



FULL VISITATION REPORT

To the Perugia University, Italy

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Contents of the Full Visitation Report

Introduction

Area 1. Objectives, Organisation and Quality Assurance Policy

Area 2. Finances

Area 3. Curriculum

Area 4. Facilities and equipment

Area 5. Animal resources and teaching material of animal origin

Area 6. Learning resources

Area 7. Student admission, progression and welfare

Area 8. Student assessment

Area 9. Teaching and support staff

Area 10. Research programmes, continuing and postgraduate education

11. ESEVT Indicators

12. ESEVT Rubrics

Executive Summary

Glossary

Introduction

The VEE of Perugia was formally established by a Royal Decree in 1864, continuing a previous three-year veterinary program and included in 1862 into the Faculty of Medicine and Surgery. In 1929, it was relocated to its current historic premises and integrated as a Faculty into the University of Perugia. Since 2013, the VEE was reorganised into the Department of Veterinary Medicine, merging teaching, research and services.

The EAEVE evaluated the VEE of Perugia 3 times namely in 1998, 2008 (Approval) and 2019. The evaluation of March 2019 resulted in Conditional Accreditation, subsequent to which the VEE asked for re-visitation in November of the same year. The ECOVE granted the VEE full accreditation in June 2020.

The VEE main buildings are located in a central position of Perugia, ensuring integration into the city and easy access for the clients. The campus includes the historic building, the Teaching Pole, the VTH, the administrative building, the Food Science & Technology and Nutrition building, and the VTF, owned by the University. The nearby accommodations and catering services for the students are shared by the VEE and the Department of Agricultural, Food and Environmental Science. Other training facilities, located close to the main campus include the local slaughterhouse, a cat and dog shelter owned by the municipality, the premises of public veterinary services, private farms and small animal clinics. The low number of undergraduate students supports a well-balanced, personalised curriculum, including international mobility.

In May 2024 the VEE was nationally accredited by ANVUR. A better collaboration with the veterinary services in Umbria ensured additional financing for the 24/7 emergency services, new partnerships, allowing better health services for shelter animals and wildlife, and improvement of the clinical rotations. Starting with the academic year 2025/2026, the new national admission will allow the implementation of a filter semester and national student assessment based on performance. The VEE improved its syllabi, outlining the learning outcomes and D1C. Re-

renovation of several buildings and VEE facilities took place; the Clinical Skills Lab was established in 2025; new specialities were supported by the VTH services (Clinical Oncology and Therapy; Oncological Cytology Service; Palliative Care and Pain Management; Small Animal Isolation; Equine Rehabilitation; Small Animal Neurology; Large Animal Dentistry). The ESEVT SOP 2023 is valid for the Full Visitation.

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.

1.1.1. Findings

The VEE programs include a 5-year DVM, a 3-year Master Course in Animal Science and postgraduate and PhD courses, aligned with EU Directives and ESG Standards.

The VEE's primary goal is to deliver ethical, research-based veterinary education aligned with EU Directives and ESG standards.

The mission is to provide education: "Healing animals, bridging animal and people health, contributing to global health". The vision is focused on One-Health-One-Welfare, the Role of the Veterinarian in Society, and Green Approach while educating competent, compassionate professionals who combine excellence and integrity, strong research capabilities aligned with incentives in animal and human health (veterinary public health), and contribute to building a better society.

The mission statement and vision are embedded within the strategic plan 2020-2026, which embrace national and EU Directives, ANVUR (Italian Accreditation institutions) and EAEVE guidelines.

The DVM course is designed to ensure the acquisition of the ESEVT D1C, which are integrated in the curriculum, where course descriptions refer to the relevant D1C.

1.1.2. Analysis of the findings/Comments

The curriculum ensures Day One Competences (D1C), assessed through exams and the Official State Examination (OSE).

The mission and vision embrace One Health and ESEVT standards and are detailed in the strategic plan 2024–2026.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

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.

1.2.1. Findings

The VEE is part of the University of Perugia (Unipg), one of 61 institutions under the ministry (MUR), operating under a structured governance system defined by law and its statute and regulations. Unipg ranks third (out of 18) among Italy's major public universities.

Both persons responsible for the veterinary curriculum (Prof. Fabrizio Rueca) and for the VTH (Prof. Francesco Porciello) hold a veterinary degree.

The Unipg bodies responsible for strategic planning and decision making include the rector, the academic senate, the board of governors, the university evaluation board, and the university and the student councils. The general director oversees the overall management and organisation.

The VEE decision-making process, organisation and management reflects and is aligned with the Unipg structures with each department operating with managerial and regulatory autonomy, laid out in the Unipg statute and specified in the Unipg VEE regulation.

The governing bodies of the VEE include:

- the VEE head, elected by the VEE council for a three-year term, renewable once,
- the VEE council, 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,
- the joint students-teachers committee (JSTC), elected by the VEE council, is responsible for monitoring the educational offerings, teaching quality, and student support services. It e.g. prepares annual reports based on student feedback, identifies critical issues, and proposes corrective actions.

A number of committees (14) support the governing bodies, including the quality assurance (QAC) and the EAEVE committees. The latter is responsible for coordinating and supervising the EAEVE accreditation processes, ensuring the VEE's compliance with ESEVT Standards and D1C.

The mandates of the committees are described on the VEE-website:

- for statutory committees (e.g. the VEE Council and the Joint Students-Teachers Committee), all members (teaching and support staff) are elected following Unipg and VEE Regulations. Student members are elected through official Unipg elections;
- for permanent committees (e.g. Safety and Biosecurity Committee and the PPT-committee,), members are appointed by the VEE Head and ratified by the VEE Council. Student representatives are selected among elected student members of the DVM and VEE Councils to ensure continuity and representativeness;
- for operational or working groups (e.g. EAEVE Committee, AZD Management Board), participation is generally voluntary or based on specific expertise, following calls for expression of interest or direct invitation by the responsible delegate; student participation is not mandatory, but students are represented, e.g. in the EAEVE Committee. The recruitment of students is facilitated by the elected student

representatives in the DVM and VEE Councils, who disseminate information through WhatsApp chats and other channels.

- The minutes of the committee meetings are available on the VEE internal e-platform.

1.2.2. Analysis of the findings/Comments

The VEE is part of Unipg, a recognised public university with structured governance.

Key roles include the VEE head, DVM coordinator and VTH director, all holding veterinary degrees.

Bodies and committees such as the VEE Council, JSTC, and QAC are the main entities for decision-making and quality assurance, including the implementation of its strategic plan and cohesive study programme, in line with the ESEVT standards.

The composition of statutory and permanent committees includes student representatives; student representation is not mandatory for operational/working groups, but some of them (e.g. the EAEVE Working Group) include student (5).

The composition of committees/working groups provides for both formal representation (through elected members) and broader participation of academic, technical, and student members.

1.2.3. Suggestions for improvement

The VEE could benefit from formalising student participation in committees expected to remain active over time, e.g. the Orientation and Tutoring Committee.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

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.

1.3.1. Findings

The VEE strategic plan 2024-2026 includes the VEE's visions, strategies, and objectives, as well as its governance and QA policy. The VEE strategy has a formal status, aligned with the Unipg strategic plan guidelines.

As teaching activities are concerned, strategies and objectives are formulated, following the ministerial and EAEVE guidelines and in line with the University's three-year and annual planning guidelines. The strategy includes short- and medium-term objectives, with targets/indicators (for 2024-2026), within the 3 specified strategic areas, and an operating plan with a timeframe and indicators for its implementation.

The strategic plan does not include a SWOT; this is in accordance with the Guidelines from the Unipg QA Praesidium (Unipg Strategic Plan Guidelines for the 2024-2026), linked to the requirements for the ANVUR national accreditation process.

The SWOT included in the SER is based on the one included in the 2021-2023 strategic plan, which was revised by the EAEVE Committee, with input from various VEE committees and from the Unipg Quality Praesidium. The SER e.g. mentions as strengths its student involvement in governance and in teaching assessment, continuous monitoring and review of the curriculum,

and QA processes in place. Among weaknesses, aspects related to administrative burdens and the suboptimal number of academic and support staff are mentioned. Outreach and private sector partnerships are among the opportunities, while rising educational costs and limited enrolment are among the threats.

Students are involved in the development and implementation of the strategy through their involvement in the VEE council and the JSTC, and stakeholders by their representation in the Steering Committee, as well as through informal consultations.

The VEE strategy is publicly available at the VEE website.

1.3.2. Analysis of the findings/Comments

The VEE has as a base for the implementation and development of its program an elaborated strategic plan.

The VEE strategic planning procedure follows the Unipg guidelines for strategic planning, in line with ANVUR

It includes operational targets, timeframes and indicators. These are aligned with the University's performance indicators, which comply with ANVUR instructions.

The committee structure of the VEE is linked to the strategic plan, which feeds into the work of bodies and committees.

The present strategic plan does not include a SWOT. The reason given for this is that it was not a requirement according to Unipg Guidelines for the 2024-2026 plan. This is acceptable, albeit not mandatory, according to the Unipg procedural guidelines for strategic planning. However, the VEE 2024-2026 strategy and action plan reflects the content of the SWOT included in the 2021-2023 strategic plan.

1.3.3. Suggestions for improvement

The VEE could benefit from including a SWOT analysis in the coming strategic plan.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

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 all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The VEE refers to the Unipg quality assurance system (QAS), which encompasses the entire university and departmental structure. It is based on an organisational system defining the roles, responsibilities, and tasks of governing bodies and QA structures. The QAS operates on 3 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" (Presidium of Quality Assurance) which is responsible for overseeing QA processes at the university level, through defined roles, responsibilities, and monitoring and evaluation mechanisms, and adhering to the ANVUR standards (AVA3 Quality Assurance

framework).

At the VEE level, the QA system operates with departments and with degree course bodies.

The department bodies making up the QA system are: the VEE head, who oversees teaching, research, and 3rd mission activities; VEE Quality Assurance Manager (VQA Manager), who coordinates QA processes, ensures the drafting of documents required by the AVA-ANVUR system, and ESEVT standards; the quality assurance committee (QAC), which supports the VQA manager in monitoring QA activities; VEE council, which implements quality policies by approving periodic documents relating to and oversees the drafting of the annual review report.

At the degree course level, the bodies are: the DVM coordinator, who is responsible for the design, implementation, and monitoring of the program, coordinates the drafting of key QA documents; DVM TQA manager, who supports the DVM Coordinator in e.g. QA management, supervision of the teaching process, D1C acquisition targets, and stakeholder contact; the JSTC, which assesses the quality of teaching and student services from student feedback; and the DVM council, which reviews and discusses the improvement proposals presented by the DVM coordinator, the council members themselves, and the bodies involved in the QA processes.

The QA processes and activities feed into various reports and documents, including the annual JSTC Report which analyses the entire study program, identifies critical issues and proposes corrective actions. Other reports focus on the degree courses: "3rd mission", self-assessment according to ANVUR indicators and a "Cyclic Review Report" (available on the website), which is a formal self-assessment report, updated every five years or after major changes. It ensures alignment with institutional goals, national standards (e.g., ANVUR, EAEVE), and stakeholder expectations.

The VEE adopts the PDCA model as the methodological foundation for its QA processes, following the procedures established by the Unipg PDCA.

The student contribution to the PDCA includes:

- PLAN: Participation in the planning phase through elected representatives in the Joint Students-Teachers Committee and in departmental committees. Their feedback helps define annual teaching and other improvement objectives.
- DO: Students are involved in implementing and supporting activities, e.g. Open Days, peer tutoring, Erasmus "Buddy" programmes, and student support initiatives.
- CHECK: Students provide evaluation of teaching and services by completing course evaluation questionnaires and discussing the results with the course coordinators and in the Joint Students-Teachers Committee, in the VEE Council and in the DVM Council.
- ACT: The feedback is used to define and prioritise corrective actions and improvements at the course and department level.

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.

The Unipg Code of Ethics applies to all members of the VEE community, including academic, technical, administrative staff and students.

1.4.2. Analysis of the findings/Comments

The VEE has a strong focus on QA and uses a dual QA system: ESEVT (international) and AVA-ANVUR (national).

The VEE QA system is aligned with and supported by the Unipg QAS.

The VEE uses the PDCA cycle, underpinning continuous improvement. The QA roles are clearly defined across the university, department, and degree levels.

The VEE explicitly highlights efforts and achievements in the development of a culture which recognises the importance of quality and QA within the VEE and that significant efforts have been made to develop and strengthen its quality assurance and enhancement processes. The VEE is commended for its efforts to develop a culture of quality, including a solid procedural set-up and active involvement from staff and students to adhere to the PDCA-cycle.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

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 VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings

The VEE maintains an ongoing dialogue with its stakeholders to strengthen collaboration and align academic programs with the needs of society and the labour market. Stakeholder engagement includes the steering committee, state examination board, career events, and citizen science projects.

The steering committee is an advisory body, with representatives from professional sectors, institutions, and organisations. It meets annually to ensure the alignment of the educational offer with the needs of the market and society.

Other initiatives for interacting with stakeholders are participation in "SHARPER – European Researchers' Night" and the "Open Days and Orientation Programs", focusing on study and career opportunities, and the "Career Orientation Events". Further, the VEE/VTH is engaged in collaboration activities with IZSUM (Istituto Zooprofilattico Sperimentale dell'Umbria e Marche) and the Umbria Region in various areas for healthcare and research.

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. The study programme is available at the website, where also the ESEVT status, its last self-evaluation report and re-visitation SER, visitation and re-visitation report (2019), and the interim report (2022) are also available.

1.5.2. Analysis of the findings/Comments

The long-lasting professional partnerships with stakeholders for the benefit of the VEE are worthy of praise. The VEE has a position in the region, providing for much interaction – formal and informal – with stakeholders, including public entities, research institutions, farmers, producers and veterinarian practitioners.

Students are exposed to and involved in interactions with stakeholders through events, visits to farms, and job placements.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

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.

1.6.1. Findings

The monitoring and review of activities is structured according to the Plan-Do-Check-Act (PDCA) model, with indicators defined by the AVA-ANVUR system, both quantitative and qualitative. It undergoes regular reviews through the ANVUR and the ESEVT accreditation cycles.

The monitoring takes place at course degree/teaching level and at the department level. Results are published via reports, council minutes and internal platforms. The results from the monitoring are discussed in the different VEE QA bodies, for follow-up and decision on follow-up actions, to be approved by the VEE Council.

The VEE presents an overview of the elements of the PDCA roles and actions, demonstrating a comprehensive overview of the entities and activities embedded in the individual PDCA cycles. An example is the introduction of the course "Effective Communication and Practice Management", subsequent to feedback by stakeholders participating in the Steering Committee regarding the absence of preparedness on the topic among veterinary students.

The cyclic review report (RRC) is a self-assessment report, updated every five years or after major changes. It is set to ensure alignment with goals, standards (ANVUR, EAEVE), and stakeholder expectations. It supports long-term strategic planning and continuous improvement; the annual monitoring report (SMA) focusing on the same elements as the RRC but with a shorter time perspective and focus on more immediate actions. The RRC is available on the VEE website.

The VEE plans to introduce regular internal audits to establish shorter review cycles and to ensure a prompt follow-up of improvement actions and to monitor the effectiveness of QA procedures more closely.

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.

Results are published via council minutes and internal platforms.

1.6.2. Analysis of the findings/Comments

The VEE is commended for its efforts to combine long-term planning with continuous monitoring and review of activities.

The VEE monitors and reviews activities in a systematic manner, to ensure that the QA loops are closed through the PDCA cycles, with corrective actions and stakeholder involvement. The activities are reviewed using quantitative and qualitative indicators.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

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.

1.7.1. Findings

The VEE underwent its last ESEVT visitation in 2019 (one major deficiency and several minor ones) and received full accreditation in 2020. Corrective actions were integrated into the QA system and have contributed to strengthening the internal QA system and culture. An interim report in 2022 confirmed continued compliance. 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.

The VEE EAEVE committee has a designated role in coordinating and monitoring the VEE's compliance with ESEVT Standards and D1C, and other bodies and committees meet and report on a cyclical basis to ensure continuous compliance with ESEVT standards between visitations.

1.7.2. Analysis of the findings/Comments

The outcomes of the ESEVT process have been used by the VEE to guide strategic planning, resource allocation, and the development of a long-term quality improvement culture. The input and recommendations from the processes have fostered the VEE's efforts to develop and strengthen its quality assurance and enhancement processes.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

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).

2.1.1. Findings

The VEE's finances are closely linked to the centralised budget of the Unipg. As a result of this, the annual state funding for the VEE from the Ministry of University and research goes directly to the Unipg, which uses 70% of the funds received to cover staff salaries of the university employees. The remaining funds are then distributed among the individual university departments, including the department of veterinary medicine.

While the VEE's finances are not completely independent, the VEE has retained management

autonomy over the revenues generated from research, third-party contracts and clinical activities.

The main other income sources of the VEE are direct support payments from the Umbria region funding specific projects, revenues generated through the clinical services of the VTH and through diagnostic services of the VEE, research grants, revenue generated through the provision of continuing education and through other services. The total annual income sums are listed in the SER (Table 2.1.2).

While the SER mentions tuition fees as a further source of income, the annual amount is not stated as these funds are paid directly into the centralised Unipg budget.

The main expenditures of the VEE are employment costs for non-core staff, which are not paid by Unipg, for operating and maintenance costs, for equipment and for other costs.

15% of the VEE's income generated from research grants and of the income received through the provision of clinical and diagnostic services is transferred to the centralised Unipg funds.

While the overall annual expenditures of the VEE have remained very stable with circa 2 million Euros, the revenues have steadily increased with year-on-year profit gains of 42.9% and 74.9% between 2022 and 2024.

The forecast for the years 2026-2028 predicts a continuation of this trend, yet at a more moderate pace.

2.1.2. Analysis of the findings/Comments

The VEE should be commended for its strong financial performance as a result of stable expenses while at the same time increasing its revenues, mainly driven by the increased income generated by the clinical services of the VTH.

The VEE's balance sheet showed controlled expenses and at the same time fast-rising revenues, mainly driven by the income from the clinical services provided by the VTH. The VEE confirmed the mean figure of the total expenditure as displayed in Table 2.1.1. was incorrect due to a calculation error and the value was revised during the visitation of the VEE.

The very strong balance sheet assures that the VEE has adequate finances to meet and sustain its objectives for education, research and services.

2.1.3. Suggestions for improvements

None

2.1.4. Decision

The VEE is compliant with Standard 2.1.

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.

2.2.1. Findings

The VEE is first and foremost a teaching facility providing clinical and field services.

While the VEE has been generating a financial surplus over the last few years, the instructional integrity of the VTH and of all institutions is taking priority over financial targets.

Whereas the overall funding of the VEE as a department of Unipg is to a large extent organised

and controlled as part of centralised budgeting of the university, the VEE retains autonomy over the revenues generated from research, third-party contracts and clinical activities.

50 % of the income of the VEE is dedicated to fund clinical activities, which are connected to teaching and research.

Revenues generated through clinical services at the VTH and through diagnostic services as well as through other non-public income streams by far exceed the total expenditure of the department.

2.2.2. Analysis of the findings/Comments

The VEE retains autonomy over the revenues generated by clinical services, research and 3rd party contracts even though it is tied to the overall budget of Unipg. As the profit generated from these income sources is forecasted to increase further, the instructional integrity of clinical and field services is well funded and the VEE retains a sufficient level of autonomy to provide these services. Binding long-term agreements over the level of contributions from the VEE to the central funds of the Unipg would result in more planning certainty and further independence of the VEE from the Unipg.

2.2.3. Suggestions for improvement

The VEE could benefit from prioritising binding long-term agreements in consolidating its further independence from Unipg.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

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

2.3.1. Findings

Budget proposals on ordinary VEE expenses are made by the VEE head and the administrative director and approved by the VEE council. At the VTH, which generates by far the main income to secure the funding for instructional resources, the VTH director is responsible for budget control. Together with the 4 VTH unit heads and the administrative staff, financial flows are monitored on a constant basis and adjusted as necessary. This has, over the last 3 years, resulted in a considerable profit generated by the VTH.

The financial performance of the VEE is monitored through internal reports and quarterly reviews. Students as well as staff representatives are involved in the allocation of income resources through formal and informal channels as well as through their participation in VEE council meetings where budget proposals are discussed and approved.

The financial planning of the VEE is carried out on an annual basis concurrent with the budget cycle of the Unipg. A 3year budget plan is in place, forecasting further growth in revenues and expenditure with a steadily increasing positive balance sheet.

2.3.2. Analysis of the findings/Comments

The allocations of resources both of the VTH as well as of the VEE are reviewed on an ongoing basis and at different levels of the VEE hierarchy to meet the VEE requirements.

2.3.3. Suggestions for improvement

None

2.3.4. Decision

The VEE is compliant with Standard 2.3.

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 Annex 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 Annex 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).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.

Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings

The VEE has clearly defined and nationally regulated educational aims for its one-cycle DVM degree (LM-42), designed to provide graduates with comprehensive scientific knowledge, practical competences, and professional skills in alignment with both national and European frameworks. The curriculum addresses the full spectrum of veterinary education, encompassing basic sciences, disease prevention and clinical medicine, animal production and welfare, food safety, and veterinary public health. The DVM programme is structured over five academic years (10 semesters), totalling 300 ECTS (7,500 hours), including Professional Practical Training (PPT, 30 ECTS) and the final dissertation thesis (10 ECTS). Teaching and learning are implemented through lectures, laboratory sessions, fieldwork, clinical rotations, and practical training (Appendices 3.1–3.5).

Curricular planning is aligned with the Italian Ministerial Decrees and EU Directives, ensuring national harmonisation among VEEs while granting institutional autonomy for course integration and ECTS distribution. Continuous monitoring of curriculum coherence, outcomes, and stakeholder needs is conducted through the annual SUA-CdS process, mandatory student

evaluations, and internal quality assurance (QA) reviews. The DVM Council, Teaching Quality Assurance Manager (TQAM), and Joint Student-Teacher Committee (JSTC) oversee curriculum delivery and ongoing improvements.

Preparatory, practical, and clinical activities are fully integrated into the curriculum and precede the start of clinical rotations. These include:

- Basic Green Week Course (Year 1) and Advanced Green Week Course (Year 2), providing foundational training in animal handling, husbandry, and welfare under teacher supervision at the AZD (Appendix 3.2).
- Clinical and preclinical exercises during Years 3 and 4, including Clinical Methodology, Functional Semiology, Surgical Pathology, and Infectious Diseases modules conducted in small groups.
- Core Clinical Rotations (CCR) starting from Year 3/2nd semester, followed by Clinical Work Courses (Basic and Advanced Red Weeks) and Professional Practical Training (PPT) during Year 5.

The PPT Committee, established in 2025, strengthens supervision, quality monitoring, and the integration of Extramural Practical Activities (EPA). EPA placements with accredited practitioners and slaughterhouses are regulated through the DVM and VEE Councils, ensuring compliance with educational and welfare standards (Appendix 3.3). Each student maintains a personal Logbook (Appendix 3.4) recording all D1C achieved during intramural and extramural practical activities. These records are validated by academic staff and serve as the primary tool for ensuring the completion of all core skills before graduation.

Starting from the 2025–2026 academic year, modifications were introduced by *Italian Legislative* reform regarding the national admission system for Veterinary Medicine. The potential impact on first-year cohorts, workload distribution, and student preparedness will be closely monitored.

3.1.1.2. Analysis of the findings/Comments

The curriculum demonstrates a clear and logical progression from basic sciences to applied and clinical disciplines, ensuring that students acquire both scientific knowledge and professional competences required by the ESEVT D1C. Early exposure to animal handling and farm management during the Green Week courses effectively prepares students for subsequent clinical work, while small-group teaching promotes active learning and close supervision. The curriculum is systematically mapped to ESEVT standards (Appendix 3.1, Tuning Matrix) and supported by robust internal QA mechanisms. The SUA-CdS self-assessment, JSTC reports, and annual curriculum reviews ensure continuous monitoring and alignment with professional requirements. Stakeholder consultation (veterinary practitioners, students, and public authorities) contributes to maintaining relevance and responsiveness to societal needs. The establishment of the PPT Committee in 2025 represents a significant enhancement in the organisation of clinical and extramural training, improving communication and coordination between teachers and students. The Logbook system ensures transparent tracking of competences and accountability of both students and supervisors. Nonetheless, the capacity to introduce major curricular innovations remains constrained by the rigidity of national regulations and the need for multi-level ministerial approval.

3.1.1.3. Suggestions for improvement

The VEE could benefit from developing and implementing a digital logbook system to facilitate real-time monitoring of D1C acquisition and ensure alignment with European good practices.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

The basic sciences component of the veterinary programme comprises a total of 1,374 hours, encompassing both basic subjects and specific veterinary subjects. Of these, 1,214 hours are compulsory. Theoretical instruction is delivered through lectures (940 hours) and seminars (31 hours). Practical training includes laboratory and desk-based work (267 hours), non-clinical animal work (16 hours), and clinical animal work (10 hours). Notably, neither supervised nor EPT are included in this segment.

Non-clinical animal work is integrated into courses such as anatomy, histology, and embryology (16 hours). Clinical animal work is incorporated into physiology (2 hours) and animal welfare (8 hours).

Table 3.1.1 shows the hours of each academic year received by each student, divided into lectures (2,131.5 hours); seminars (92 hours); supervised self-learning (83.5 hours); laboratory and desk-based work (351.5 hours), non-clinical animal work (505.5 hours); clinical animal work, including H24 course (872.8 hours); EPT (ADE) (200 hours); and others 305 hours, divided into English language course (30 hours); graduation thesis and logbook) (275 hours). In summary, a total of 4542 hours.

Students lacking a B1 level in English are required to attend a free supplementary language course at the university language centre and must also complete an online English course for medical and scientific purposes. Additionally, mandatory English exercises, required for exam eligibility, must be completed through the UniStudium platform in a self-learning format.

“Green Week Courses” in years 1 and 2, including practical training sessions, delivered in small groups and structured progressively, provide students with essential hands-on experience in farm animal management and basic clinical procedures. The integration of multidisciplinary content and practical skills, such as sampling and clinical evaluations, reflects a thoughtful approach to experimental learning.

3.1.2.2. Analysis of the findings/Comments

The curriculum provides a well-structured and coherent foundation in the basic sciences, with a strong emphasis on compulsory theoretical teaching. This ensures that students acquire essential scientific knowledge from the early stages of their studies. The Basic Sciences are exceptionally well supported by a comprehensive range of digital and physical resources, including the Anatomage Table, Biosfera software, and a collection of three-dimensional models. These high-quality teaching tools, together with the proactive commitment of the academic staff to continuous improvement, create an outstanding learning environment. As a result, students benefit from excellent opportunities for interactive and self-directed learning, which greatly enhances their understanding of anatomy and strongly supports the achievement of the D1C.

The curriculum also includes valuable complementary elements. The English language programme, with targeted support for students below B1 level and mandatory scientific English modules, effectively prepares graduates for professional communication in international contexts. One of the most commendable aspects of the programme is the inclusion of the

“Green Week” courses in years 1 and 2. These innovative modules provide students with early exposure to sustainability, animal welfare, and professional responsibility, thereby reinforcing transversal competences aligned with actual veterinary education standards.

Despite these notable strengths, the limited exposure to practical animal work during the initial stages (only 26 hours in total) may reduce opportunities for early clinical engagement, considering the importance of hands-on animal handling for developing key professional skills and confidence. In addition, the absence of supervised self-learning within the basic sciences component could be reconsidered. Contemporary educational frameworks increasingly recognise the importance of guided self-directed learning in fostering critical thinking, academic independence, and lifelong learning attitudes. Its integration could therefore further strengthen the development of these competences at a formative stage, while introducing more supervised practical activities with live animals during the basic sciences phase would enhance early clinical engagement and align the curriculum with best practices in veterinary education.

Overall, the basic sciences curriculum demonstrates a sound pedagogical design, gradually increasing clinical exposure and incorporating diverse and modern learning methodologies.

3.1.2.3. Suggestions for improvement

Increasing hands-on clinical training in the 1st and 2nd year would be beneficial for the VEE.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

Clinical work starts in the 2nd year and has a total of 872 hours over 5 years (Table 3.1.1). A schedule of the curriculum hours of clinical sciences in companion animals (including equines & exotic pets) is included in Table 3.1.2. (484.3 hours lectures, 49 hours seminars, 44 hours supervised self-learning, 33 hours lab & desk work, 22 hours non-clinical work, 513,25 hours clinical work: total of 1,145.6 hours).

Table 3.1.3 reports the intra-mural rotations under supervision in the VTH, divided over 36 clinics ranging from 2 to 75 hours per unit.

An overview of the curriculum hours of the clinical sciences in companion animals (including equine & exotic pets) as electives for each student is represented in Table 3.1.4.: 23 units, all except two (Parasitic disease of livestock and horses; 2 hours lectures, 5 hours supervised and Diagnostic cytology and histology in veterinary dermatology: 2 hours lectures, 20 hours non-clinical animal work) has 25 hours of clinical work.

Table 3.5.1 provides the curriculum days of the elective practical training (including companion animals) for each student. Pre-clinical and clinical EPT in production and companion animals plus VPH has a minimum of 200 hours divided over the different items.

No optional courses are offered to students; all other courses are compulsory for the students (70% attendance required for each student).

Starting from year 3, 2nd semester, the core clinical rotations on companion animals are held at the VTH whereby students rotate once or twice a week in the mornings for diagnostic and clinical activities (diagnostic, therapeutic & surgical procedures including animal handling, patient care, ultrasound, radiography, surgical scrubbing & anaesthesia) of referred and hospitalised animals (including non-conventional companion animals); they also attend 2 sessions at the VTH central

lab.

Students attend in pairs across 3 daily shifts (25 hours, Monday to Friday) in year 3, 2nd semester in the so-called “Basic Red Week Course” at the VTH for hands-on, clinical, diagnostic, and therapeutic activities. Students are assessed by a logbook, while a test is provided at the end of the week’s course.

In year 4, 2nd semester, students complete the core clinical rotations on “Animal Health and Welfare Indicators” of hospitalised companion animals, horses and food-producing animals. At the end, students present at least one case report. The students also undertake the so-called “Advanced Red Week Course” at the VTH to perform clinical-diagnostic activities on patients (consultations, diagnostic tests, clinical treatments, emergency 24/7 service, monitoring hospitalised animals). For each student, a morning, an afternoon and a night shift (25 hours) are due. Students document all activities and procedures in written reports. In year 5, students complete 6 months of professional practical training (covering avian pathology, food inspection, internal medicine and clinics, surgery, zootechnics I-II, obstetric clinic, and veterinary gynaecology) (12.5 ECTS practical activities at VTH and 7.5 ECTS intramurally). The VTH professional practical training includes clinical services of the central VTH units (internal medicine, surgery, and obstetrics) plus animal production, food quality & safety, and avian pathology. Students can choose from 3 professional practical training timeframes, starting from the year 5, 2nd semester (January to July, April to September or September to February) in a team of a maximum of 4 students for clinical services and avian pathology. At the VTH, students participate in 3 emergency service shifts. The elective practical training is represented by the “Elective Teaching Activities” (ADEs), to support specific professional skills. Eight ECTS are distributed in 3 ECTS for self-directed learning (max of 50 students) or lifelong learning in medicine courses for veterinarians, 1 ECTS for practical activities (max of 10 students) and 4 ECTS for clinical activities (max of 6 students) within the VEE facilities or in affiliated private practices. Each student has a personal logbook outlining the D1C to prove specific skills during preclinical, practical and clinical activities intra- or extramurally. For the CCR and ambulatory clinics, students submit a clinical report at the end of each rotation. (patients personally managed, clinical procedures, and discussion supported by relevant literature).

3.1.3.2. Analysis of the findings/Comments

The total of 1,145.6 allocated to companion animals including equine and exotic pets defines the strong curricular interest of the VEE in those species. Most of the clinical work in companion animals is done in the VTH using specific weeks and a 6-month training. Students received a theoretical background of companion animal science over 5 years. The succession of “Basic Red Week Course” and the “Advanced Red Week Course” safeguards the fluency of the clinical workflow and also the gradual and constant upgrading of the students’ clinical skills and competences. Although the extramural time for companion animals is mainly focused on equines, the students have fewer opportunities to accompany a local small animal practitioner – this field of expertise is valued given the differences in activities between private practices and the VTH.

The theoretical training together with a clinical training in the VTH over the different years, including the practical training during night shifts at the VTH is supplemented by a large variety of electives, leading to the steady acquisition of D1C.

3.1.3.3. Suggestions for improvement

The VEE would benefit from collaborating with more companion animal practices to broaden the profile of extramural companion animal clinical activities of the students.

3.1.3.4 Decision

The VEE is compliant with Standard 3.1.3.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings

The total number of teaching hours in clinical sciences in food-producing animals is 999.8. These are distributed across different teaching methods as follows: 364.3 hours of lectures, 4 hours of seminars, 23.5 hours supervised self-learning, 59.5 hours laboratory and desk-based work, 244 hours non-clinical animal work, and 294.5 hours clinical animal work.

In terms of subject areas, the highest allocations are to herd health management (207.5 hours), animal production including Breeding, husbandry and economics (174 hours), medicine (131 hours), diagnostic pathology (129.5 hours), and clinical practical training in common food-producing animals (127 hours).

Lower allocations are observed in surgery (31.5 hours), preventive medicine (12 hours) anaesthesiology and analgesia (10.8 hours), therapy in food-producing animals (7.5 hours), and diagnostic imaging (6.5 hours).

Core clinical rotations (CCRs) in food-producing animals begin in the second semester of the 4th year and are carried out at the VTH with hospitalised animals, at the AZD, and through ambulatory clinics delivered via a mobile clinic service. Students actively participate in clinical cases and are required to submit at least one case report per rotation. Student involvement in CCRs increases over time, with morning rotation hours rising from 26 hours per student in the 3rd year to 109 hours per student in the 4th year, and 52 hours per student in the first semester of the 5th year. Ambulatory clinics, conducted in small teams, involve general and system-specific clinical examinations on large and small ruminants and swine, including rectal palpation and reproductive ultrasound.

In the 4th year, students also attend practical training in parasitic diseases and veterinary pathological anatomy, conducted in teams of up to six students during summer shifts.

In the 5th year, students complete 6 months of professional practical training (PPT), worth 30 ECTS, which integrates clinical activities at the VTH (12.5 ECTS), intramural (7.5 ECTS), and extramural practical activities (10 ECTS). PPT covers areas including avian pathology, food inspection, internal medicine, surgery, obstetrics, zootechnics, and veterinary gynaecology. Students rotate through VTH units, participate in emergency shifts, and engage in extramural practical activities (EPA) focused on food-producing animals, including farm and slaughterhouse work. EPA are supervised by experienced external practitioners selected and evaluated by the PPT committee, ensuring exposure to diverse species, herd sizes, and clinical caseloads.

The training emphasises developing students' autonomy in clinical judgment, communication skills, and professional competence. Students are trained to interact effectively with animal owners and staff, collect patient histories, complete reports, write prescriptions, apply standard procedures, and use technological tools for accessing and sharing health information. Administrative, legal, and ethical aspects of veterinary practice, including drug use and animal welfare regulations, are integrated throughout the program.

3.1.4.2. Analysis of the findings/Comments

The curriculum demonstrates a strong emphasis on herd-level health management and animal production systems, which are essential for veterinary education in food-producing animals. The considerable number of hours dedicated to clinical (277.5 hours) and non-clinical (244 hours) animal work indicates that the program prioritises experiential learning and provides students with significant hands-on training. This structure is broadly in line with ESEVT expectations for D1C in food-producing animal practice.

The relatively low number of hours in surgery, preventive medicine, anaesthesiology and analgesia, therapy in food-producing animals, and diagnostic imaging is adequately compensated (as concluded during the onsite visitation) by integrated theoretical and practical teaching, supervised clinical rotation activities, and extramural activities with the mobile clinic, as well as activities with the practitioners during the PPT, allowing students to gain enough experience in the field and achieve the relevant D1C.

An almost optimal balance between individual medicine and population medicine is achieved by exposing students to a variety of farm livestock diseases, husbandry, herd/farm health management, control of infectious and parasitic diseases, and nutrition. Practical activities in this area are ensured for all students through the Basic and Advanced Green Week courses, the mobile clinic, team-based activities carried out in the aforementioned disciplines, and the mandatory practical activities in the VTH.

3.1.4.3. Suggestions for improvement

None.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

In the VEE curriculum, the total number of hours per student dedicated to the teaching of Veterinary Public Health, including Food Safety and Quality, is 439.5, of which 223.5 are non-clinical animal work, 170h lectures, 8h seminars, 16h supervised self-learning, 17h laboratory and desk-based work and 5hours clinical animal work. Between the first semester of the 3rd year and the second semester of the 5th year, each student receives theoretical and practical training in veterinary legislation including official controls and regulatory veterinary service, forensic veterinary medicine and certification; control of food, feed and animal by-products; zoonoses and their prevention; food hygiene and environmental health; basic food technology.

In VPH (including FSQ) the practical class rotations under the supervision of teaching staff (excluding the EPT) are distributed as follows: 10 hours of EPA in the 4th year dedicated to Food Inspection and Certification of Meat and Production Units in the Perugia slaughterhouse which have agreement with the VEE; each practical session lasts 1 hour and takes place every other day, during which a group of up to 8 students learn not only how to perform sanitary inspection *ante* and *post mortem* but also food hygiene, technologies to produce food of animal origin, and methodology to examine and evaluate them.

The 187.5 hours (7.5 ECTS) of PPT are in the 5th year second semester. One of the areas of study covered by the PPT is Food Inspection, specifically focused on the operations that take place in

the slaughterhouse, where supervision is handled by both academic staff and professionals who work in slaughterhouses that have agreements with the VEE. The curriculum hours taken as electives for each student are 25 hours, of which 5 hours are for lectures and 20 hours for non-clinical animal work, in a choice of 3 subjects.

Practical classes on foodstuff processing units take place both at the VEE pilot plant and at private plants dedicated to the production of this type of food. Students in groups of 8-10 actively participate in the practical classes. Each student visits a poultry slaughterhouse, a dairy production plant, a meat and a fish processing plants, where they assess the technological processes, the hygiene of the facilities and equipment, and the implementation of HACCP. During year 4/1st semester students participate in two rotations dedicated to the inspection, certification and control of food of animal origin.

3.1.5.2. Analysis of the findings/Comments

The syllabi provided to students cover all the subjects that are part of VPH (including FSQ). Students have adequate practical training in VPH (FSQ).

The students visit the poultry slaughterhouse as part of their food hygiene and food technology courses, not as part of their food inspection training.

3.1.5.3. Suggestions for improvement

The VEE is suggested to move the visits to poultry slaughterhouses within the framework of food inspection training.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional and soft skills, including communication, teamwork, and management abilities, are developed throughout the curriculum. These skills are integrated in several courses through group work, student role play, and clinical rotations, where students interact directly with clients during consultations and practical activities.

Examples are a Drama group activity in the Veterinary Physiology I course, where students creatively represent physiological mechanisms through play performances, songs, or poems, and voluntary activities such as the RandAgiamo Project (a shelter dog adoption and fostering programme), Sharper Night (a European Union funded initiative, where university departments raise interest about their teaching and research subjects for the general public) and Veterinarian for a day, as well as through the participation in VEE Committees and other institutional initiatives.

An Elective Practical Training (ADE) course is specifically dedicated to communication and professional skills in Effective Communication in the Veterinary Profession.

In addition, the DVM Course Teaching Plan has been renovated for the AY 2025-2026, introducing a new course on communication skills, as the “Effective Communication and Practice Management Module” (within the Special Pathology and Medical Clinic Course) in the 5th year. This course covers the fundamentals of effective communication, including verbal and non-verbal elements, as well as different communication styles. Topics also include communication barriers, delivering bad news, and managing grief.

Practice management is addressed through concepts such as veterinary practice as a business, marketing, relationship management (clients and colleagues), risk analysis, and performance improvement. Practical skills are developed through role-play sessions.

Furthermore, several seminars have been organised within the MSD “Veterinary by Your Side” project, with additional sessions already planned for the near future.

3.1.6.2. Analysis of the findings/Comments

The VEE should be commended for its considerable involvement and its contribution to a number of voluntary and charitable activities involving both students and members of the VEE’s staff.

The VEE is providing education about professional knowledge in a considerable range of voluntary and obligatory courses and activities throughout the whole curriculum. A dedicated module for communication and practice management is provided in the 5th year.

3.1.6.3. Suggestions for improvement

None

3.1.6.4 Decision

The VEE is compliant with Standard 3.1.6.

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.

3.2.1. Findings

The system and the curriculum refer to and are updated regularly in accordance with national and EU legislation, and through the implementation of the VEE strategic plan.

The objectives of the courses are reviewed annually by the SMA review group to verify that all Dublin descriptors listed in the SUA-CDS are addressed by the subjects in the curriculum. To graduate, students must pass the official state examination, which is specifically aligned with the D1C.

Updates to the curriculum consider feedback from stakeholders and students, as well as the ESEVT SOP. The achievement of D1C is monitored through course assessments and verification via the students’ personal logbooks. A new electronic logbook – making specific reference to the D1C - is about to be introduced.

The qualifications to be obtained are described in the individual course descriptions and in the Teaching Subjects Tuning Matrix, referring specifically to the D1C.

The VEE has a QA system with committees and mechanisms - e.g. course evaluations - to monitor and provide feedback on the teaching environment.

The VEE encourages and prepares students for lifelong learning by offering access to different

learning platforms (e.g. the UniStudium) and systems (clinical data), and free seminars organised by major veterinary associations.

3.2.2. Analysis of the findings/Comments

The commitment of the VEE to improve its teaching methods is commendable. The VEE has an elaborate system for its programme and learning outcomes. The 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 meeting the ESEVT D1C by graduation.

The VEE QA system is well structured and includes feedback mechanisms (e.g. mandatory course evaluations) for the course content.

Lifelong learning activities are encouraged and available for staff and students.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

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.**

3.3.1. Findings

Activities, lectures, laboratories and clinical rotations, have specific learning objectives, derived from subject outcomes and linked to overall program goals. The 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.

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.

The programme learning outcomes include a description of D1C; they are explicitly referenced throughout the curriculum. They are embedded in course syllabi, clinical training, and assessment strategies. The VEE uses the ESEVT D1C as a foundation for curriculum design and student evaluation.

Each course unit includes defined learning objectives and expected outcomes. These are documented in syllabi and mapped to the overall programme goals.

Learning outcomes are communicated through the UniStudium e-platform, logbooks, orientation sessions and faculty meetings

Staff are involved in curriculum development and receive updates through the JSTC and DVM

councils. Students are informed via digital platforms and direct engagement. Stakeholders provide input, e.g. annual meetings in the steering committee and meetings with practitioners from the official state examination board.

The curriculum and its learning outcomes are reviewed annually by the JSTC, with input from students, faculty, and external stakeholders. Updates are made based on feedback, graduate performance data, and evolving professional standards. The 2023–2024 curriculum revision is a recent example of this process in action.

3.3.2. Analysis of the findings/Comments

The VEE has alignment across content, teaching, and assessment, forming a cohesive educational framework and incorporating the D1C.

The VEE maintains a robust system, linked up also to the national ANVUR QA process for reviewing and updating learning outcomes to ensure relevance and effectiveness.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

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.**

3.4.1. Findings

The VEE has a formally constituted committee structure, with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery, as described in Area 1. All VEE's in Italy must adhere to the same MUR regulations and must regulate the core curriculum through the "VEE teaching regulation".

The JSTC is the central body overseeing the curriculum. The JSTC receives suggestions, complaints, and corrective actions presented by academic staff and students through their representative members, as well as input from stakeholders and other committees, e.g. PPT committee.

The JSTC reports to the DVM coordinator, who in turn reports to the DVM council (monthly meetings) and the VEE council, ensuring a clear and empowered governance structure. It prepares an annual report, including e.g. analysis and proposals on management and use of

questionnaires to students, teaching material, laboratories, classrooms, and equipment, and the achievement of learning outcomes.

The curriculum is reviewed on an ongoing basis through the designated committees and bodies. 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 cyclic review report (RRC) is a self-assessment report, updated every 5 years or after major changes, that critically evaluates the programme's structure, management, and outcomes, including needs for curriculum revision.

The latest major revision of the curriculum took place in 2014, with the latest update in the 2023-2024 academic year.

Adjustments to the curriculum are communicated internally and externally through Unipg and VEE websites (internal e-platform) social networks, student meetings and conferences and syllabus updates.

The UniStudium e-platform offers courses for staff, including mandatory didactical development courses for teaching staff.

3.4.2. Analysis of the findings/Comments

The committee structure is set up with clear lines of responsibility and procedures for review and QA of the curriculum.

Students and external stakeholders are involved in the process e.g. through representation in the JSTC and RRC, and have contributed to revision of the curriculum.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

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) 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 Annex 6, Standard 3.5.

3.5.1. Findings

Students are required to receive at least 200 hours of elective practical training in the 3rd to 5th year of the programme, a minimum of 50 hours in year 3 and 4 plus 100 hours in year 5.

EPT requirements can be met both intramurally or extramurally.

For intramural ADE's the VEE is providing a selection of 40 individual courses, each covering 25

hours of self-directed learning, practical activities or clinical activities. Each of the modules corresponds to 1 ECTS.

Extramural EPT requires the approval of the JSTC and of the DVM council.

3.5.2. Analysis of the findings/Comments

The VEE is expecting students to have a minimum of 200 hours or 8 ECTS of EPT which can be performed intramurally or following prior approval extramurally.

While this figure appears rather low (constituting five 40-hour working weeks), there is a broad range of individual subjects provided by the VEE.

3.5.3. Suggestions for improvement

None

3.5.4. Decision

The VEE is compliant with Standard 3.5.

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.

3.6.1. Findings

EPT providers have to meet relevant national veterinary practice standards. EPT providers have to take an online course (provided by the VEE) to prepare them for teaching and they are expected to meet their annual continuing education requirements.

Once an extramural EPT provider is approved by JSTC and the DVM council, a traineeship contract is set up which includes the insurance coverage.

A standardised evaluation is provided through the log book that each student has to keep.

Every EPT provider has to fill in a standardised feedback form which has to be forwarded to the DVM Coordinator, who communicates the content to the relevant teaching staff.

A member of staff has been identified in the SER for the supervision of the EPT activities.

3.6.2. Analysis of the findings/Comments

EPT providers have to meet national veterinary practice standards, have to keep up with their CPD requirements and have to take an online teaching course.

Feedback is provided through a standardised form to the DVM coordinator of the VEE.

3.6.3. Suggestions for improvement

None

3.6.4. Decision

The VEE is compliant with Standard 3.6.

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.

3.7.1. Findings

Throughout the DVM course, students are encouraged to take responsibility for their learning and to subscribe to the concept of lifelong learning.

A log book system is in place at the VEE and students have to ensure that all necessary tasks are performed during the CCT and the elective EPT.

The feedback from the students to the VEE about their EPT placement is provided to the DVM coordinator or anonymously to a physical complaint box in the VEE administration building or via the VEE's website.

All extramural EPTs require prior approval by JSTC and the DVM council.

All EPTs must have defined formative objectives. These are validated by the academic tutor as well as by the DVM Council.

Students can provide anonymous feedback and complaints during their EPT placement completing the teaching evaluation for the activity carried out, by entering an anonymous message in the box located at the teaching pole, by accessing the quality page on the departmental website <https://medvet.unipg.it/qualita/segnalazioni-e-suggerimenti>, using a specific "google-form". Students can also appeal to their representatives in the various councils. All complaints are handled by the DVM coordinator and communicated with the EPT provider and the relevant VEE department. Unipg provides students in addition to this with a "Legal Affairs and Dispute" helpdesk. QA procedures are in place to adequately use the student feedback on EPT.

3.7.2. Analysis of the findings/Comments

Students have been issued a logbook and have to give feedback about their EPT placement to the DVM coordinator. The VEE regularly monitors the quality of its EPT placements and communicates on a regular basis with its EPT providers. All the feedback is used to close the EPT PDCA cycle supervised by the VEE QA structures, thus improving the quality of teaching provided to the students.

3.7.3. Suggestions for improvement

None

3.7.4. Decision

The VEE is compliant with Standard 3.7.

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.

4.1.1. Findings

The VEE is located outside the ancient city of Perugia and includes a main building, a veterinary teaching hospital, a teaching pole, an administrative pole, and a food science, technology and nutrition building (Table 4.1.1). Additionally, there are the “National Veterinary Diagnostic Laboratory” and the “Department of Agricultural, Food & Environmental Sciences”.

The veterinary teaching farm is about 15 km from the main campus. The VEE has access to the local slaughterhouse, the municipal dog and cat shelter and partner private clinics and farms. The VEE also has access to the Unipg CAMS Museum “Veterinary and Zootechnical Sciences Laboratory”.

Free Wi-Fi is available in all teaching pole rooms as in the other VEE facilities. The buildings of the VEE are wheelchair accessible.

The VEE has a strategy and programme for maintaining and upgrading its buildings and equipment, depending mainly on Unipg. The maintenance and upgrading of VEE laboratories and equipment are supported through teaching and research grants, and Unipg funds. Routine maintenance costs for VTH laboratories and equipment are supported by the commercial activities of each unit. Requests to the Unipg central administration office are reserved for the acquisition or repair of high-cost VTH equipment.

Building renovation costs are directly managed by the Unipg technical division and funded by the board of governors. There is a VEE technical manager, who addresses the request to the Unipg technical manager. The maintenance of electronic equipment used for teaching (e.g. computer rooms) is entrusted to a full-time IT technical manager. The Unipg prevention and protection service ensures compliance with national legislation (Legislative Decree 81/2008) and university policies by monitoring occupational safety and biosecurity standards across all facilities. Critical equipment (e.g. MRI, CT, X-ray units, lifts, fire extinguishers, ...) undergo scheduled inspections. There are workplace safety and biosecurity training courses, and adherence to the VEE SB manual. Animal housing facilities (VTH and VTF barns & stalls, and extramural premises) and waste management areas (dissection & pathology labs) are supervised by the public veterinary services of Umbria.

4.1.2. Analysis of the findings/Comments

Facilities comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability. There are clinical rotations of animal health and welfare. The VEE maintains and upgrades the buildings and equipment.

The proximity of the VEE’s teaching farm allows easy student transition from one discipline to another and ensures the fluency of the training.

4.1.3. Suggestions for improvement

The VEE could benefit from supplementary financial support for buildings and equipment from the central university to continue providing a safe environment conducive to learning.

4.1.4. Decision,

The VEE is compliant with Standard 4.1.

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.

4.2.1. Findings

An overview of the characteristics of the lecture halls, the premises for group work and practical work (pre- & clinical skill lab) are provided in Tables 4.2.1., 4.2.2 and 4.2.3. Information on the premises for catering, lockers, changing rooms, sanitary and leisure is provided in the table on p. 46. The location, size and personal capacity of the VEE offices, teaching and clinical facilities, research/diagnostics laboratories and administrative services are reported in appendix 4.2.

4.2.2. Analysis of the findings/Comments

Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces are adequate in number and size and equipped for instructional purposes for the number of students. Students have access to adequate spaces for study and self-learning, additionally using the small library rooms found at different disciplines (e.g., Parasitology, patho-anatomy, etc). Student lockers and sanitary spaces are found in several locations in a way that makes them accessible and close to the teaching spaces. The canteen shared with the Department of Agriculture offers the students food service facilities. Offices, teaching preparation and are sufficient for the needs of the staff. The access of the students to fit-to-purpose research laboratories enhances their work on the graduation thesis and reinforces their knowledge on biosecurity measures. At the AZD, students benefit from a meeting room, where they interact with the teaching staff during the training process on the farm.

The rest of the premises are according to the guidelines of the ESVET.

4.2.3. Suggestions for improvement

The VEE could consider increasing the numbers of food service facilities in the campus.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

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.**

4.3.1. Findings

The Premises for animal housing (number, size, species) are reported in Table 4.3.1 while the premises for clinical activities, diagnostic services, FSQ & VPH, and others are presented in Table 4.3.2. Briefly, these include:

- The historic building (7,600 m²) has 4 floors where labs of different units, offices, lockers & rest rooms, libraries, and auditoriums are included.
- The veterinary teaching hospital (4,000 m²) has 3 floors with changing, rest & bedrooms, clinical service rooms, shelter, surgical & isolation rooms for small animals, stables and isolation units for pigs, ruminants & horses and labs.
- The teaching pole has 3 floors with libraries, a skills lab, lecture halls & auditoria, a dissection room and offices.
- The food science, technology & nutrition building (465 m²) has an auditorium, offices and meeting rooms.
- For clinical activities, there are common rooms for small animals, ruminants, exotic animals and equines for internal medicine (including isolation of small animals), surgery & diagnostics and obstetrics.
- The diagnostic services contain the units for XR, MRI, CT, ultrasound, endoscopy, necropsy room and different labs.

4.3.2. Analysis of the findings/comments

The facilities used for teaching purposes fulfilled the requirements mentioned in Standard 4.3. The VEE has multiple premises which are adapted to the number of students to assure enhanced learning which are according to the modern standard and practices. Biosecurity is respected in all premises. All buildings except for the AZD (15 km away) are in the centre of Perugia. The VTH building where the isolation stables for pigs, ruminants and equines are located is presently under renewal to match the historical looks of the rest of the buildings on the campus. Nevertheless, an alternative is in place, whereby one remote equine stable can be closed and transformed into isolation in a very short period of time, respecting all biosecurity norms for isolation of animals (Appendix 4.2.b VTH procedures food producing and equine isolation units; Appendix 4.2. Historical building (a) ground floor external).

4.3.3. Suggestions for improvement

The access of equine through the hall of the VTH with a glass windows should be continuously monitored to prevent possible accidents.

4.3.4. Decision,

The VEE is compliant with Standard 4.3.

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.

4.4.1. Findings

The VTH has 24/7 emergency services for companion animals, exotic pets, wild animals, stray animals and equines while an on-call service for farm animals is present. The on-call service for wildlife is managed by Wild Umbria, providing transport to the VTH. Students can also gain experience by joining the on-call services of private practitioners (PPT and EPT), and during the VEE mobile activities.

The VEE promotes research-based and evidence-based clinical training within the VTH facilities (clinical rotations), the mobile clinic, and in extra-mural settings.

The VTH does comply with national legislative requirements for veterinary practice (Law No. 297, Ordinary Supplement no. 195). The VEE also follows the European code of good veterinary practice of the Federation of Veterinarians in Europe and the ESEVT requirements.

The VTH is running according to the standards of Italian law, FEI and ESEVT.

Several upgrades of the facilities in the VTH have been done (large animal surgical theatres, surgical support areas companion animals, isolation & hospitalization facilities large animals, wildlife hospitalization unit, exotic pet treatment room, isolation unit companion animals, centralised pharmacy, area chemotherapy) together with new clinical services (internal medicine unit, surgery clinic, radio-diagnostic unit) and new equipment (MRI equines, CT ophthalmology companion animals).

4.4.2. Analysis of the findings/Comments

The VTH is commended for its excellent digital pharmacy. The QA procedures are specific for each segment of the VTH, allowing by student and client feedback to close the PDCA cycle.

The veterinary teaching hospital has 24/7 emergency services for small animals and equines with an on-call for emergency service for ruminants.

The VEE follows the standard of education and clinical research compliant with the ESEVT standards for the research and evidence-based clinical training. The VEE has state-of-the-art standards of teaching clinics for companion animals comparable with the best available clinics in the private sector for companion animals. The VTH is compliant with the ESEVT Standards and the relevant national veterinary practice standards.

The VEE follows the guidelines for research and evidence-based clinical training.

4.4.3. Suggestions for improvement

None

4.4.4. Decision

The VEE is compliant with Standard 4.4.

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.

4.5.1. Findings

Students from the 3rd to 5th year have access to all diagnostic and therapeutic facilities and patients of different species during practical training in rotating teams (max of 6 students). They are engaged in practical training across 6 different veterinary areas and participate in clinical rounds, case discussions, while assisting in patient monitoring, therapy, and diagnostic or therapeutic procedures. Soft skills (including communication, teamwork, and management abilities), are taught across the entire curriculum (also see 3.1.6) developing the graduates' readiness for real-world practice. These skills are integrated in several courses (e.g., Drama Group, Sharper Night, etc) through group work, student role play, and clinical rotations, where students interact directly with clients during consultations and practical activities.

4.5.2. Analysis of the findings/Comments

Students have access to a broad range of diagnostic and therapeutic facilities. Students are provided access to all core training facilities to enhance acquisition of D1C, mainly through the preclinical skills lab, CSL, VTH and VTF. During the process, the acquisition of various skills is continuously monitored by teaching staff based on the student logbooks and also student and stakeholder feedback. The horizontal training across the curriculum envisaging soft skills allows the students to learn to handle difficult professional situations.

4.5.3. Suggestions for improvement

The students could benefit from expanding the clinical role-play in soft skills training.

4.5.4. Decision

The VEE is compliant with standard 4.5.

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.

4.6.1. Findings

The isolation facilities for companion animals are operational with adapted biosecurity and safety procedures (entrance signs, area for changing protective clothing, the specific route, exit route separated from entrance), showers and sinks for body and/or hand sanitisation and the necessary protective equipment. Specific meetings for training staff and students are organised according to the SB manual (see Table 4.1.1, VTH).

The access corridor to the isolation facilities for equine and farm animals is presently under construction (also see 4.3) but an alternative is provided, transforming the existing stable into an isolation unit with all precautions and signs in a minimum of time.

4.6.2. Analysis of the findings/Comments

The VTH is commendable for the isolation facilities for small animals which have appropriate space and procedures. The alternative available for equine and farmed animals (large and small ruminants, pigs) enhances the implementation of correct biosecurity measures according to the procedure described in the SB manual and improves the students' problem-solving capacities through this example. The VEE envisages the supplementation of the renewed isolation units with absolute filters; the waste of animals of these stables will continue to be collected separately from that coming from standard stables.

4.6.3. Suggestions for improvement

None

4.6.4. Decision

The VEE is compliant with Standard 4.6.

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.

4.7.1. Findings

In the 4th year, students participate in visits to different farms Monday to Friday (8:00 am to 13:00 pm) on alternate weeks, as part of the mobile clinic course (25 hours, max of 6 students), using 2 VEE-owned vehicles equipped with the appropriate equipment.

During the mobile clinic, the activities performed include: 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. Students can also gain practical experience in this field during their practical training and extramural periods, when they also practice Herd Health Management. During PPT and EPT, the students are trained and assessed by academic staff and contracted practitioners. All passengers are insured during transportation.

4.7.2. Analysis of the findings/Comments

The presence of a mobile clinic and the activities carried out by the students while being in the field in small groups with a member of the teaching staff allows them to be better prepared for their future profession. On-farm visits provide the students with a global view of the veterinary activities to be performed by a practising veterinarian combined with soft skill acquisition (team working, communication, management skills, etc.).

4.7.3. Suggestions for improvement

The VEE could benefit from increasing the number of practitioners active during the mobile clinic.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

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.

4.8.1. Findings

Student transportation for extramural activities is provided by the 2 VEE-owned vehicles. Students are also encouraged to share personal vehicles, organising travel in small groups; in addition to rented buses provided by the VEE, when larger groups of students attend teaching activities on outer locations. All passengers are ensured during the transportation.

The VEE owns dedicated vehicles for the transport and movement of cadavers, organs, or animal-origin material but not a vehicle for transporting large live animals. Transport of large animal carcasses is managed by an external company.

4.8.2. Analysis of the findings/Comments

The transportation of students to external locations is aligned with the Italian and EU-specific legislation. Similarly, the vehicles used for biological material (cadavers, materials of animal origin, etc.) are authorised for the purpose and managed by the VEE except those transporting large cadavers, belonging to specialised private companies.

4.8.3. Suggestions for improvement

The VEE would benefit from an increase in transport possibilities for students.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

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.

4.9.1. Findings

The central university ensures compliance with national health and safety regulations through the prevention and protection service (risk assessment, development of preventive measures and workplace safety procedures, organisation of information, training and monitoring activities). These tasks are carried out in collaboration with the workers' safety representatives in the various departments and with the occupational physician on matters related to workplace safety and health surveillance (including mandatory pre-employment, periodic, and task specific medical examinations of staff and students).

There is a mandatory training in radioprotection conducted by the radiation protection expert and the authorised physician (art. 111 of Legislative Decree 101/2020).

Each workplace has a risk assessment document (Appendix 4.7), evaluating the biological, chemical, and physical hazards.

Students and staff have access to the safety and biosecurity manual (Appendix 4.8). Significant changes to biosafety procedures require formal requests through the SPP technical office and are published on the VEE website.

Legislative decree 81/2008 (consolidated law on workplace safety) requires both staff and students to have mandatory training in health and safety at work.

The VEE has an emergency plan (Appendix 4.2) whereby fire and earthquake drills are carried out periodically. The VEE has an automated external defibrillator with regular training courses for first-aid personnel.

Students must complete a workplace safety course in compliance with legislative decree 81/2008 before participating in the practical activities in laboratories and clinical facilities (8 hours, 1st year).

Students can report complaints or suggestions regarding absence or non-compliance in application of safety rules (2 electronic forms on VEE internal website) or by a letter in the box of the TPole (see Standard 7.7).

The disposal of bio-sanitary waste and hazardous chemicals is managed directly by Unipg central management services.

The safety and biosecurity manual is provided in Appendix 4.8 (in Italian with a brief summary in English).

The VEE has a strong QA culture with specific procedures in place, relying mainly on the Unipg QA guidance.

4.9.2. Analysis of the findings/Comments

The VEE has operational policies and procedures (including biosecurity, good laboratory practice, radioprotection and good clinical practice) in place, which are taught to students, staff and visitors. The VEE has an SB manual. All members of the VEE have proper training in these policies and procedures. Each workplace has a risk assessment document.

According to the SER, the operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) are taught and posted for students, staff and visitors, whereby a biosecurity manual is available.

At the VEE level, the QA system operates with departments and with degree course bodies and has policies in place to close the PDCA cycles at all levels, including the clinical activities, based on feedback from staff, students and external stakeholders.

4.9.3. Suggestions for improvement

None

4.9.4. Decision

The VEE is compliant with Standard 4.9.

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.

5.1.1. Findings

The VEE provides healthy and diseased animals, cadavers, and materials of animal origin for students' hands-on training. The resources available cover all major species, with continuous monitoring through established quality assurance procedures. Any deficiencies are addressed

through corrective measures planned within a PDCA cycle, with input from staff, students, and stakeholders.

Preclinical training is primarily delivered at the AZD, which houses ruminants, horses, and pigs. Companion animals and exotic species used for handling and physiology training are mainly provided by staff, students, or volunteer owners. The VTH represents the core of clinical training, offering the caseload of companion animals, horses, and exotics, and operating on a 24/7 emergency basis. The mobile clinic, together with agreements with farms, slaughterhouses, and public and private bodies, strengthens the diversity and number of cases, particularly for food-producing animals and wild species.

The intramural caseload at the VTH is consistently above the ESEVT indicators for small animals and equines. Companion animal caseloads are balanced across acute and chronic conditions, with a mix of first-opinion and referral cases, as well as consultations and hospitalisations. Exotics and wild animals have seen an increase in recent years, thanks to agreements with regional authorities and wildlife organisations.

Food-producing animal training is supported by the AZD, extramural farm visits, and slaughterhouse agreements. For food-producing animals, training achieves an effective balance between individual and population medicine, particularly in areas of herd health and infectious disease control.

Cadavers and materials of animal origin are ethically sourced and widely used in preclinical and clinical teaching. Anatomy training benefits from complete skeletons, anatomical models, fresh viscera sourced from slaughterhouses, and cadavers obtained with owner consent or from public kennels. The veterinary pathology section provides cadavers for necropsy from hospitalised animals, private clinics, farms, and wildlife rescue centres. Students also have access to a large archive of over 200,000 histological slides, which are catalogued and stored in the SIOVUD system. These resources are complemented by ~2,000 anatomical slides and preserved preparations available for self-study. Proper storage, preservation, and disposal of cadavers and tissues are carried out according to biosafety standards, using authorised contractors.

Animal welfare is fully safeguarded in accordance with EU Directive 2010/63 and Italian Legislative Decree 26/2014. Oversight is provided by the animal welfare body (OPBA) and the university's bioethics committee. Teaching is organised progressively, beginning with simulators and dummies before progressing to live animals. The safety and biosafety committee ensures compliance with welfare and safety standards through the SB Manual, which provides guidance to minimise risks, prevent zoonoses, and guarantee a safe teaching environment for both students and animals.

Table 5.1.1 shows that cadavers and organs for anatomy training are available across species, with a standardised set of organs provided for each student group. Table 5.1.2 demonstrates that healthy animals used in preclinical training are numerous, with companion animals representing the majority and exotic animals increasing in recent years. Table 5.1.3 illustrates the high intramural caseload, dominated by small animals (over 6,000 annually), with equine, food-producing animals, exotics, and wild animals contributing additional diversity. Table 5.1.4 records extramural cases, mainly cattle and small ruminants, managed through the mobile clinic and farm visits. Table 5.1.5 presents the proportion of first-opinion cases, showing that food-producing animals, poultry, exotics, and wild animals are almost entirely first-opinion, while companion animals and equines include a mix of referral and first-opinion cases. Table 5.1.6 details cadavers used for necropsy, with companion animals providing the largest

numbers, followed by poultry, rabbits, and pigs, and an increasing contribution from wild animals and exotics. Table 5.1.7 highlights herd and flock visits for animal production and herd health management, showing consistent exposure to cattle, small ruminants, pigs, and poultry, with additional training in shelters and equine units. Finally, Table 5.1.8 demonstrates the regularity of visits to ruminant and pig slaughterhouses, as well as to dairy and meat processing plants. During the on-site visitation, it was concluded that students visit the poultry slaughterhouse as part of their food hygiene and food technology courses, not as part of their food inspection training.

5.1.2. Analysis of the findings/Comments

The VEE demonstrates a clear commitment to providing students with comprehensive exposure to a sufficient and varied number of animals, cadavers, and materials of animal origin. The cadavers used in anatomy training are complemented by models, organs, and skeletons as well as an Anatomage digital system. The availability of clinical cases, both intramural and extramural, exceeds the minimum ESEVT indicators in key areas such as small animals and equines. The caseload for food-producing animals is adequately supported by extramural activities and farm agreements. The establishment's partnerships with public authorities, farms, slaughterhouses, and regional institutions further reinforce its ability to provide a diverse caseload, including food-producing and wild animals. The 24/7 emergency service is a significant strength, generating acute cases across multiple species, particularly in small animals and equines, and ensuring that students are exposed to urgent care and hospitalisation. The on-call emergency service in place provides emergency care in food-producing animals. Pathology and anatomy training benefit from a large number of specimens and an extensive histological archive. Animal welfare and biosafety are prioritised, supported by an effective ethical oversight system, in compliance with national and EU legislation and structured welfare policies that ensure a progressive training approach starting from simulators before progressing to live animals. Quality assurance procedures are actively applied, with mechanisms in place to monitor adequacy, correct deficiencies, and integrate student feedback. Finally, the VEE reports significant availability of exotic and wild animal cases, which are systematically integrated into structured clinical training. Monitoring systems are in place, to provide detailed evidence of individual student exposure across all species and case types, ensuring that every student reaches the expected extent and balance of Day One Competences.

5.1.3. Suggestions for improvement

Hands-on training of the students and the balance across species-oriented training would benefit from further increasing cadaver access and strengthening clinical exposure in food producing animals, respectively.

5.1.4. Decision

The VEE is compliant with Standard 5.1.

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 follows the same standards as those applied in the VEE.

5.2.1. Findings

Practical training at external sites is carried out under formal agreements and supervised by

qualified VEE teaching staff, with students required to document all activities in a personal logbook validated by their instructors. Following the closure or transformation of some previously affiliated farms, the VEE expanded its network to 157 external premises, incorporating new partners such as AFoR Umbria Regional Forestry Agency, Molini Popolari, and Chiugiana farms, all of which provide suitable environments for veterinary teaching. Students work in small supervised groups to perform a wide range of clinical and zootechnical procedures, including avian pathology training conducted in poultry farms during the 4th year CCT. Diagnostic and epidemiological laboratory experience, including necropsy practice, is delivered through collaboration with IZSUM, while the Collestrada Municipal Health Shelter offers companion animal training under USL supervision. Additional hands-on exposure is provided through the RandAgiamo® Project, which focuses on dog behaviour, welfare, and public engagement. External VPH and FSQ training is secured via a formal agreement with the Perugia slaughterhouse, where students carry out ante- and post-mortem inspections and evaluate compliance with hygiene and legal requirements. Further practical sessions in food hygiene are hosted in dairy and meat processing plants, where students assess production stages, HACCP implementation, and food safety management systems, complemented by visits to feed mills and other agri-food companies under the guidance of industry technicians.

5.2.2. Analysis of the findings/Comments

The VEE demonstrates strong alignment with ESEVT expectations regarding the organisation, supervision, and documentation of external practical training. The existence of formal agreements with all external partners, coupled with supervision by qualified teaching staff, reflects full compliance with the requirement that all extramural training must be structured, accountable, and academically controlled. The mandatory logbook system, validated by instructors, ensures traceability and monitoring of student activity, allowing systematic recording and verification of clinical and practical experience. The VEE carries out regular evaluation visits and standardised feedback collection from both students and supervisors to ensure that all students receive comparable exposure to core species and procedures, to enable harmonisation of training content and learning outcomes as delivered across the large number of external partners.

The expansion to 157 external training sites indicates a proactive response to the loss of former facilities, demonstrating resilience and capacity planning. However, while the quantity of sites is high, the quality assurance mechanisms (e.g., audits, feedback collection, rotation standardisation) need to be constantly monitored by the VEE and consistently applied across all partners, to avoid variability between placements.

The diversity of species, clinical settings, and public health exposure, including farm animals, companion animals, avian pathology, food hygiene, slaughterhouse inspection, and laboratory diagnostics, aligns well with the D1C framework. The structured inclusion of VPH, FSQ, and One Health components through collaborations such as IZSUM and Perugia slaughterhouse confirms compliance with the need for public health and food chain involvement.

The presence of initiatives like RandAgiamo, focused on behaviour, welfare, and public interaction, reflects innovation and added value, such experiences being complementary and not substitutive for CCT.

5.2.3. Suggestions for improvement

The VEE would benefit from the implementation of a more structured QA system similar for all external training premises, envisaging further harmonisation of the training content and learning outcomes delivered across the large number of external partners.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

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.

5.3.1. Findings

Nursing care in Italy is not formally regulated and is incorporated directly into the DVM curriculum rather than delegated to a separate staff category. At the VTH, all personnel involved in nursing care are trained for teaching purposes and work within a continuous shift system that guarantees 24-hour service coverage. Students progressively acquire nursing competences under the supervision of VTH staff, external practitioners, and clinical support personnel. Their training encompasses not only technical procedures but also relational and ethical aspects, and is embedded across all activities undertaken in the VTH and the AZD.

The surgery and radio-diagnostic unit for large animals serves as a structured model for delivering nursing care instruction, providing dedicated lectures, written protocols, and established operating procedures. Safety instructions and nursing-related protocols are made easily accessible to students throughout their training.

Hands-on involvement begins early, starting from the first year, in the AZD farm, and continues through simulation-based sessions in the clinical skills lab (CSL) and clinical rotations within the VTH. Before engaging in hands-on clinical work, students must complete mandatory training in safety and biosecurity, supported by access to the SB Manual (Safety & Biosecurity Manual).

Clinical education is organised in small, supervised teams that are fully integrated into the daily operational workflow of the VTH. Diagnostic reasoning and clinical decision-making are reinforced through structured rounds involving both clinicians and students. Students actively participate in problem-oriented diagnostic and therapeutic processes while being exposed to a wide range of clinical procedures. These include handling and restraint, diagnostic imaging, sample collection, surgical assistance, catheter placement, emergency and intensive care support, post-operative management, reproductive techniques, preventive healthcare, and necropsy.

Students are also involved in ethically sensitive procedures such as euthanasia, subject to owner consent, and contribute to deliberations regarding ethical choices. The VTH palliative care and pain management service plays a key role in this training by offering structured instruction in euthanasia and hospice care and serving as a national benchmark in this field. Additionally, students make use of the SIOVUD medical record system, which provides training in case documentation and management. Overall, the progression of clinical and nursing skills follows a structured, problem-solving pathway that guides students from initial case assessment to follow-up care.

5.3.2. Analysis of the findings/Comments

The integration of nursing care within the DVM curriculum is managed in a structured and pedagogically coherent manner. The use of trained personnel operating on a 24-hour shift

system ensures continuity of care and provides an authentic clinical learning environment for students. The structured protocols and written procedures, particularly in the surgery and radiodiagnostic unit for large animals, reflect an organised approach to nursing care.

The progressive acquisition of practical skills, from early exposure through “Green Weeks” to structured CSL-based simulations and supervised VTH rotations, demonstrates strong vertical integration of practical training. The compulsory safety and biosecurity preparation prior to clinical engagement reflects good practice and aligns well with ESEVT expectations regarding responsibility and professionalism.

The clinical teaching model, based on small supervised teams embedded in routine service, is a major strength, offering students substantial exposure to real case management and decision-making. The emphasis on diagnostic reasoning during rounds is noteworthy and supports D1C development. The wide range of procedures that students are involved in, including invasive and ethically sensitive ones such as euthanasia, indicates a high level of hands-on participation. The involvement of students in ethical deliberation, supported by the palliative care and pain management service, reflects a mature approach to professional responsibility and animal welfare.

The use of an electronic medical record system (SIOVUD) is aligned with modern practice expectations, and its inclusion in training supports competence in documentation and communication.

Taken as a whole, the programme presents a strong and well-integrated approach to nursing and clinical training.

5.3.3. Suggestions for improvement

Harmonisation of structured written protocols and SOP’s available across all clinical units could be beneficial for the homogeneity of nursing care instruction.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally 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.

5.4.1. Findings

Since 2017, the VTH has uses SIOVUD for recording all intra- and extramural clinical cases. Each patient is assigned a digital medical record at admission, which is updated with clinical and paraclinical data. The system is integrated with an administration and billing platform, as well as with the Italian Ministry of Health platform for electronic drug prescriptions. Access to SIOVUD is password-protected and is available from multiple workstations at the VTH, laboratories and offices. The platform allows students to work with anonymised patient data and is employed for theses and retrospective studies. For extramural activities (incl. AZD), Telegram and WhatsApp communication are used for real-time updates, and data are later registered in SIOVUD. In addition, a centralised scheduling tool displays visits and activities on monitors in the wards.

5.4.2. Analysis of the findings/Comments

The use of SIOVUD ensures comprehensive, secure, and accessible medical records that integrate clinical, administrative, and regulatory requirements. The system’s real-time

accessibility, integration with external platforms, and support for teaching and research reflect effective alignment with ESEVT expectations. The use of anonymised data for student training and the structured inclusion of extramural activities, with subsequent data entry into SIOVUD, further strengthen compliance. The centralised scheduling tool and communication channels also enhance organisation and transparency, supporting both clinical training and service delivery.

5.4.3. Suggestions for improvement

None

5.4.4. Decision

The VEE is compliant with Standard 5.4.

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.

6.1.1. Findings

The learning resources include study and reading rooms, libraries (central & local), an e-learning platform, a museum and the CSL. MyUnipg app is useful for students and teachers. The veterinary library has a collection of books and journals covering all subjects. NILDE is a document delivery service. During the "Welcome Day seminar", first-year students are introduced to the VEE environment and its regulations, to reference academic and support staff. The University Library Services Centre (CSB) website contains information about all library services. Students learn to use external databases, to structure a dissertation, and the tools to avoid plagiarism. The veterinary library is part of AVELS (Agricultural, Veterinary and Engineering Library Structure). The CSB includes AVELS and small departmental libraries.

Multidisciplinary events are organised for students and staff, such as seminars on tools for innovative teaching techniques. Academic staff receive support from pedagogical professionals (e-learning and multimedia services). Wifi, Eduroam, and the VPN allow students to access the university's virtual environment.

Unipg has resources designed to meet students' needs, such as tutoring and support systems, support and guidance for students with learning disorders, special educational needs and disabilities, as well as psychological counselling services

The veterinary and animal science laboratory has a collection of skeletons and taxidermy specimens. The clinical database (SIOVUD) is another important learning resource, where clinical and diagnostic activities are recorded.

6.1.2. Analysis of the findings/Comments

Students and staff have access to both books and magazines available in the different libraries of VEE. The University Library Services Centre (CSB) website allows them to access all the library services.

The clinical skills lab, established in 2025, has a relatively small, but continuously increasing number of work stations, including mannequins, through the VEE sustained effort to increase students' opportunities to practice, based on 'never the first time on a live animal' concept.

6.1.3. Suggestions for improvement

The VEE is suggested to pursue its aim of further upgrading the variety of materials available for students in the CSL.

6.1.4. Decision

The VEE is compliant with Standard 6.1.

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).

6.2.1. Findings

The clinical skills lab (CSL) is in building C. The veterinary library offers several services such as access to books, specialised journals, assistance with online research for bibliographic resources, support in retrieving printed scientific articles, help in thesis preparation, book lending, photocopying and scanning services, and in the management and supervision of individual and group study rooms.

The director of the library establishes the connection between the CSB and the VEE, which ensures efficient coordination between resources and services. Approximately 25 students provide support in the activities of the library. Students can remotely access the digital services of the veterinary library 24/7 through the Unipg VPN. Through the MyUnipg App, students have access to all the libraries of Unipg and their study rooms. The annual budget of the veterinary library is determined by the CSB administration. The UNICO discovery tool allows access to all bibliographic resources of Unipg. NILDE allows the borrowing of articles and book chapters. The VEE has a full-time computer & IT manager technician who aids staff and students. The total number of computers available is 18, of which 4 are in the library and 14 in the IT room. The PC located in the veterinary anatomy laboratory is equipped with specialised software, including the Biosphera 3D anatomy program and the Anatomage table for virtual dissection. There is an interactive multimedia whiteboard and 20 tablets for students' practical activities. UniStudium, a Moodle-based system, is the official Unipg e-learning platform for staff and students, and it is also used as a link to the online teaching platform (Teams). The Kahoot platform is used in this VEE.

6.2.2. Analysis of the findings/Comments

The VEE library offers a range of services, such as assistance with online bibliographic research and the loan of book chapters and articles. Whenever needed, students and teaching staff can rely on the help of the technician who manages the computers and IT. Anatomage allows students to perform virtual dissections. The use of virtual e-learning platforms and Kahoot is an essential tool in Teaching, both for students and teachers.

6.2.3. Suggestions for improvement

None

6.2.4. Decision

The VEE is compliant with Standard 6.2.

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.

6.3.1. Findings

The veterinary library has a large collection of books and journals in print, with the oldest ones housed in the libraries of the different units and services. Through the CSB, students have access to core reading e-books and non-core e-books through the MLOL platform. The clinical skills lab (CSL) aims to teach students some of the essential practical competences required by the D1C (manual handling, internal medicine, surgery, emergency procedures, anaesthesiology, and obstetrics and gynaecology). The CSL room, equipped with low and high-fidelity models and mannequins, is accessible to students for practical lessons with teachers and also internships. Students may voluntarily access this room to reinforce competences acquired during the CCR. For the subjects preceding the clinics, there is the Pre-CSL, the veterinary anatomy laboratory equipped with anatomical models made of plastic (bodies and organs), the Biosphera 3D anatomy software, and the Anatomage table. To acquire diagnostic laboratory skills, there is a room with microscopes and a collection of slides from various disciplines. To assess their knowledge, students can access the SIOVUD and NAS (Network Attached Storage), which contains a vast collection of diagnostic images. The practical procedures to be carried out in the CSL are outlined in the syllabi and are executed under the guidance of a professor or with the assistance of instructional posters or tutorial videos available on UniStudium.

6.3.2. Analysis of the findings/Comments

The clinical skills lab is a fundamental tool in the students' learning process. Although students can use the clinical skills lab to assess their knowledge and to practice, for now they can only do so in the presence of a teacher. SIOVUD is also a learning resource that students have access to.

6.3.3. Suggestions for improvement

The VEE could benefit from re-thinking its timetable for the CSL in consensus with the students.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

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.

7.1.1. Findings

Regulations on admission and progression are defined by the MUR.

The VEE orientation and tutoring committee (OTC) is responsible for the advertising and information on the student “life cycle”, reflecting the VEE teaching plan which defines the regulations on student admission, progression and certification.

The OTC offers guidance to prospective students, assisting new enrollees, providing ongoing support during their studies, and offering post-graduation advice to identify career goals, specialisations or advanced training opportunities.

The VEE website provides information on the programme in Italian and English. A designated Unipg website provides information for international students on how to apply, admission requirements, tuition etc.

The VEE/Unipg organises different events to inform prospective students – structured as Incoming Orientation Activities (“open days”, activities with high schools); Ongoing Orientation and Outplacement/Job Placement activities (e.g. Welcome Day for first-year DVM students. Orientation and Job Placement Seminars); and Tutoring services (e.g. individual tutors, thesis guidance).

The VEE holds 3 formal collaborations with other Italian VEEs – these are not advertised at the website, as they are only for incoming students – and has teaching and research collaborations with universities in Europe and the Americas.

The VEE has agreements with other VEEs on the ERASMUS+ program; the yearly mean is 7 outgoing and 20 incoming students in the last 3 years.

7.1.2. Analysis of the findings/Comments

The VEE has a committee dedicated to the “student life cycle”, in terms of information/website and orientation and tutoring services. A variety of stakeholders are involved in the activities.

The tutoring program for students is to be commended. Students have no formal representation in the Orientation and Tutoring committee, but they are actively involved in the planning and implementation of e.g. Open Day arrangements and orientation activities with individual high schools.

The VEE is commended for its easy-to-access and comprehensive UniStudium e-platform.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

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.

7.2.1. Findings

The number of students to be admitted at a VEE in Italy is set by the MUR, based on input from the university and consultation with the veterinary organisation (FNOVI). Student intake has increased from 66 in 2019 to 79 in 2021 - partly due to a policy change introduced by MUR to allow for unfilled positions reserved for non-EU students to be reassigned to EU applicants.

Subsequently, the MUR has authorised an increase in the number of places at Italian VEEs – resulting in an increase of 1st year students in 2023/24 to 86. The cohort of students has increased from 432 to 493.

The increased number of admitted students has not, so far, had any negative impact on ESEVT indicators. The VEE is planning to avoid future negative impact by new recruitment activities; optimisation of staff resources/student teams; regularly monitoring the case load at the VTH; and facilities for simulator-assisted teaching.

The VEE assesses that 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.

The MUR admission process has, in recent years, been modified several times – one result has been 1st year students starting the first semester lectures with different degrees of delay. Some students thus enrol in March, following the start of the academic year in September. This means a slow progression of their academic career, reflected in the proportion of students enrolled for more than five years, and classes with marked differences in academic levels between students. Over the past three academic years, the average duration of studies was 6.7 years, slightly below the national average. The VEE conducts annual monitoring of inactive students; the feedback indicates that in 95% of cases, students report family-related issues as the main cause.

Starting from the 2025/2026 academic year, new legislation means that admission to the DVM course (and other university courses) will undergo a change, abandoning the traditional entrance for an initial “filter semester” with open enrolment, based on the passing of three written exams (chemistry, physics, and biology) to be held in November and December. The effect of this procedure on the following years is just evident.

7.2.2. Analysis of the findings/Comments

The VEE has no direct influence on the number of students admitted.

The increase in the number of students, set by law, puts pressure on the VEE in terms of staff and other resources; the VEE reports that the increase has been manageable and that actions are planned to avoid negative impacts.

The MUR admission process has been modified which has meant administrative challenges for the VEE to adapt to the procedures and challenges in terms of students starting with delays.

A new system for admission is introduced 2025/26 – the consequences of this are not evident.

Students and staff find that the 5-year curriculum is very tight – as reflected in the proportion of students using more than five years and the no. of students starting late due to the national enrolment process. The VEE has, together with other Italian VEEs, communicated with relevant authorities with suggestions to extend the program to six years; there are no indications that this

is about to happen.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

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.

7.3.1. Findings

The national admission process is regulated and organised by the MUR. To be eligible for enrolment in the DVM course, candidates must hold an Italian (or equivalent) high school diploma and pass an admission test: in 2024, 60 multiple-choice questions had to be completed in 100 minutes.

The test provides a scoring range of 0 to 90 points and a ranking based on candidate performance. A national ranking list is 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 chemistry/biology, physics/mathematics; if a tie persists, special needs students are ranked higher.

Starting from the 2025-2026 academic year, admission to the DVM course will (by law) undergo a significant change, where a national ranking system based on exam performance will determine students' admission to the program. The effect of this is not clear.

The VEE cannot impact the selection and progression criteria; however, to oversee that the process was fair and correct and compliant with regulations - including those related to candidates with SLD-SEN or other special needs – the VEE appointed in 2024 a local Selection Committee to oversee the process and ensure fair and correct implementation of procedures and compliance with regulations.

7.3.2. Analysis of the findings/Comments

Selection and progression procedures are set by MUR, with defined criteria covering all Italian VEE's.

The VEE has no direct influence on the criteria but has set up an internal committee and trained staff to follow the examination process to ensure compliance with the rules imposed by the MUR.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

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.

7.4.1. Findings

Unipg follows national requirements and has procedures for the uptake of students with special needs. Students must declare disability/special needs when enrolling, to have additional time and support, e.g. orientation, specialised tutoring, transport, inclusive technologies, teaching support.

Unipg has a dedicated website where students can access policies and procedures on special needs.

The VEE campus is located in a hilly area; lifts and ramps facilitate access to lecture rooms and offices.

A SLD-SEN delegate is responsible for supporting students in relation to compensatory measures and dispensation, and to dialogue with professors to plan a personalised educational project for exam preparation, which ensures acquisition of D1C and administrative support, in collaboration with the University Inclusion Service (UIS).

Further, the VEE has set up an SLD-SEN committee – with student representation – to enhance support for students with special needs and offers tutoring to support in exam preparation, ensuring compliance with the rules imposed by the MUR. The SLD-SEN Committee meets with students from all years in the classroom to present the services provided by the University and to inform them on the tools available for SLD-SEN students. This includes extra time for exams and personal tutoring e.g. for planning of exams.

7.4.2. Analysis of the findings/Comments

The VEE follows national and Unipg procedures for students with special needs.

The VEE offers a range of services and support for students, and the VEE has a designated committee on this.

A delegate is charged with ensuring that the study program and exams respond to the D1C.

The VEE SLD-SEN committee provides different types of support to students with special needs, involving the course coordinator and relevant teachers.

The VEE is commended for its support to students with special needs.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

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.

7.5.1. Findings

Attrition and progression criteria are set by MUR and e.g. available at the VEE website.

Class attendance is mandatory - students must attend at least 70 % of lectures and activities for each course. Teachers use a special app to monitor student attendance.

If students do not achieve the 70%, they might submit justifications for absences to the Coordinator of the Course, who will decide on the actions to be taken.

Students who fail an exam can ask their tutor for advice on preparation for re-examination.

Recorded attrition rates were estimated as 3.4 % for the 2021–2022, 3.4 % for the 2022–2023 and 6.4 % for the 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.

Students who do not pass exams may contact teachers and tutors for individual support.

7.5.2. Analysis of the findings/Comments

The VEE has explicit criteria and mechanisms to support students who are not performing.

Student/classroom and academic tutors offer support to students who are not progressing as planned.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

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.

7.6.1. Findings

Students may be excluded for academic or disciplinary reasons. Reasons for exclusions are available e.g. on the website.

For academic reasons, 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 3 consecutive academic years. Exempted for this are students who need only to complete their final thesis; they may re-enrol.

For disciplinary reasons, students who violate the Unipg ethical and behavioural code are excluded. A special disciplinary commission is responsible for investigating the matter and subsequently presenting the case to the Senate Council who makes a decision. Students may appeal the decision through private means.

If a student e.g. reports an inconsistency in assessment of the examination board, the student may report this to the DVM Coordinator, who will assess and decide on measures, in accordance with the Unipg Teaching Regulations.

7.6.2. Analysis of the findings/Comments

The VEE follows defined Unipg procedures for exclusion and appeal.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

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).

7.7.1. Findings

The relatively small size of the VEE allows for close interaction between teachers and students. The VEE follows a teaching strategy, based on a strong reciprocal relationship between teachers and students, integrating e-learning and support to students with specific needs.

Each student is assigned to a personal tutor from the teaching staff, to provide guidance and support. Further support is available through Classroom, who are contracted students providing additional assistance.

A teaching secretariat provides guidance to students in relation to the curriculum.

Unipg/the VEE provides various services and activities, e.g. free psychological and educational counselling, free health care, an office for students with special needs, focus on communication and personal skills development in the training/curriculum, seminars and training for academic staff, and social events.

The student and staff welfare support initiatives are seen by the VEE as opportunities for team building, creating shared experiences to enrich student life, both personally and collectively.

Students may report their grievances to their representatives, their individual or classroom tutors or the JSTC. Students can send grievances anonymously online or in a physical box.

7.7.2. Analysis of the findings/Comments

The holistic, student-centered approach is remarkable. The VEE maintains - thanks to its relatively few students - a close relationship among/between students and staff. The VEE offers a range of provisions to support student welfare and support for students with special needs.

The VEE provides a variety of student support services, including tutors and a dedicated staff/services for students with special needs.

The VEE has a system for reporting and resolving student grievances

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

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.

7.8.1. Findings

Students may convey their needs to their representatives, their tutors or the JSTC. Students can also provide anonymous feedback online or to a physical box. Opinions and needs can be expressed through the teaching evaluation questionnaires.

The VEE reports of close contact students/staff and requests from students are often dealt with “face-to-face” rather than through formal requests and mechanisms.

Anonymous complaints, if reported to representatives on the JTSC or reported online (SIDVALDidat), are discussed and addressed by the JTSC and subsequently reported to the VEE Head or DVM Coordinator.

Students with more legislative requests/questions/complaints are referred to the Unipg help desk “Legal Affairs and Disputes Office”.

7.8.2. Analysis of the findings/Comments

The VEE has procedures and mechanisms set up to deal with students’ requests and complaints, also anonymously.

Students are well informed of the mechanisms and channels available for them.

Apart from the formal mechanisms, the VEE supports a culture/philosophy of close interaction between teachers and students to deal with issues.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

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.

8.1.1. Findings

The VEE has a clearly defined and institutionally regulated assessment strategy aligned with the University Teaching Regulations (UTR), the Student Charter of Rights, and ESEVT standards. Responsibilities are delegated at multiple levels: individual teachers define course-specific methods, while Semester Coordinators, the JTSC, and the DVM Council oversee coherence and consistency. Assessment criteria and methods are detailed in annually reviewed Syllabi and made publicly available.

The VEE ensures that students experience a progressive assessment regime throughout the curriculum, encompassing theoretical, practical, and soft skills evaluations. These are documented in the logbook and integrated across all educational settings (e.g. Red Weeks, VTH, AZD, PPT). The use of oral, practical, and increasingly written exams ensures the validity and

objectivity of assessment.

8.1.2. Analysis of the findings/Comments

The decentralised yet well-regulated structure of the assessment system effectively supports academic freedom while ensuring alignment with the intended learning outcomes and the D1C. The integration of continuous assessment methods (e.g., *esoneri*) and practical evaluations provides a diverse and comprehensive approach to monitoring student progress. This multifaceted assessment strategy promotes continuous learning and facilitates timely feedback to students. However, the variability in assessment approaches across disciplines may occasionally lead to inconsistencies in student experience and feedback quality.

Mechanisms for coordination and quality assurance are in place to mitigate such variability. Meetings among teachers of related subjects are organised whenever curriculum modifications are implemented. Furthermore, when specific issues are identified, the DVM coordinator convenes the involved teachers—including those from linked subjects—for program review and harmonisation. These so-called “*incontri di filiera*” (supply chain meetings) are documented, and the corresponding reports are publicly available on the department’s website: <https://medvet.unipg.it/home/consessi/95-consessi/1082-incontri-di-filiera>.

Significant progress has been made in response to previous ESEVT recommendations concerning assessment objectivity. The introduction of written examinations in 60% of courses has strengthened transparency and consistency in student evaluation. Overall, the assessment framework facilitates progressive and outcome-oriented learning, ending with the graduation process and the Official State Examination (OSE), which is soon to be replaced by the European Professional Test (EPT), fully aligned with the D1C.

8.1.3. Suggestions for improvement

None

8.1.4. Decision

The VEE is compliant with Standard 8.1.

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.

8.2.1. Findings

Assessment criteria, grading systems, and exam calendars are published in advance and explained at the beginning of each course. Course syllabi, accessible online, include detailed descriptions of assessment strategies, weightings, and passing criteria. All exams are open to public oversight and conducted by boards of at least 2 members.

Students receive timely feedback via MyUnipg and direct teacher interactions. Formal and anonymous student evaluations are conducted post-exam, addressing transparency and adherence to declared methods. Students may appeal outcomes or reject grades freely.

8.2.2. Analysis of the findings/Comments

The VEE demonstrates a strong commitment to transparency in its assessment processes. Students are well-informed about exam expectations and criteria. The appeal process and multiple exam opportunities reduce academic pressure and promote fairness. Feedback mechanisms are clear and accessible, with MyUnipg offering real-time tracking.

However, variability in feedback depth and timing between courses could impact perceived fairness or usefulness. The involvement of students in assessment-related feedback is commendable and shows alignment with continuous quality improvement.

8.2.3. Suggestions for improvement

None

8.2.4. Decision

The VEE is compliant with Standard 8.2.

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.

8.3.1. Findings

The VEE periodically reviews its assessment procedures based on student feedback, JSTC discussions, and external accreditation inputs (e.g., ANVUR, ESEVT). The assessment system is aligned with the intended learning outcomes and the D1C. Proposed revisions are discussed and approved by the DVM Council and communicated through syllabi and online platforms.

University-wide regulations, such as the Teaching Regulation and the Student Rights Charter (available on the Unipg website), define common assessment principles that ensure fairness, transparency, and consistency across departments (<https://www.unipg.it/files/statuto-regolamenti/regolamenti/rad-in-vigore-dal-5.12.2023.pdf>; <https://www.unipg.it/files/statuto-regolamenti/regolamenti/carta-diritti-studenti.pdf>).

8.3.2. Analysis of the findings/Comments

The VEE demonstrates a well-structured and transparent assessment review system that integrates multiple feedback sources and institutional oversight. The clear alignment between assessment procedures, learning outcomes, and D1C ensures that evaluations effectively measure student achievement. The framework also balances institutional coherence with the autonomy of the VEE to adapt assessment methods to veterinary-specific learning objectives.

8.3.3. Suggestions for improvement

It is suggested that the VEE continues to monitor and harmonize assessment practices across disciplines to further enhance consistency and comparability of evaluation outcomes.

8.3.4. Decision

The VEE is compliant with Standard 8.3.

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.

8.4.1. Findings

Assessment is aligned with a teaching approach that encourages active student involvement. Strategies include in-class exercises, case-based learning, collaborative tasks, self-assessment, and project presentations. Logbook documentation and thesis work offer opportunities for independent learning, reflection, and skill application.

8.4.2. Analysis of the findings/Comments

The VEE has successfully integrated active learning principles into its assessment design. The diversity of assessment forms matches the varying learning styles of students and supports the development of higher-order thinking skills. The strong emphasis on research projects and practical tasks also prepares students for lifelong learning and scientific engagement. Students actively intervene in designing the learning process, including assessment, by their representation in various committees and the very high (90%) rate of response to compulsory questionnaires on subjects and teachers. Introducing peer assessment in group activities could also further promote active learning and self-reflection.

8.4.3. Suggestions for improvement

It is suggested that the VEE increases the use of formative assessments to provide more frequent feedback and support continuous improvement.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

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.

8.5.1. Findings

The assessment of D1C is well-integrated throughout the clinical and practical training components. The logbook tracks achievement of key competences under academic or qualified supervision (CCT and EPT). Written and oral exams, clinical rotations, practical assessments, and thesis work combine to evaluate theoretical knowledge, practical and soft skills.

From 2027, the introduction of the evaluative practical test will further ensure that only students with confirmed D1C can graduate.

8.5.2. Analysis of the findings/Comments

The VEE's commitment to comprehensive assessment of D1C is evident. Distinctions between CCT and EPT are clear and recorded, and the involvement of external veterinarians in final assessments reinforces objectivity. Soft skills evaluation across the programme enhances graduate readiness for real-world practice.

The transition to the new evaluative practical test reflects the VEE's proactive stance in aligning with future ESEVT standards.

8.5.3. Suggestions for improvement

None

8.5.4. Decision

The VEE is compliant with Standard 8.5.

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.

9.1.1. Findings

The VEE has a qualified academic body, with 47 staff members holding PhD degrees, 9 diplomates of European or American colleges, and some with additional national or international specialisations. More than two-thirds of the academic staff (49 out of 65) are veterinarians, most of whom are registered with the provincial veterinary board and authorised to practise, and many are members of national or international scientific societies. The recruitment and development of academic staff follow a 3-year plan prepared by the staff planning committee, aligned with mandatory criteria from the Unipg Board of Governors, strategic development priorities, and the needs of the DVM programme. This plan undergoes approval at multiple institutional levels, including the VEE Council, academic senate and board of governors.

All academic staff involved in teaching are required to complete a formal, quality-assured training programme entitled "Continuing Education Course on Designing, Delivering, and Evaluating University Teaching," consisting of 24 hours of instruction, tests, and reports, delivered online. Participation became mandatory following approval by the VEE council in February 2025. The VEE also organised a seminar on e-learning strategies for both academic and non-academic staff, provided training on communication and stress management, and required mandatory courses on workplace safety and biosecurity. Updates and training are linked to the renewed SB Manual, which was presented to staff and students by the SB delegate.

Quality assurance procedures require all academic staff to annually register their teaching activities, while students evaluate each subject through anonymous feedback forms. These are reviewed annually by the JSTC and QA committee. In cases of low ratings, teachers are invited to discuss circumstances and solutions, and supportive information is provided by the QA committee to promote improved teaching performance.

To meet the demands of the VTH, the VEE has contracted in the last decade veterinary practitioners to contribute to clinical training and services. Recruitment follows a public selection process, including evaluation of CV, practical and oral examinations, and ranking of candidates. Contract-based personnel, including fellows, interns, residents, and external veterinary practitioners, are required to complete a mandatory 4 to 8 hour training course on the e-learning platform, developed by the University of Parma. PhD students may also participate in teaching activities with approval from the PhD board.

In addition, 52 technicians are employed to support laboratory work and clinical operations, contributing to student training under academic staff supervision. Technicians may serve as subject experts on examination boards with VEE council approval and are required to attend training on safety and biosecurity to ensure proper and safe participation in teaching and clinical procedures.

9.1.2. Analysis of the findings/Comments

A large proportion of staff hold advanced qualifications (PhD's, diplomates, national/international specialisations), and more than two-thirds of the academic staff are veterinarians, meeting the quantitative expectations of the standard. Recruitment and staff development follow a transparent, structured process, guided by a 3-year staff planning procedure and subject to multiple levels of institutional approval, demonstrating fair and transparent governance.

The requirement for a formal, quality-assured programme of teacher training is addressed. All academic staff must complete the structured "Continuing Education Course on Designing, Delivering, and Evaluating University Teaching," and its mandatory status was formalised in February 2025.

Additional staff training covers e-learning strategies, soft skills (communication and stress management), workplace safety, and biosecurity, ensuring coverage of pedagogical, technical, and professional competences. Quality assurance mechanisms include annual registration of teaching activities, systematic student feedback, and review by QA committees, with follow-up in case of low evaluations.

Non-academic staff, external practitioners, residents, interns, and PhD students involved in teaching are also required to undergo training. Contracted veterinary practitioners are recruited through competitive public processes, with evaluation based on CV, exams, and ranking, which appears transparent. Technicians are trained in biosecurity and actively support teaching.

9.1.3. Suggestions for improvement

It is suggested that annual statistics on completion rates for all mandatory training programmes, including external practitioners, technicians, and PhD students should be available.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

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 Annex 6, Standard 9.1.

9.2.1. Findings

Academic staff selection and recruitment at the VEE are regulated by Italian national laws and administrative decrees, with positions funded by the Ministry of University and Research (MUR) and requirements defined by departmental strategic plans. The academic career structure includes 2 permanent positions (full & associate professor) and temporary researcher positions (RTD-A junior and RTD-B senior), which may lead to tenure. Access requires a PhD and/or national scientific qualification (ASN), with rigorous assessment of teaching ability, research productivity, and scientific competence. Recent reforms introduced new scientific disciplinary groups to simplify recruitment fields and align qualifications and teaching assignments. Most VEE staff are veterinarians recruited through these national procedures, supplemented by temporary positions for postgraduate students and veterinarians under structured contracts for practical and clinical teaching.

New researchers receive initial training in student assessment during PhD studies or early duties, and professional development is supported through participation in societies, conferences, and training opportunities. Pedagogical skills, assessment methods, and e-learning tools are provided via UniStudium, alongside mandatory teaching courses and information for supporting SLD-SEN students. Teaching quality is monitored through the Unipg QA system. Staff remuneration follows national rules, with salary progression based on positive evaluations of teaching and research performance.

Support staff are recruited through public calls for permanent or temporary positions, assessed on CV, aptitudes, and experience. Selection includes written and oral exams evaluated by an academic board, with staff classified into four categories by responsibility and competences. Once recruited, they undergo integration and continuous training, including biosecurity, safety, and role-specific courses. For specific needs, services may be contracted externally. Temporary positions funded by service income, projects, or grants are filled through public calls with evaluation by a VEE appointed board. In the veterinary teaching hospital (VTH), support staff recruitment involves a competitive process with oral and practical exams. Technical staff engaged in teaching complete pedagogical training.

By law, academic staff may work full- or part-time, with defined teaching loads and possible engagement in external professional activities, subject to approval. Support staff may also engage in external work under similar conditions.

In 2023–2024, the VEE employed 62 FTE academic staff, alongside interns, residents, PhD students, certified specialists, and practitioners, amounting to an average of 103.7 staff (69.8 FTE) over the past 3 years. Additional VTH contracted staff and research staff bring the total to an average of 50.3 (25.2 FTE). The proportion of veterinarians in permanent teaching staff averaged 88.3 %, while temporary staff averaged 11.7 %. Support staff numbered 52 (26 FTE) in 2023–2024, with only permanent positions permitted under regulations. Research staff included 18 temporary contracts (9 FTE). The number of teaching staff has remained stable, but there is

ongoing need for increases, as some areas face heavy teaching burdens, particularly in rotating practical activities. Support staff numbers have already been significantly expanded.

9.2.2. Analysis of the findings/Comments

The VEE demonstrates employment of sufficient numbers of appropriately qualified staff, both academic and support, to deliver the programme. Recruitment follows national legislation, ensuring a transparent and standardised process. A clear system for staff training, including pedagogical preparation and QA monitoring, is in place. The proportion of veterinarians among teaching staff is above the required two-thirds threshold. Support staff recruitment is also transparent and involves clear evaluation steps, and technical staff engaged in teaching receive mandatory pedagogical training.

All indicators I1 to I3 are in the positive range, with the highest values for I2 (n° of FTE veterinarians involved in veterinary training / n° of students graduating annually) =1.180.

However, there are risks and challenges. The SER acknowledges that some areas carry a heavy teaching burden, particularly for practical rotations, and highlights a potential future shortage of academic staff due to funding reductions. Systematic monitoring of staff workload across different disciplines, particularly for practical rotations could prevent imbalance due to potential shortages and funding cuts. While support staff levels have been increased (I3=0.363), academic staffing levels have remained stable, despite anticipated pressures. Training opportunities are available, and information on systematic evaluation of staff teaching performance as well as workload distribution across disciplines is adequate.

9.2.3. Suggestions for improvement

The VEE could benefit from developing a more consistent workforce strategy to ensure a balanced future distribution of the teaching workload.

9.2.4. Decision

The VEE is compliant with Standard 9.2.

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.

9.3.1. Findings

The balance between teaching, research, and services is not regulated by Italian law in a precise way. As far as teaching is concerned, both permanent and temporary academic staff must teach a minimum of 350 hours/year for full-time staff and 250 hours/year for part-time staff. Unip regulations state that full-time AP and FP are required to teach at least 120 hours/year, while RTD-A and RTD-B must teach at least 80 hours/year. The teaching workload is described as generally compatible with research, professional development, and other activities, including the Third Mission. A reduction of the teaching workload may be granted for staff with heavy administrative duties, such as the VEE Head.

Teachers are due to record their teaching and training activities in their annual Unipg Teaching Registers. The Head of the VEE monitors the actual teaching load of each teacher, which must be at least 120 hours. For the rest, it is up to the individual teacher to balance their third mission and research, and the quantity and quality of this is monitored periodically through quality assurance processes, such as the VQR (Quality Assessment of Research), based on the number and quality of the scientific publications produced. Teachers develop teaching skills and competences through courses made available by Unipg on UniStudium. They can also develop their internationalisation and communication skills by participating in exchange programmes, such as those provided for in the Erasmus calls for applications.

Associate and Full professors have permanent contracts and biennial salary increases if they meet the requirements for teaching and scientific production. The new type of researchers have fixed-term contracts, but if they acquire the national scientific qualification at the end of their contract, they become Associate professors. For research activities, the VEE receives an annual research fund from the Unipg, which is distributed among the academic staff and partly reserved for the purchase of shared equipment useful to different research groups. In addition, academic staff members regularly apply for local, national, and international grants.

For teaching support, the VEE uses the operational funds provided by the Unipg to cover the costs of necessary materials and supplies.

9.3.2. Analysis of the findings/Comments

The Italian and Unipg regulations clearly establish minimum teaching hours for different staff categories (AP, FP, RTD-A, RTD-B) and indicate the possibility of workload reductions for those with heavy administrative duties. Teaching workload is compatible with and allows enough time for research, professional development, and other activities.

Teaching activities are recorded annually in the Unipg Teaching Register and monitored by the VEE Head to ensure compliance with minimum teaching requirements. Research and Third Mission activities are primarily self-managed by individual staff members but are subject to regular evaluation through institutional quality assurance mechanisms, including the national VQR (Quality Assessment of Research), which assesses both the quantity and quality of scientific output. Academic staff benefit from opportunities to enhance their teaching and professional skills through courses offered on the UniStudium platform and through participation in international programmes such as Erasmus. Career progression for permanent staff is based on meeting teaching and research requirements, while fixed-term researchers may advance to Associate Professor status upon obtaining the National Scientific Qualification. The VEE also receives annual research funds from Unipg, which are allocated among academic staff and partly used to purchase shared equipment, while additional financial support is secured through local, national, and international grants. Overall, the mechanisms in place ensure a fair and flexible balance between teaching, research, and service.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

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.

9.4.1. Findings

The VEE provides multiple options for professional growth and development for academic and support staff, aligned with national regulations. Promotion opportunities are available through both vertical and horizontal progression. Vertical promotion, such as advancement from associate professor to full professor, is conducted via public competition, open only to candidates holding the ASN qualification and assessed on teaching, scientific performance, and organisational contributions. Evaluation is carried out by a commission composed of full professors, including external members, and final decisions are voted on by the VEE Council. Horizontal progression occurs biennially and involves salary increases based on fulfilment of research, teaching and institutional duties, with applications evaluated first by the VEE Council and then approved by the university's board of governors. Support staff are also eligible for horizontal and vertical economic progression, depending on departmental needs and available resources. Mentoring is provided through oversight by senior members, who offer individual guidance and coaching in a collaborative environment. Academic staff are encouraged to take leadership roles, and both academic and support staff are represented in the VEE Council, which is the main decision-making body. Staff and students have access to support through supervisors, colleagues, and university administrative services when challenges arise.

9.4.2. Analysis of the findings/Comments

The VEE demonstrates that mechanisms for professional growth and promotion are formally regulated, particularly through national legislation. The descriptions of vertical and horizontal progression for academic staff are clear and supported by structured procedures involving evaluation commissions, performance criteria, and multiple levels of approval. Representation of academic and support staff in the VEE council also aligns with the requirement for staff participation in decision-making processes.

Promotion mechanisms are well described, and the VEE members mention mentoring as being provided through oversight by senior members. For support staff, career development opportunities depend on departmental needs and available resources, but Unipg periodically activates horizontal or vertical progression procedures for salary or category advancement of support staff by issuing calls for applications, indicating the requirements for advancement.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision.

The VEE is compliant with Standard 9.4.

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.

9.5.1. Findings

Teaching assessment by students is mandatory and conducted through an online, anonymous questionnaire system promoted by the MUR via CINECA. This system has been in place since the 2014–2015 academic year and is applied uniformly across all DVM courses and teaching staff. The questionnaire evaluates multiple aspects of teaching performance, including teacher availability, punctuality, clarity, communication skills, ability to motivate students, suitability of workload, quality of teaching materials, fairness of assessment methods, and adequacy of facilities. The results are analysed by the JSTC and subsequently discussed with the DVM coordinator and the TQA manager. Findings are presented to both the DVM and VEE councils, where critical issues are identified and improvement actions are proposed and monitored. Each teacher can view their evaluation by students on the SISVALDidat website and compare it with the overall evaluation of the course. The Joint Students-Teachers Committee (JSTC) discusses the evaluation results, and if a teacher has received evaluations that are not completely satisfactory (between 6 and 7), he/she receives an email from the JSTC indicating the critical issues and are asked to respond by indicating what measures they intend to take to overcome them. If a teacher receives completely unsatisfactory evaluations (below 6), he/she is invited to discuss a plan to resolve the critical issues in person with the JSTC.

The VEE council is responsible for overseeing recruitment and progression of academic staff and includes representation from all disciplines, allowing staff members to discuss outcomes and suggest amendments. Teaching quality monitoring is carried out in accordance with the university QA system through the collection and analysis of student feedback, while support staff performance is evaluated by the head of the VEE council.

9.5.2. Analysis of the findings/Comments

The VEE demonstrates good alignment with the requirement for cyclical and student-inclusive teaching assessment through the mandatory and anonymous online questionnaire system. The involvement of multiple governance bodies (JSTC, DVM Coordinator, TQA Manager, and VEE Council) in the analysis and discussion of results indicates a formal structure for reviewing performance and identifying deficiencies. Staff participation in decision-making forums suggests a collaborative approach to quality enhancement.

Results are communicated directly to individual teachers and feedback is managed at personal and institutional level. During the onsite visitation, concrete examples of actions taken in response to negative feedback followed by evidence of measurable improvements linked to the system were provided. Overall, the system is functionally established and the standard is compliant in structure with adequate evidence of impact.

9.5.3. Suggestions for improvement

The VEE could benefit from enhanced transparency and reinforced accountability of the assessment of teaching and teaching staff by publicizing the trends or summaries of teaching evaluations (anonymous) in its annual quality report.

9.5.4. Decision.

The VEE is compliant with Standard 9.5.

Area 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).

10.1.1. Findings

VEE's commitment to conducting cutting-edge and competitive research is demonstrated through 387 scientific articles published in national and international peer-reviewed journals during the last 3 years. There are 36 research projects underway, spread across the different areas of teaching. In 2025, 6 research projects were initiated, while in the last 3 years, 7 were completed. The research activities of the staff are well integrated into research-oriented teaching, in their theoretical and practical classes, in addition to the methodologies used in their research projects and the results of their investigations.

The submission of applications for national and international research projects, as well as the dissemination of research projects and their results, is the responsibility of the research committee. Every 3 years this committee establishes a research plan for 3 years. The 3 research centres of the VEE – Sport Horse Research Centre (CRCS), Research Centre on Animal Pain (CeRIDA), and the Veterinary Research Centre on Wildlife (SELVA-VET) – collaborate with national and international institutions, being recognised as reference points for continuing education in their respective fields. Within the framework of NRRP VEE participates in the project VITALITY. The funded research projects are in the following areas: basic sciences, clinical sciences, public health (including pathology), animal production, and food quality and hygiene.

10.1.2. Analysis of the findings/Comments

The range of research activities at the VEE are highly commendable. It is worth highlighting the activity of the research delegate and their committee, which make an important contribution to promoting research activities and disseminating the results obtained. Research projects enable VEE to acquire expensive equipment for collective multidisciplinary use. The 3 specialised research centres enhance the prestige of the VEE.

10.1.3. Suggestions for improvement

None

10.1.4. Decision

The VEE is compliant with Standard 10.1.

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.

10.2.1. Findings

With the aim of developing the scientific critical spirit, students are exposed to scientific articles right at the initial stage of the DVM course curriculum. There are several ways to introduce students to the scientific methodology, such as the final defence of PhD theses, seminars on scientific research topics, and the presentation of the results of research projects carried out at the VEE, case studies, classroom discussions on current and relevant topics, practical activities in small groups, and journal clubs where a scientific article selected by a student or teacher is read and discussed together.

The journal club meetings, in which student participation is encouraged, can be part of the practical curricular work or be offered as an additional voluntary learning opportunity, such as the equine surgery-specific club. The game of research is a way to internally promote the research work developed at the VEE. Another way to promote VEE's research lines to the public is through its participation in SHARPER – European Researchers' Night.

The university language centre (CLA) offers academic writing support of scientific papers (drafting, revising and in peer reviewing). The research committee annually organises a project management course, with the aim to familiarise the students and PhD candidates with seeking funded research projects as well as with the preparation, writing, and submission of applications.

Research internships involve undergraduate students participating in research activities as internal trainees, who may later be included in a research program. This activity, besides providing students with specialised training, can award them 1 ECTS credit, at the tutor's request. Regardless of participation in the research internship, each student can choose to complete an experimental final thesis, which provides direct experience with research methodologies and techniques. The minimum requirements to obtain a degree are to pass all the exams in the curriculum and complete all the practical activities in the logbook; only then can students prepare and defend their dissertation thesis. After choosing the dissertation topic, each student is guided by a supervisor, usually a professor or researcher from the VEE. As Co-supervisors can be PhD students, young researchers, contract staff in the VEE, professors from other universities and private practitioners. Students may choose between 2 types of dissertation: experimental thesis (having the structure of a scientific article) or review thesis (structured as a scientific literature review). Once the thesis is completed, it is uploaded to the Online Secretariat (SOL) to be reviewed and approved by the supervisor, after being checked with anti-plagiarism programs and to detect AI-created content. Further, if it is the case, it can be returned to the student for review or additional study. It is before the graduation committee, composed of 7-11 professors, that the dissertation is defended. The counter-rapporteur reads the dissertation and evaluates it, highlighting its strengths and weaknesses during the defence, leading the candidate to a critical discussion. The final evaluation is expressed as the average of the results of the coursework exams, additional points, and the assessment of the final dissertation made by the supervisor and counter-rapporteur. If the student has an excellent academic record and final defence, he is awarded the grade 'cum laude', for which the agreement of the entire committee is required. Completed theses are stored in a restricted-access Unipg database. Of the 166 students who graduated in the last 3 years, 127 produced experimental theses, of which 28 were published with the students as co-authors. An equal number of oral and poster presentations were presented in the congresses.

10.2.2. Analysis of the findings/Comments

Since the beginning of the veterinary medicine course, students have been trained in scientific

methods and research techniques through various initiatives. It is worth highlighting the importance of the CLA in assisting with scientific writing and the research committee in organising the project management course. The list of topics for dissertations is not very diverse in terms of areas covered in the VEE curriculum.

10.2.3. Suggestions for improvement

It is recommended to increase the variety of curricular areas providing topics for dissertations.

10.2.4. Decision

The VEE is compliant with Standard 10.2.

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.

10.3.1. Findings

With the increasing number of graduates in the teaching staff, the VEE expects that new residency programs will be created and more students will enrol in postgraduate programs. According to Table 10.3.1, the number of students registered in postgraduate courses was 51, of whom 5 were residents and 5 interns. There are 50 students registered in postgraduate research training in 2023-2024, of whom 26 are PhD students and 24 are research fellowships/research contracts. It is noted that the number of the latter has almost doubled. In the master in Public Health and Official Food Control (2nd level), the number of students enrolled is 33.

The activities of undergraduates are supervised by residents, interns, and PhD candidates, always under the responsibility of the VEE. Qualified postgraduate students, when managing clinical cases with small groups of undergraduates, provide them with knowledge and skills' benefits. Through seminars and journal clubs, graduate students can present clinical cases or research topics to which they are dedicated. Students have free access to all VEE post-graduation education, except for practical training in some cases.

Continuing education is mandatory in Italy for non-academic veterinarians (practitioners) who must accumulate at least 150 ECM (Continuing Education in Medicine) or SPC (Continuing Professional Development) credits every 3 years. In the PhD program offered by VEE, skills are provided that allow conducting research in public and private institutions and in highly innovative professional sectors.

In the PhD program in health and experimental veterinary sciences, which has 3 special curricula, 26 students are enrolled in the year 2023-2024. This PhD program provides a series of courses and seminars, which are open to participation by undergraduate students from the DMV. Members of VEE collaborate in teaching the various continuing education courses offered by VEE and others offered by other institutions and departments. There are 19 continuing education courses listed on the VEE list.

10.3.2. Analysis of the findings/Comments

The availability of continuing education courses is limited, and the vast majority are in the clinical field. Few courses are more practical in nature, especially for non-academic practitioners.

10.3.3. Suggestions for improvement

It is suggested that the VEE offers more short-term continuing education courses in different

areas of veterinary interest, mainly for practitioners.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

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.

10.4.1. Findings

The inclusion of research in teaching is fundamental to VEE's educational program. Teachers, always up-to-date, incorporate the latest scientific results into theoretical and practical classes. Students are encouraged to engage in critical discussion of the scientific results presented and to produce short reports on specific experiments or clinical cases. By choosing an experimental dissertation, students gain experience in scientific research, as the supervisor helps them with planning, implementation, interpretation, and communication of results. Students can be formally integrated into research projects led by their supervisor or by other researchers from the VEE or external institutions. The degree of student involvement in research projects is measured through the number of experimental theses, those that are published or presented at conferences, and their contribution to disseminating the research results of the VEE. The QA system for research is conducted at a national level through ANVUR, which evaluates the quality of processes, results, management, training, and research activities in higher education and research systems, including technology transfer. ANVUR's work is reviewed by international experts appointed by the MUR. In the university-level QA system, the VEE must comply with Unipg's general guidelines, which ensure the management of the IRIS CINECA research product categorisation system, provide support in entering scientific results into that platform, manage national evaluation procedures (VQR) and national accreditation documents, help researchers improve academic profiles for the ASN, and provide technical and administrative support for monitoring and evaluating scientific production.

In the QA System at the departmental level, the research committee collects, classifies, and publishes all the research conducted at the VEE, including the articles produced and scientific contributions. There is an observatory that ensures the quality of research and the proper functioning of the research committee, which monitors compliance with the requirements defined in the department's 3year research plan. The QA System used to evaluate other teaching activities at VEE is also used to assess continuing and postgraduate education programs.

10.4.2. Analysis of the findings/Comments

The scientific research effort of the VEE is worth highlighting.

10.4.3. Suggestions for improvement

None

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators (see Annex 4)

11.1. Findings

Name of the VEE: Perugia VEE, UNIPEG					
Name and mail of the VEE's Head: Prof. Fabrizio Rueca, fabrizio.rueca@unipg.it					
Date of the form filling: 20 August, 2025					
Raw data from the last 3 complete academic years GVM SP		2023-24	2022-23	2021-22	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 and farmed rabbit 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

FINAL REPORT AS ISSUED BY ECOVE ON 27 NOVEMBER 2025

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 graduating annually	5	6	6	5.7

Name of the VEE:		Perugia VEE, UNIPEG			
Date of the form filling:		August 20, 2025			
Calculated Indicators from raw data		VEE	Median	Minimal	Balance³
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.138	0.15	0.13	0.012
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.810	0.84	0.63	1.180
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0.903	0.88	0.54	0.363
I4	n° of hours of practical (non-clinical) training	1032.500	953.50	700.59	331.910
I5	n° of hours of Core Clinical Training (CCT)	872.800	941.58	704.80	168.000
I6	n° of hours of VPH (including FSQ) training	354.000	293.50	191.80	162.200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	125.000	75.00	31.80	93.200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	135.159	67.37	44.01	91.149
I9	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
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	13.490	5.96	2.15	11.340
I11	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
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	3.897	1.29	0.54	3.357
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.655	0.11	0.04	0.611
I14	n° of companion animal necropsies / n° of students graduating annually	7.014	2.11	1.40	5.614
I15	n° of ruminant and pig necropsies / n° of students graduating annually	2.441	1.36	0.90	1.541
I16	n° of equine necropsies / n° of students graduating annually	1.062	0.18	0.10	0.962
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	6.138	2.65	0.88	5.258
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.517	0.27	0.06	0.457
I19	n° of PhD 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/Approval status in May 2019

2 Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019

3 A negative balance indicates that the Indicator is below the recommended minimal value

*Indicators used only for statistical purpose

11.2. Analysis of the findings/Comments

All the indicators provided by the VEE are in the positive range, with some well-exceeding the minimal value (I4, n° of hours of practical (non-clinical) training; I5, n° of hours of Core Clinical Training (CCT); I6, n° of hours of VPH (including FSQ) training; I7, n° of hours of extra-mural practical training in VPH (including FSQ); I8, n° of companion animal patients seen intra-murally and extra-murally/n° of students graduating annually). Values of indicators such as I7 (n° of hours of extra-mural practical training in VPH including FSQ) and I8 (n° of companion animal patients seen intra-murally and extra-murally/n° of students graduating annually) reveal the interest of the VEE in providing extended practical and clinical training to their students.

11.3. Suggestions for improvement

The VEE is suggested to closely monitor I1 (n° of FTE teaching staff involved in veterinary training / n° of undergraduate students), which could be affected due to potential shortage or financial difficulties.

12. ESEVT Rubrics (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	NC
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.	X		
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.	X		
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.	X		
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 all staff and students act with honesty, trust, fairness, respect and responsibility.	X		
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 VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.	X		
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.	X		

FINAL REPORT AS ISSUED BY ECOVE ON 27 NOVEMBER 2025

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.	X		
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).	X		
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.	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
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 Annex 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 Annex 2. This concerns: <ul style="list-style-type: none"> • 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). When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented. If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.	X		
3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
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.	X		
Standard 3.3: Programme learning outcomes must: <ul style="list-style-type: none"> • 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. 	X		
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: <ul style="list-style-type: none"> • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum 	X		

<ul style="list-style-type: none"> 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. 			
<p>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.</p> <p>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.</p> <p>EPT itself cannot replace the Core Clinical Training (CCT) 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 Annex 6, Standard 3.5.</p>	X		
<p>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.</p> <p>There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>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.</p>	X		
Area 4. Facilities and equipment			
<p>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.</p>	X		
<p>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.</p> <p>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.</p>	X		
<p>Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> 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 	X		
<p>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.</p> <p>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.</p> <p>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.</p>	X		
<p>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.</p>	X		

FINAL REPORT AS ISSUED BY ECOVE ON 27 NOVEMBER 2025

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.	X		
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.	X		
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.	X		
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.	X		
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.	X		
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 follows the same standards as those applied in the VEE.	X		
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.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally 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.	X		
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.	X		
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).	X		
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.	X		
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.	X		
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.	X		
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.	X		

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.	X		
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.	X		
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.	X		
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).	X		
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.	X		
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.	X		
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.	X		
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.	X		
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.	X		
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.	X		
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.	X		
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 Annex 6, Standard 9.1.	X		

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.	X		
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.	X		
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.	X		
Area 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).	X		
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.	X		
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.	X		
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.	X		
<i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i>			

Executive Summary

Brief history of the VEE and its previous EAEVE visitations

The VEE of Perugia was formally established by a Royal Decree in 1864, continuing a previous 3-year veterinary program included in 1862 in the Faculty of Medicine and Surgery. In 1929 it was relocated to its current historic premises and included as a Faculty into the University of Perugia. Since 2013, the VEE was reorganised into the Department of Veterinary Medicine, merging teaching, research and services.

The EAEVE evaluated the VEE of Perugia 3 times, namely in 1998, 2008 (Approval) and 2019 (Conditional Accreditation). The Re-Visitation in November of 2019 resulted in full accreditation granted to the VEE by ECOVE in June 2020.

Brief comment on the SER

The SER was provided on time to the Visitation Team along with extended Appendices. Some of the tables and the description in certain Areas and Standards needed clarifications and/or raised questions; answers to those were partially provided by the VEE beforehand, but some needed further, on-site clarifications, willingly provided during the visitation and adapted in the revised version of the SER.

Brief comment on the visitation

The programme of the visitation was designed in advance of the FV, based on consultation with the Chairperson, the Coordinator and the VEE representatives. The VEE started the preparations for the visitation well in advance. The tours were well-organised and carried out in a professional

atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The Visitation team was given all courtesies and assistance needed, had full access to all the information they asked for, to the facilities visited and to the responsible people to be met, in a very transparent manner.

Commendations (areas worthy of praise)

- The team spirit and cooperation, the collegial working atmosphere are to be commended
- The holistic, student-centred approach is remarkable
- The commitment of the VEE to improve their teaching methods is commendable
- The tutoring program for students is to be commended
- The VEE must be commended for its implementation of a comprehensive QA system and the development of a culture of quality
- Long-lasting professional partnerships with stakeholders for the benefit of the VEE are worthy of praise
- The activity of services to support students, including those with special needs, is commendable
- The easily accessible, user-friendly and complete internal e-platform is to be commended
- The range of research activities at the VEE is highly commendable.

Recommendations:

List of items of potential partial compliance with the ESEVT Standards identified:

None.

List of items of potential non-compliance with the ESEVT Standards identified:

None.

Glossary

CCT: Core Clinical Training

D1C: ESEVT Day One Competences

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: Elective Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

OSCE: Objective Structured Clinical Examination

PDCA: Plan Do Check Adjust

QA: Quality Assurance

SER: Self Evaluation Report

SOP: 2023bStandard Operating Procedure

VEE: Veterinary Education Establishment

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of Perugia University is therefore classified as holding the status of: **ACCREDITATION**.