do not display the course titles in English. These limitations significantly reduce the international visibility and accessibility of the DVM program for external audiences, including prospective students and academic partners.

-It has been suggested to revise the timing of the student assessment questionnaire: rather than completing it exclusively at the end of the course, students could be allowed to fill it in after they have started preparing for the exam or when they are about to take it. This adjustment would allow them to provide a more informed evaluation of the course content, teaching methods, and assessment processes, based on a deeper engagement with the subject matter.

-Additionally, it should be noted that not all interim assessments (“esoneri”) currently have an associated grade or official record in the system. Implementing a standardised procedure to record and report all such assessments would enhance transparency, ensure proper documentation, and allow both students and staff to track academic progress more effectively.



DVM student-designed artwork for the annual VEE t-shirts.



Giulia Moretti – VEE Researcher

# TEACHING AND SUPPORT STAFF

## AREA 9. TEACHING AND SUPPORT STAFF

**Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**

At the VEE, 47 academic staff members hold a PhD degree, 9 are diplomates at the EVMC or AVMC, and some hold national or international specialisations (Standard 9.2; Appendix 1.2.). **More than 2/3** of the academic staff (49 out of 65) are veterinarians, the majority of whom are registered with the provincial veterinary board and, therefore, authorised to practice veterinary medicine. In addition, a significant number of staff are affiliated with national or international scientific societies.

The VEE recruitment and development of academic staff are based on the **three-year Plan** developed and proposed by the **Staff Planning Committee**, which takes into account the mandatory criteria established by the **Unipg Board of Governors** (meeting of the 28/6/23), and to some extent, the strategic development priorities and specific needs of the DVM program. The Plan is subject to approval by the VEE Council, and then by the Academic Senate and Board of Governors.

All academic staff involved in teaching within the DVM programme are required to complete the formal, quality-assured teacher training online course “**Continuing Education Course on Designing, Delivering, and Evaluating University Teaching**”, (24 hours, including tests and reports) developed and provided by Unipg to enhance and update the teaching of academic staff (available on UniStudium). Participation in this training has been made mandatory following approval by the VEE Council (28/2/25) on the proposal of the VEE Head.

During the last academic year, a **seminar on e-learning strategies** was organised by the VEE and attended by both academic and non-academic staff, including courses on how to use UniStudium tools fully. In addition, dedicated **training courses on communication and stress management** have been organised to improve the teaching staff’s soft skills competencies (“Veterinarians by your side”, see Standard 7.7).

Teaching staff must mandatorily attend Unipg Courses to be trained on **workplace safety and biosecurity** (see Standard 4.9), and are continuously updated. On the occasion of the submission for approval of the renewed **SB Manual**, during the VEE Council, the SB Delegate presented the new version, its main focus areas and practical applications, and explained how to use it most efficiently and profitably from all the VEE staff and students.

Unipg QA policy requires that all academic staff must annually complete a **register of their teaching activities** (both lectures and practical activities). **Students** also provide **feedback** on teaching abilities, as they are required to evaluate each subject through anonymous forms that cover different aspects of the teaching experience. These forms are reviewed annually by the JSTC and the QA Committee. In cases of low student ratings, the teacher is invited to a meeting to clarify the circumstances and identify possible solutions. The **QA Committee** also provides supportive information to the academic staff if needed, as well as promotes the overall dissemination of culture on how to achieve high-quality performance in teaching and all other duties.

In the last decade, the VEE has steadily contracted several **veterinary practitioners** to meet the growing demands of the VTH, particularly in support of CCT and PPT. These contractors are involved in various essential services, contributing significantly to the practical education of students. They are recruited through a **public selection process**. Candidates are assessed on the basis of their curriculum vitae and their performance in both practical and oral examinations, then a ranked list is compiled, and appointments made accordingly. Calls for applications are regularly published on the VEE’s official website [🌐](#).

To ensure that appropriate pedagogic methods are applied by all **non-academic teaching and research staff**, as well as **qualified practitioners** in charge of EPTs, the VEE requires them to attend a **mandatory online course**, in addition to ongoing review by the academic staff. All contract-based personnel and professionals in any way involved in DVM student teaching, including fellows, internships, residents, and external veterinary practitioners, are contractually required to attend a **mandatory 4- to 8-hour training course**. This is available on the UniStudium e-learning platform and was developed by the Department of Veterinary Medicine of the University of Parma, which has kindly granted its use to the VEE. PhD students are also actively involved in practical training and teaching activities, following approval by the PhD board.

At the VEE, currently 52 technicians (**support staff**) are employed and engaged in a variety of activities, including laboratory work and support for clinical operations. In both areas, they actively contribute to the practical training of students, always under the supervision of academic staff. Technicians may also be appointed to examination boards for profit exams as subject experts, upon approval by the VEE Council. All technicians have to attend **training courses on safety and biosecurity** to ensure their proper and safe involvement in teaching and clinical procedures.

**Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE’s mission. A procedure must be in place to assess if the staff involved with teaching 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, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Appendix 6, Standard 9.1.**

**Academic staff selection and recruitment** are regulated by national laws and administrative decrees. Each university allocates part of its annual MUR budget for recruitment, whereas departments define specific requirements according to their VEE Strategic Plans and needs. According to Italian Law 240/2010 (30/12/2010), the national university system comprises three academic positions: two *permanent positions* (Full Professor - **FP**, and Associate Professor - **AP**), primarily assigned to teaching duties, and a *temporary position* (Researcher), mainly focusing on research. Access to temporary positions requires a PhD, while permanent positions require prior qualification through the “National Scientific Qualification” (**ASN**), a national quality certification that assesses teaching ability, research productivity, and overall scientific competence [\[6\]](#). The Researcher position has evolved into two temporary categories: Type A Junior Researcher (**RTD-A**), with a three-year project-based contract, renewable for a further two years, and Type B Senior Researcher (**RTD-B**), with a three-year tenure-track contract, leading to ASN assessment, with the potential for promotion to AP upon positive evaluation by the VEE Council. Before the introduction of this legislation, the researcher position was permanent; although a few “old-type” researchers remain, most of them have since been promoted to AP. The MUR national program for academic staff recruitment and assessment ensures that Italian academic staff meet national and international standards required for teaching in higher education. Under Article 16 of Italian Law 240/2010, the selection of FP and AP strictly depends on scientific qualification criteria assessed by national boards composed of FP who meet rigorous eligibility standards. Candidates’ scientific qualifications, with criteria differentiated for AP and FP positions, include academic titles, publications, and research competence within their relevant Scientific Disciplinary Sector (SSD) [\[6\]](#). In late 2023, Italian higher education underwent a significant update with the issuance of Ministerial Decree No. 639 (2/5/2024). This decree rationalised the national academic structure by reorganising the old SSD into newly defined Scientific Disciplinary Groups (Article 15 of Law 240/2010). The change sought to streamline academic recruitment fields, ensuring that qualifications, teaching and research assignments are better aligned with core disciplinary areas. This restructuring impacts the definition of eligibility and evaluation criteria in academic recruitment (e.g., for ASN) and ensures a more cohesive and transparent framework that supports academic staff classification, hiring, and disciplinary responsibilities. Currently, most of the VEE academic staff involved in veterinary training are veterinarians recruited through the ASN competitive procedures based on qualifications

and disciplinary expertise. At the VEE, some temporary positions are also available, mainly for postgraduate students and veterinarians with specific skills, who are employed under structured contracts to support practical and clinical teaching activities.

**Newly appointed researchers** receive initial training in student assessment through participation in examination boards during their PhD studies or as part of early academic duties. Professional development is supported through participation in national and international scientific societies, conferences, and training initiatives. Opportunities to develop pedagogical, assessment and communication skills, e-learning tools are provided by the UniStudium platform, as well as the course for teaching mandatory for the VEE and information for teaching strategies for SLD-SEN students (Standard 7.4). Teaching quality is monitored within the Unipg QA system (see Standard 1.1).

**Academic staff remuneration** is regulated by national law, with biennial salary increases granted upon a positive evaluation of both teaching and research performance.

**Support staff** responsible for administrative, technical, and teaching-related tasks (TAB) are recruited according to the VEE priorities and Unipg financial availability. The **selection process** takes place through public calls for permanent or temporary positions published online [\[2\]](#), and is based on candidates' curriculum vitae, personal aptitudes, and previous experience in the relevant field. In addition, intra- and inter-departmental mobility calls may be announced to address specific organisational requirements or staff welfare needs. The selection process includes both a written and an oral examination, which are evaluated by an academic board. TAB staff are classified into four categories (B, C, D, and EP), based on their level of autonomy, responsibility, and proven professional competencies. Once recruited, new staff members are progressively integrated into departmental teams to familiarise them with their roles, duties, and responsibilities.

All support staff are required to regularly attend **training courses** in biosecurity, first aid, emergency procedures, and fire safety. Upon request, additional specific courses are made available (e.g., heavy vehicle operation, basic laboratory skills, use of saws, updates on administrative systems, etc.). For certain activities, Unipg may delegate the tasks by contracting external private companies (i.e. cleaning services). Furthermore, **temporary non-budget positions** funded by service income, research projects, or contract grants are also employed to support teaching and research activities involving students. These positions are filled through public calls and evaluated on the basis of professional competence by a VEE-appointed selection board. In particular, **VTH support staff** are recruited through a competitive selection process conducted by a board composed of VEE teachers appointed by the VTH Management Committee, based on candidates' curricula, specific expertise, and aptitudes, and complemented by oral and practical examinations. Technical staff involved in teaching must also complete a dedicated pedagogical training course (Standard 9.1).

According to Italian legislation (L.240/2010, art. 6, c. 2 and 3), academic staff may annually choose between a *full-time workload*, corresponding to 100% of teaching duties (FTE = at least 350 hours/year), or a *part-time workload* (at least 250 hours/year). Both full-time and part-time academic staff are allowed to engage in **external professional activities** (e.g., consulting), provided that such activities do not interfere with their teaching obligations within the DVM programme. Participation as paid lecturers or speakers in conferences or courses requires prior authorisation from both the VEE Council and the Rector. Similarly, **support staff** may engage in external work, as long as it does not compromise the fulfilment of their official duties or their performance efficiency. They are also subjected to the same procedure for being approved.

**Table 9.2.1. Teaching staff involved with the core veterinary programme**

Type of contract	2023-2024	2022-2023	2021-2022	Mean
Academic staff (FTE)	62(62)	66(66)	63(63)	63.7(63.7)
Internships (FTE)	5(2.5)	2(1)	-	2.3(1.2)
Residents (FTE)	5(2.5)	4(2)	3(1.5)	4.0(2)
PhD students (FTE)	26	25	22	24.3
Certified specialists (FTE) *	9	9	8	8.6
Practitioners (FTE)	4(3)	4(3)	4(3)	4(3)
Total (FTE)	<b>111(70)</b>	<b>105(72)</b>	<b>95(67.5)</b>	<b>103.7(69.8)</b>

\*Academic staff recognised as Certified Specialists, being European and American Boards Diplomates.  
In addition, 7 professors held national specialisation certification

**Table 9.2.1.b. Additional teaching staff involved with the core veterinary programme**

Type of contract	2023-2024	2022-2023	2021-2022	Mean
VTH contracted teaching staff	48(24)	52(26)	45(22.5)	48.3(24.2)
VEE research staff	2(1)	2(1)	2(1)	2(1)
<b>Total (FTE)</b>	<b>47(25)</b>	<b>54(27)</b>	<b>47(23.5)</b>	<b>50.3(25.2)</b>

**Table 9.2.2 Percentage (%) of veterinarians in teaching staff**

Type of contract	2023-2024	2022-2023	2021-2022	Mean
Permanent (FTE) (FP, AP and old type Researchers)	56 (83.6%)	60 (90.9%)	57(90.5%)	56 (88.3%)
Temporary (FTE) (RTD-A and RTD-B)	6 (16.4%)	6 (9.1%)	6 (9.5%)	7.3 (11.7%)

**Table 9.2.3 Support staff of the veterinary program**

Type of contract	2023-2024	2022-2023	2021-2022	Mean
Permanent (FTE)	52 (26)	44 (22)	48 (24)	48
Temporary (FTE)*	-	-	-	-
<b>Total (FTE)</b>	<b>52 (26)</b>	<b>44 (22)</b>	<b>48 (24)</b>	<b>48</b>

\*Unipg regulations provide only permanent positions for technical staff

**Table 9.2.4 Research staff of the VEE**

Type of contract	2023-2024	2022-2023	2021-2022	Mean
Permanent (FTE)*	-	-	-	-
Temporary (FTE)	18(9)	13(6.5)	12(6)	14.3(7.2)
<b>Total (FTE)</b>	<b>18(9)</b>	<b>13(6.5)</b>	<b>12(6)</b>	<b>14.3(7.2)</b>

\*Unipg regulations provide only temporary positions for research staff

A complete list of the DVM teaching staff and their qualification is reported in Appendix 1.2.

The **prospected number of FTE teaching** of the veterinary programme for the next 3 academic years should presumably be similar, since the number of permanent and temporary staff has remained stable in recent years. Currently the VEE is actively advocating for an increase in academic staff, as some sectors are currently experiencing a heavy teaching burden, particularly due to rotating practical activities. Nonetheless, the risk of a future shortage number of academic staff remains, due to ongoing reductions in fundings from MUR and Unipg. **Support staff** has been already significantly increased.

**Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**

In the Italian system, teaching, research and services are not regulated among recruited staff in a precise balance. Both permanent and temporary academic staff (RTD-A, RTD-B, AP and FP) have their **minimum annual commitments of 350 hours** for full-time staff and **250 hours for part-time** staff. However, according to Unipg Regulation [9](#) (Article No. 36), teaching duties as a lecturer are different according to staff positions: full-time AP and FP are required to deliver a **minimum teaching** load of at least 120 hours per year, RTD-A and RTD-B of 80 hours. Overall, teaching workload is generally considered to be compatible with research, professional development and other activities, including the Third Mission, as defined by ANVUR. However, a reduction of the teaching workload may be granted for heavy administrative duties (e.g., VEE Head).

**Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching 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.**

**Professional growth and development of academic and support staff** are two very important aspects of the VEE. Italian law offers a variety of promotion options, tailored to different staff categories, and both horizontal and vertical development are possible. **Vertical promotions** from one category to another, such as advancement from AP to FP, occur through a public call, followed by an evaluation by a Commission appointed for this purpose. These competitive selection procedures are open only to participants who have the ASN qualification. Candidates are evaluated based on three primary criteria: teaching and scientific performance, organisational capability, obtained by working within their own department, or on a national or international scale. The evaluation commission is comprised of the following members: three FP, two of which must be affiliated with external academic institutions, belonging to the academic recruitment field as defined by the MUR, for which the selection was announced. The selected candidate for the academic appointment is ultimately presented before the VEE Council, with the responsibility of casting votes in determining the outcome of the selection process. **Horizontal progression** of teaching staff takes place on a biennial basis and consists of a salary increase. To obtain this recognition, teachers must demonstrate that they have met the established obligations in research, teaching, and institutional duties. Applications are first submitted to and approved by the VEE Council, then evaluated for final approval by the Unipg Board of Governors, which meets twice a year to assess the applications.

**The evaluation of support staff** may result in the identification of opportunities for horizontal and vertical economic progression. However, the realisation of these opportunities is contingent upon the needs of the respective department and the availability of resources.

**Mentoring and implication of staff in the decision-making processes:** Academic and support staff are overseen by one or more senior members of the VEE. The provision of individualised advice, coaching, and training is made possible by the collaborative environment. Additionally, academic personnel are encouraged to assume leadership roles within the organisation. Representatives from all academic and support staff participate in the VEE council, which serves as the primary decision-making body for the VEE. If challenges emerge, students and staff members have the option of seeking support from their colleagues, their supervisor, or the faculty and university administrative teams.

**Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.**

**Assessment of teaching by students is mandatory.** As already mentioned (Standard 3.1), the MUR, through CINECA<sup>16</sup> promotes an advanced teaching assessment system that uses mandatory, anonymous online questionnaires. Since the 2014–2015 academic year, this system has ensured consistent teaching quality in all DVM courses and among teaching staff. The evaluation covers several aspects, including teacher availability, attendance and punctuality, clarity and communication skills, ability to motivate and support students, adequacy of students' prior knowledge, appropriateness of lecture workload, availability of teaching materials, transparency of the student assessment process, and adequacy of facilities. The JSTC analyses the results and discusses them with the DVM Coordinator and the TQA Manager. These results are then presented to the DVM and VEE Councils to identify critical issues and propose and improvement and monitor actions to solve

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<sup>16</sup> CINECA - North-East Inter-University Consortium for Automated Assessment

them. The **VEE Council** has been entrusted with the responsibility of overseeing matters pertaining to the **recruitment and progression of academic personnel**; this body's members represent all disciplines taught in the veterinary program. Academic and support staff members participated in the VEE Council, which facilitates the collective exchange of information and enables members to propose amendments (details in Standard 9.2).

The **VEE Strategic Plan**, based on SWOT analysis, is discussed and approved by the VEE Council. It includes objectives and strategies for staff recruitment and progression. According to the university QA system, the VEE monitors teaching quality by collecting and analysing students' opinions, while support staff members are evaluated by the Head of the VEE Council.

### Comments on Area 9

In recent years, the MUR has allocated substantial funding to support career progression and recruitment across Italian universities. Combined with Unipg's strategic government plan, this has facilitated the promotion of several researchers to professorships within the VEE, contributing to the strengthening of teaching quality. Unipg has also invested in expanding support staff, resulting in the recruitment of 7 new technicians in 2025. Nevertheless, hands-on training carried out in the CCRs is placing a significant burden on the academic staff in some clinical areas. The high number of rotations required to ensure small group practical training, combined with the current student population, is creating considerable strain on teaching resources.

### Suggestions for improvement in Area 9

A suboptimal number of academic and support staff may pose future risks, particularly in light of reduced funding from MUR and Unipg. To address this potential threat, the VEE has already urged Unipg's central administration to adopt a more strategic approach to staff planning, taking into account the high teaching workload currently not fully recognised in staff assignments. This issue will be a top priority for the newly elected Unipg and VEE governance bodies following the elections in November 2025. Additionally, the VEE must intensify efforts to attract funding from external public and private sources, including through research opportunities (e.g., PhD students, residents) who could contribute part-time to teaching activities.



Adriana Lo Giudice – VEE Practitioner



Beniamino Cenci Goga – VEE Professor

# RESEARCH

## 10. RESEARCH PROGRAMMES, CONTINUING AND POSTGRADUATE EDUCATION

**Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).**

Research is one of the main missions of the VEE, aimed at promoting the development of competitive, cutting-edge research that aligns with the needs of the territory and international policies. Researchers and teaching staff integrate their scientific expertise, methodologies, and research principles into educational activities, embedding up-to-date information in lectures, enriching the learning experience through practical exercises, clinical case studies, and laboratory work. The VEE research apparatus is composed of the **Research Delegate** and its **Committee**, and the **project manager** (Dr Martina Cerri), who supports the research staff in submitting project proposals in response to national and international competitive measures. It reports on national and international research projects, organises events to disseminate and promote **research activities** and results, and coordinates the acquisition of expensive, multidisciplinary equipment of collective use (see Standard 4.1). Every three years, the Research Committee sets up a three-year **Research Plan (2024-2026)** . The former **Research Plan (2021-2023)** (Appendix 10.1), focused on taking part in competitive calls at different levels: university (cross-cutting actions), local (PSR), national (PRIN and PRIN/NRRP, FIS, etc.) European and international (Horizon Europe, PRIMA, ERC, FAO, WHO, etc.) . In these missions, the VEE is supported by the following research groups that fall into several research areas . The VEE has three specialised **research centres**, which collaborate with national and international institutions and are recognised as reference points for continuing education in their respective fields.

- **Sport Horse Research Centre (CRCS)** aims to promote and coordinate research and its transfer on the genetic and health improvement of athletic horses, with a particular focus on enhancing the national equine heritage .
- **Research Centre on Animal Pain (CeRiDA)**. This centre is unique in the national veterinary context and serves as the reference point for both public and private educational institutions. Its activity has resulted in numerous educational initiatives (courses, workshops, and seminars), scientific publications and dedicated books on the topic (Italian and English) .
- **Veterinary Research Centre on Wildlife (SELVA-VET)**. This centre acts as a central hub for coordinating and advancing wildlife research within the VEE, working in collaboration with the Umbria Region, regional wildlife recovery centres (e.g., Wild Umbria), and various public and private national institutions and associations active in this field .

In late 2021, the Italian government launched the National Recovery and Resilience Plan (NRRP) to support several strategic missions. Within this framework, the VEE participates in the project "**Innovation, Digitalisation and Sustainability for the widespread economy in Central Italy - VITALITY**" (proposal identification code no. ECS\_00000041), admitted for funding under the Call for proposals for the creation and strengthening of innovation ecosystems. Unipg is a co-proposer and the designated spending centre for the project. The main VEE ongoing major funded research program during 2023-2024 academic year is provided in Table 10.1.

**Table 10.1. List of the main funded research programmes in the VEE, which were ongoing during the last complete academic year prior the Visitation (2023-2024).**

Disciplines	Number of projects	Total budget
Basic sciences	13	539685,00
Clinical sciences	2	17000,00
Public health (including Pathology)	11	473615,00
Animal production	3	62606,00
Food quality and hygiene	8	249124,64
<b>TOTAL</b>	<b>37</b>	<b>1342030.64</b>

A full list of ongoing projects is provided in (**Appendix 10.2.**) The complete list of scientific publications issued by the VEE's academic staff in peer-reviewed journals during the last three academic years is available in **Appendix 10.3.** (133 publications in 2022; 134 in 2023; 120 in 2024).

**Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.**

VEE students are encouraged to engage with **evidence-based medicine, scientific research, and lifelong learning** through a variety of approaches. From the early stages of the curriculum, students are exposed to scientific research papers with the aim to develop an awareness of the critical role of data in scientific thinking, gaining skills in data analysis, interpretation, and effective presentation (particularly courses in statistics, epidemiology and English language). Along the DVM course, progressive training in the scientific method is provided through diverse learning experiences, as case studies, classroom discussions on current and relevant issues, and small-group practical activities. VEE research-oriented activities include a variety of initiatives designed to engage students and staff in scientific exchange and dissemination. These comprise the **final defence of VEE PhD theses and seminars** delivered by visiting professors and academic staff on research-related topics, including the presentation of results from the VEE research projects.

**Journal Clubs** are also a key component: a teacher or a student selects a scientific article, which is read and discussed collectively. Since 2020, the VEE Journal Club has been active, led by academic staff, researchers, and PhD students, and focused on research topics, with student participation encouraged. Its meetings can form part of curricular practical work or be offered as additional, voluntary learning opportunities (e.g., discipline-specific journal clubs such as equine surgery, presented by students).

Since 2018, the **Game of Research**  has been a flagship event for sharing research within the VEE. This dedicated format highlights the work of young researchers, including PhD students, research fellows, and junior assistant professors, who present their research findings. The success of this initiative has led other Italian veterinary departments (e.g., Torino, Bologna) to adopt it as a regular activity.

The VEE has a long-standing tradition of participation in **SHARPER-European Researchers' Night**, an event funded by the European Commission and characterised by a strong citizen-science approach . Activities are designed for different audiences, including role-playing games and simulations for children, and theatrical performances and interactive demonstrations for adults, all inspired by the VEE's main research lines. Undergraduate and PhD students are actively involved in both the organisation and delivery of these activities. These initiatives provide accessible and objective information on different topics of veterinary education and research, strengthening public awareness of the role of veterinary medicine in animal, human, and environmental health (**Appendix 10.6**).

**VEE strategies to teach students using electronic resources** have been detailed in Standard 6.2).

The VEE benefits of the expertise provided by the **University Language Centre (CLA)**, which offers **academic writing support** at a reasonable cost, including drafting, revising, and peer reviewing scientific papers. Moreover, the VEE Research Committee organises an annual *Project Management Course*, delivered by the VEE's project manager, aimed at familiarising students and PhD candidates with funded research pathways. The course covers the scouting and analysis of funding programmes, as well as the preparation, writing, and submission of competitive research proposals.

Students may choose to participate as internal trainees in research activities within a specific disciplinary sector, with the possibility of subsequent inclusion in a research programme (so called "intern student"). These **research internships** provide additional specialised training, exposure to an extended caseload, and the opportunity to work alongside academic staff in the design and implementation of research projects. Upon the tutor's request, this activity may be formally recognised with the award of 1 ECTS. In addition, regardless of internship participation, each student

may opt to prepare an experimental final thesis, which offers direct experience with research methodologies and techniques.

The **minimum requirements for graduation are** to have successfully passed all the curricula exams and completed all the Logbook practical activities. Then, students must prepare and defend a dissertation thesis, as outlined on the VEE website [\[5\]](#). The topic of the thesis can be chosen from any subject relevant to the educational program, and each student is guided by a **supervisor**, usually a VEE professor or researcher. **Co-supervisors** could also be involved, including young researchers, PhD students, contract staff within the VEE, inside the VEE, academic staff from other universities and departments, veterinarians from public or private institutions (frequently IZSUM members, with whom the VEE has a strong research collaboration) and private practitioners.

Most often, the topic of the **dissertation thesis is** chosen based on the individual student's interest and the availability of the professor teaching the related subject. Alternatively, students can choose one of the topics offered by professors by directly asking them or by a non-exhaustive list available online [\[6\]](#). Students may choose between two types of dissertations.

- **Experimental thesis:** Structured similarly to a scientific research paper, it involves formulating and testing a hypothesis or methodology through direct experience, with emphasis on methodological rigour in data collection, analysis, and interpretation.
- **Review thesis:** Structured as a scientific literature review, it focuses on the critical analysis of a selected topic, primarily based on bibliographic sources, and it requires students to compile a comprehensive review and synthesis of existing published research.

Once completed, students have to upload their thesis to the **Online Secretariat (SOL)**, where it can be reviewed and approved by the supervisor, after checking it with anti-plagiarism software [\[7\]](#), or returned to the student for revision and further study. This software tool helps prevent plagiarism and detect AI-created content and can also be used by students in preparing their thesis and for their protection. The dissertation thesis is formally defended with a **Graduation Committee**, composed of 7-11 professors. One member acts as a **counter-rapporteur** (corresponding to a reviewer for a scientific paper), who receives the thesis and reads it in advance. During the defence, the counter-rapporteur presents an evaluation highlighting the strengths and weaknesses of the work and engages the candidate in a critical discussion, focusing on how the research could be improved or further developed. The **final evaluation** is expressed out of 110 and is the result of curriculum (mean evaluation of the exams expressed out of 30 and translated out of 110), additional points (related to time-to-degree and Erasmus international experience) and the evaluation of the final dissertation, both by supervisor and counter-rapporteur; additional marks ("cum laude") can be attributed to students with brilliant curricular path and final defence, and need the agreement of all the members of the commission. Completed theses are stored in a restricted-access Unipg database, and can be consulted upon authorised request. During the academic years 2021-2023, 2022-2023 and 2023-2024, a total of 166 students graduated, of whom 127 (76.5%) produced an experimental thesis; among these, until now, 28 has been published and co-authored by students, and a similar number presented as oral presentation or poster in a congress.

**Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.**

The **number of students enrolling in postgraduate programs** is expected to either increase or remain stable over the next three academic years. Notably, new residency programs will be introduced in response to the growing number of diplomates among the academic staff, as well as the enrollment of new residents in existing programs. The number of PhD students has risen significantly in recent years, a trend that is expected to continue next year, also supported by extraordinary funding from the NRRP, in collaboration with the European Commission.

**Postgraduate students**, including residents, internships, and PhD candidates, actively participate in supervising undergraduate activities under the guidance of academic staff. During clinical rotations, **undergraduate students** gain hands-on experience by engaging in case management as part of a team that includes both permanent and temporary staff. In small-group settings, qualified postgraduate students play a crucial role in clinical case management, significantly enhancing the knowledge and skills of undergraduate students. Additionally, seminars and journal clubs are regularly organised, providing postgraduate students with opportunities to present clinical cases or research topics related to their studies (see Standard 10.2). Students have **free access to all VEE post-graduate education**, being restricted only the relative practical training in some cases.

In Italy, continuing education is mandatory for non-academic veterinary practitioners, who must accumulate at least 150 ECM (Continuing Education in Medicine) or SPC (Continuing Professional Development) credits every three years. Some VEE members frequently contribute to ECM events organised by external institutions. The VEE offers a range of opportunities for **post-graduate continuing education**, including a PhD program. According to UTR [\[10\]](#), this is a postgraduate university course providing advanced skills for conducting research at public and private institutions and highly innovative professional sectors. Admission is granted through a competitive exam and requires a Master's Degree or equivalent qualification. The VEE offers the **PhD program in Health and Experimental Veterinary Sciences** [\[11\]](#), providing advanced research and innovation across multiple veterinary disciplines, in line with national MUR Regulations (DM n.226 del 14-12-2021). The program includes three specialised curricula: 1) *Biotechnologies applied to veterinary sciences*; 2) *Public health, veterinary and food hygiene*; 3) *Clinical sciences and veterinary diagnostics*. In the academic year 2023-2024 26 students were regularly enrolled. The PhD program provides a range of **courses and seminars**, including: English language (B2 level); research management, with an overview of research systems and funding opportunities; valorisation of research results and intellectual property; experimental methodology in agriculture; scientific bibliographic resources and electronic publishing; pain management in companion animals; veterinary immunology. All these courses are also open to voluntary participation by DVM undergraduate students. Furthermore, VEE members are also part of a **PhD program in Ethics of Communication, Scientific Research and Technological Innovation** [\[12\]](#), provided by the Department of FiSSUF.

**Table 10.3.1 Number of students registered at postgraduate clinical training**

Programmes	2023-2024	2022-2023	2021-2022	Mean
Resident colleges EBVS *	5	4	3	4.0
Internships	5	2	-	2.3
Total	10	6	3	6.3

\*Residencies Rotations are also carried out in collaboration with the University of Zürich (Switzerland)

**Table 10.3.2. Number of students registered at postgraduate research training**

Degrees	2023-2024	2022-2023	2021-2022	Mean
PhD	26	25	22	24.3
Research Fellowships/Research contracts	24	13	13	16.7
Total	50	38	35	41

**Table 10.3.3. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research works**

	2023-2024	2022-2023	2021-2022	Mean
Master in Public Health and Official Food Control (II level)	-	33	-	11

One of the objectives of the VEE is to provide postgraduate training support aligned with the needs of the local area and the veterinary profession. The VEE delivers training courses of varying durations, ranging from one to several days, as well as one-day seminars and workshops, designed to provide the scientific community, practitioners, staff members, and students with meaningful opportunities for continuous professional development and education. Some of these activities are

also meaningful as ongoing orienteering for last-year students to support their gradual and structured transition into the professional workforce. Particular attention is given to emerging areas of interest among veterinarians and pet owners, such as animal pain management, the interrelations between the immune, nervous, and endocrine systems, and geriatrics, where the institution has assumed a leading role at the national level. A detailed list of continuing education training courses offered by the VEE during the three academic years under evaluation is available online under the Unipg teaching offer [\[5\]](#), numbers are reported in the tables below, whereas detailed information is reported in **Appendix 10.4**.

**Table 10.3.4. Number of attendees to continuing education courses provided by the VEE**

Continuing education courses	2023-2024	2022-2023	2021-2022	Mean
Veterinary Psycho-Neuro-Endocrine-Immunology (PNEI)* <a href="#">[5]</a>	38	-	20	29
Pain Therapy and Palliative Care in Companion Animals* <a href="#">[5]</a>	28	30	30	29
Veterinary Gerontology and Geriatrics* <a href="#">[5]</a>	30	-	-	10
Basic Course in Canine Abdominal Ultrasound and Echocardiography	24	-	-	8
Basic theoretical-practical course in Veterinary Cytopathology <a href="#">[5]</a>	9	9	9	9
Theoretical and practical course: Haematology and Cytology in dogs and cats <a href="#">[5]</a>	80	40	-	40

\*Advances Postgraduate Specialisation Course

**Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.**

**Research-based teaching** is a cornerstone of the VEE educational program. Continuous professional development of teaching staff is essential to integrate the latest research into lectures and practical classes. Each teacher is responsible for integrating research into teaching, offering students both **passive** (i.e presentation and critical discussion of research findings, as outcomes of VEE projects or external sources) and **active** exposure to research, requiring the production of short reports on specific experiences or clinical cases, similar to case reports; furthermore, during preparation of the final dissertation thesis, students can gain direct research experience under the guidance of their supervisor, who supports them in the design, implementation, interpretation, and communication of the results. Students with a strong interest in a specific topic may also be *formally involved in research projects*, often linked to their supervisor or other VEE or external researchers. The effectiveness of *student research engagement is monitored through indicators*, such as the percentage of experimental theses, the proportion of these published or presented at conferences, and their contribution to the dissemination of VEE research outputs.

**VEE research QA and control** is a multilevel process.

**At the national level**, the department's research is evaluated by the ministerial quality assurance system ANVUR, which assesses the quality of processes, outcomes, and products related to the management, training, and research activities of the national higher education and research system, including technology transfer. Its work is periodically reviewed by committees of international experts appointed by the MUR [\[5\]](#).

**At university level**, the quality of VEE research also complies with the Unipg general research guidelines. They ensure the management of the IRIS CINECA research product cataloguing system, support for researchers in entering scientific outputs into IRIS CINECA, manage the national evaluation procedures (VQR), and national accreditation documents (SUA-RD; AVA-R4), support researchers in enhancing their academic profiles for the ASN, and technical and administrative support to monitor and assess the university's scientific output [\[5\]](#).

**At departmental level**, the Research Committee collects, classifies, and publishes all research conducted within the department, including the production of articles and scientific contributions. Research quality and the proper functioning of the Research Committee are ensured by an

Observatory, which continuously monitors compliance with the requirements outlined in the department's three-year **Research Plan (Appendix 10.1)**. The same QAS explained in Standard 1.4, by a PDCA model, utilised for assessing the other VEE teaching activities, is also applied to evaluate the continuing and post-graduate education programs.

### **Comments on Area 10**

The VEE attracts only a limited share of research funds from European and international programmes. In addition, the VEE's administrative support staff are often overburdened, and the development of research activities is further hindered by complex and time-consuming bureaucratic procedures, with limited support from the central Unipg administration.

### **Suggestions for improvement in Area 10**

Participation in competitive research calls should be actively encouraged to attract additional funding and enhance the VEE's scientific output and prioritised in the upcoming three-year VEE Strategic Plan (2026–2029). Efforts should also focus on establishing a recognition system for excellence in the VEE sectors, which could be considered in career progression or new staff recruitment planning. For the 2025-2026 academic year, three new Master's programs and additional continuing educational courses have already been scheduled to expand postgraduate and lifelong learning. It would also be desirable to reactivate, in the future, the two Specialisation Schools (Public Health and Food Inspection) for practitioners, which used to be delivered in the past.



# ESEVT INDICATORS



## ESEVT Indicators

Name of the VEE: Department of Veterinary Medicine, Perugia University (Italy)		Department of Veterinary Medicine, Perugia University (Italy)			
Name & mail of the VEE's Head: Prof. Fabrizio Rueca, fabrizio.rueca@unipg.it		Prof. Fabrizio Rueca, fabrizio.rueca@unipg.it			
Date of the form filling: 20 August 2025		20 August 2025			
Raw data from the last 3 complete academic years		23-24	22-23	21-22	Mean
1	n° of FTE teaching staff involved in veterinary training	62	66	63	63,67
2	n° of undergraduate students	480	472	432	461,33
3	n° of FTE veterinarians involved in veterinary training	85	92	85,5	87,50
4	n° of students graduating annually	62	42	41	48,33
5	n° of FTE support staff involved in veterinary training	46	44	41	43,67
6	n° of hours of practical (non-clinical) training	1032,5	1032,5	1032,5	1032,5
7	n° of hours of Core Clinical Training (CCT)	872,8	872,8	872,8	872,8
8	n° of hours of VPH (including FSQ) training	354	354	354	354
9	n° of hours of extra-mural practical training in VPH (including FSQ)	125	125	125	125
10	n° of companion animal patients seen intra-murally	7148	6762	5688	6532,7
11	n° of individual ruminant and pig patients seen intra-murally	269	44	58	123,67
12	n° of equine patients seen intra-murally	534	641	569	581,33
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	242	194	127	187,7
14	n° of companion animal patients seen extra-murally	0	0	0	0,0
15	n° of individual ruminants and pig patients seen extra-murally	246	294	872	470,7
16	n° of equine patients seen extra-murally	41	55	116	70,7
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	0	0	0	0,0
18	n° of visits to ruminant and pig herds	118	124	323	188,3
19	n° of visits to poultry, farmed rabbit, fish and bee units	27	24	44	31,7
20	n° of companion animal necropsies	375	353	289	339,0
21	n° of ruminant and pig necropsies	89	111	154	118,0
22	n° of equine necropsies	55	59	40	51,3
23	n° of rabbit, rodent, bird and exotic pet necropsies	321	287	282	296,7
24	n° of FTE specialised veterinarians involved in veterinary training	25	25	25	25,0
25	n° of PhD-students graduating annually	5	6	6	5,7
The boxes within the red frames must be filled in by the VEE (the other values will be automatically calculated)					



## ESEVT Indicators

Name of the VEE: Department of Veterinary Medicine, Perugia University (Italy)		Department of Veterinary Medicine, Perugia University (Italy)			
Date of the form filling: 29 August 2025		29 August 2025			
Calculated Indicators from raw data		VEE values	Median values <sup>1</sup>	Minimal values <sup>2</sup>	Balance <sup>3</sup>
11	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,138	0,15	0,13	0,012
12	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,810	0,84	0,63	1,180
13	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,903	0,88	0,54	0,363
14	n° of hours of practical (non-clinical) training	1032,500	953,50	700,59	331,910
15	n° of hours of Core Clinical Training (CCT)	872,800	941,58	704,80	168,000
16	n° of hours of VPH (including FSQ) training	354,000	293,50	191,80	162,200
17	n° of hours of extra-mural practical training in VPH (including FSQ)	125,000	75,00	31,80	93,200
18	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	135,159	67,37	44,01	91,149
19	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	12,297	18,75	9,74	2,557
110	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	13,490	5,96	2,15	11,340
111	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	3,883	3,11	1,16	2,723
112	n° of visits to ruminant and pig herds / n° of students graduating annually	3,897	1,29	0,54	3,357
113	n° of visits to poultry, rabbit, fish and bee units / n° of students graduating annually	0,655	0,11	0,04	0,611
114	n° of companion animal necropsies / n° of students graduating annually	7,014	2,11	1,40	5,614
115	n° of ruminant and pig necropsies / n° of students graduating annually	2,441	1,36	0,90	1,541
116	n° of equine necropsies / n° of students graduating annually	1,062	0,18	0,10	0,962
117	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	6,138	2,65	0,88	5,258
118	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,517	0,27	0,06	0,457
119	n° of PhD-students graduating annually / n° of students graduating annually	0,117	0,15	0,07	0,047
1 Median values defined by data from VEEs with Accreditation status					
2 Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation status					
3 A negative balance indicates that the Indicator is below the recommended minimal value					
* Indicators used only for statistical purpose					

## Comments and suggestions on EAEVE Indicators

The analysis of the indicators confirms that the VEE, in line with European standards, provides students with adequate and varied clinical experience, ensuring both the quantity and quality of practical training through activities such as AZD and VTH rotations, field-based preventive medicine, necropsies in multiple species, and simulated procedures. However, some of these activities still are not fully tracked within the current SIOVUD system, creating a discrepancy between the training

delivered and the data reported. To address this, the VEE has identified the implementation of a new system for recording clinical and educational activities as a strategic priority. Although the exploratory phase has begun, involving consultations with other departments and software evaluations, implementation has been delayed due to high initial costs and the need to prioritise essential structural renovations.

Major points for consideration as comments:

*Small animal caseload:* the intramural caseload for companion animals is highly satisfactory, supported by collaborations with private practitioners and the agreement with the Umbria Region, which ensures a steady inflow of patients. This explains why most clinical training takes place within the VTH, and the extramural cases are not present. However, to allow students to expand their training opportunities and let them experience real-world clinic work, new agreements with private veterinary clinics and practices were recently approved by the VEE Council (12 September 2025).

*Equine clinical caseloads:* the intramural equine service is a clear strength, with the Equine VTH Clinic recognised as a regional reference point dealing with a high number of cases. Again, this explains the limited extramural equine training, also due to the lack of nearby equine clinics in the area; some external cases mainly derive from scientific collaborations and thesis projects. With the new upper cited agreement, we aim to increase further the clinical training possibilities offered to our students.

*Poultry abattoir visits:* to compensate for limited visits to the poultry slaughterhouse, dedicated teaching sessions and video materials are now used at the Pilot Plant for Food Hygiene, including practical demonstrations. In addition, the VEE has established a PPT agreement with poultry processing plant partners (see Standard 5.2). Students completing their PPT there engage in veterinary activities covering welfare assessment, slaughtering and post-mortem inspection, hygiene and HACCP procedures, and meat quality evaluation. In addition, through departmental research projects, students participate in poultry meat quality assessments, including visual inspection, pH measurement, and colour analysis.

*Increase in student numbers:* At present, the available facilities and resources adequately support the increasing number of students, ensuring the continuity and quality of practical and clinical training, even in view of the expected future growth in student enrolment. To contain potential negative effects of this increase and to guarantee regular VTH clinical activities, practical and clinical training, VEE research and laboratory activities, we are already developing a tripartite long-term strategy: 1) recalling the necessary additional units of technical support staff for practical training and permanent teaching staff; 2) optimizing non-clinical training and clinical rotations thus taking advantage of all the teaching staff scheduled onto clinical shifts to provide more student teams; 3) regularly monitoring the case load at the VTH for all the required animal species and teaching needs. Moreover, our VEE is providing greater investment in digital facilities for simulator-assisted teaching, which supports both guided and independent learning, and the strengthening of Clinical Skill Lab activities during the pre-clinical and clinical phases.

*Facility improvements:* the isolation area for companion animals has been completed, and the renovation of the AZD and the large animal isolation units is nearing completion. These upgrades will allow for an increase in the number of animals hosted, enriching the clinical caseload available for student training.

# APPENDICES

## Area 1

- Appendix 1.1. VEE Strategic Plan 2024-2025
- Appendix 1.2. Teaching Staff 2023-2024
- Appendix 1.3. Written Assessment Procedures for QA
- Appendix 1.4. Unipg QA System

## Area 3.

- Appendix 3.1.a. Main Steps for Curriculum Changes
- Appendix 3.1. Tuning Matrix of Day One Competence
- Appendix 3.2. Teaching Plans MV 2023-2024
- Appendix 3.3. Ambulatory Mobile Clinic Evaluation Form
- Appendix 3.4. Logbook 2023-2024 and 2025-2026
- Appendix 3.5. Student Core Clinical Rotation Report
- Appendix 3.6. Tuning Matrix of Dublin Descriptors
- Appendix 3.7 PPT shift structure and credit allocation

## Area 4

- Appendix 4.1. Location of the VEE
- Appendix 4.2. Maps of the VEE and the intra-mural facilities
- Appendix 4.2.a. VEE Individual Emergency Plans
- Appendix 4.2.b. VTH Procedures food-producing and equine isolation units
- Appendix 4.3. Table 4.2.3. Premises and equipment for practical work
- Appendix 4.3.1. AZD Map quarantine/isolation
- Appendix 4.3.2. AZD operational protocol for reporting infectious disease cases
- Appendix 4.4. Zootechnical premises under VEE agreement for PPT and EPT
- Appendix 4.4a. VEE Agreement Facsimile model for PPT and EPT
- Appendix 4.5. Clinical Equipment
- Appendix 4.6 VTH Clinical Unit Services 2025
- Appendix 4.7. Risk Assessment Certification 2025
- Appendix 4.8. VEE Safety and Biosecurity Manual
- Appendix 4.8a SB Manual Brief Summary

## Area 5

- Appendix 5.1. Equine nursing
- Appendix 5.1a. Agreement with Fileni

## Area 6

- Appendix 6.1. CSL Equipment and disciplines

## Area 7

- Appendix 7.1 Tutoring activities
- Appendix 7.2. Syllabus Communication and Management of Healthcare Facilities

**Area 10**

Appendix 10.1. Three-Year Research Plan 2021-2023

Appendix 10.2. Ongoing Research Projects

Appendix 10.3. List of DVM Scientific Publications 2022-2024

Appendix 10.4. Continuing education courses provided by the VEE

Appendix 10.5. VEE Erasmus Agreements

Appendix 10.6 SHARPER activities 2020-2025

P.S. Most of the photos included in this SER are among those selected from the VEE Snappy Veterinarian photo context.



Most of all, I remember the future.

(Salvador Dalí)

