**European Association
of Establishments for Veterinary Education**

EAEVE

VISITATION

To the Veterinary Department of the University of Padua

On 16-20 March 2020

Questions to the Establishment

1. Objectives and Organisation

-) How is the coordination of teaching activities between the VTH and DCC carried out effectively? Is there any redundancy or conflict between the tasks of VTH and DCC and those of the Tirocinio committee?

-) Are students represented in the VTH management committee?

According to the Statute, clinical activities of the VTH are organized to meet the teaching requirements decided by the DCC. All teaching aspects are discussed and decided within the DCC, thus ensuring the participation of student representatives. The *Tirocinio Committee* is subordinated to the DCC and is responsible for organising students' activities (e.g. it establishes a timetable for the activities, verifies the procedures, etc.), proposing amendments to *Tirocinio* activities, monitoring the quality of traineeship, as well as proposing procedures to evaluate both activities performed by students and their level of satisfaction to the DCC. Moreover, as the Committee's members represent all the disciplinary areas which are dealt with within the teaching offer, they are also responsible for informing teachers of their disciplinary area (e.g. pathology, internal medicine, surgery, etc.) of decisions taken.

Until January 1, 2019, the VTH was an inter-departmental body with student representatives. After that, the VTH became a departmental centre (MAPS), with the VTH management committee being responsible for addressing day-by-day managerial issues, monitoring clinical activities and putting forward proposals concerning the use of financial resources for the development and implementation of clinical activities. The DC of MAPS is responsible for all strategic decisions related to the VTH, thus ensuring the participation of students.

Finally, the fact that most of the professionals involved in the functioning of the VTH are also teachers allows information to be widely disseminated and shared at all levels. The same applies to the *Tirocinio Committee*, which is composed of members who are also present within the DCC. Such an organisation also prevents potential conflicts from arising.

2. Finances

None so far.

3. Curriculum
3.1. General curriculum

-) Access to syllabus and learning outcomes of each particular subject should be available. Where are they located? (supplied links to urls in Annex 1.1 does not work)

https://en.didattica.unipd.it/off/2019/CU/AV/MV0991

-) Which is the size group for supervised self-learning at the different levels of the curriculum (basic sciences, clinical sciences, food technology & health, etc).

Throughout the SER, all individual study activities were labelled as "self-learning". These included both supervised and non-supervised activities. In the former, group sizes ranged 4-8 based on the type of activity at hand.

-) What is the educational structure of the streams?

Please visit the following link for a more detailed description of streams: https://www.agrariamedicinaveterinaria.unipd.it/en/sites/agrariamedicinaveterinaria.unipd.it.en/files/STREAM%20BREAKDOWN.pdf

-) How does the curriculum guarantee that students registered in one particular stream have an adequate acquisition of day-1 competences with regard to the other two streams?

The core curriculum (table 3.1.2.) providing students with the so-called "day-one competencies" is taught within the common path. The streams (table 3.1.3) only account for 15 ECTS and provides students with further knowledge on one specific area. Such knowledge, however, is not regarded as essential for the learning of the "day-one" competencies.

3.2. Basic sciences

-) Which subjects of the curriculum are covering the hours devoted to medical physics, biomedical statistics, epidemiology and professional ethics?

	Subjects of the curriculum	**Year of study**
Medical physics	Veterinary Physiology 2	2nd
Biomedical statistics	Animal breeding and genetics	2nd
Epidemiology	Infectious diseases of livestock, poultry and companion animals	4th
Professional ethics	Animal welfare and veterinary profession	4th

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

-) The SER states that 15% of the time for students overlaps between Tirocinio and teaching, what steps are being taken now to ensure that students are able to cover all aspects of the curriculum and being clinically competent if this is occurring?

-) Where has the hours of Tirocinio dropped from 45 to 35 credits/ What is now not being taught

-) Are they looking at changing the taught parts of the course to assist this through e.g. reducing the number of lectures or practical sessions? What has changed in the new curriculum?

To adapt to national constraints, activities provided for by the veterinary curriculum and aimed at acquiring the so-called day-one competences must be organised within the framework of a degree course lasting five years. Because of this, significant efforts must be

made both from the organisational point of view and from the point of view of students, who are expected to manage a heavy course load.

This being said, one of the main changes resulting from the implementation of the new curriculum is the reduction of the total number of ECTS allocated to *Tirocinio*. This was the result of an in-depth analysis of activities performed, which led to believe there was some sort of redundancies with regard to the carrying out of a number of activities. Part of these ECTS were used to develop and implement new courses or modules, such as bioethics, business organization, as well as to develop practical activities to be performed within preclinical disciplines.

In any case, it shall be noted that the Establishment guarantees that:

1. All teaching activities, including *Tirocinio*, are administered by the end of July (5th year). This allows students to graduate within their last session, thus avoiding they become "students enrolled outside of the prescribed time"

2. There exists a continuous monitoring to avoid overlapping. This may require for some activities to be rescheduled (if needed). To this end, it should also be taken into account that students have a mandatory attendance equal to 80% as concerns practical activities and 50% in the case of lectures. In any case, priority shall be given to practical activities.

3. Students who are unable to attend lectures due to overlapping are able to access study materials either through the online Moodle platform or other methods of administration. Furthermore, students can contact their teachers and ask for clarification whenever needed.

-) What are the plans to introduce communications skill teaching into the curriculum?

As of today, a number of courses (e.g. veterinary internal medicine, general anatomical pathology, clinics in reproduction, bioethics) and *Tirocinio* clinical activities (ruminants and companion animals) are giving increasing attention to professional communication issues (e.g. how to address animals' owners, how to write a report concerning treatment of behaviour problems in cats, how to write a medical referral letter, role-play activities). Based on this, we have also planned to introduce a set of lectures on communication skills to be implemented within the 3 streams (5th year, second semester) so that all students will have the opportunity to receive the necessary training.

-) Can the TECO project be explained more as to how this is used to be relevant for the veterinary course

The Veterinary Medicine TECO Project was created in October 2019 through the establishment of a working group composed of all contact persons for all national veterinary medicine degree courses. The group, which is managed by ANVUR, has been pursuing several objectives, such as the implementation of a MIUR-validated questionnaire (multiple choice questions, cloze tests, etc.) to be administered to all veterinary medicine students (1st –

5th year) to assess their level of knowledge with regard to different disciplinary skills and competences. This will not only allow to implement an internal self-evaluation system to determine if the skills and competences provided for by the course are met, but also to adopt shared written test procedures.

-) Can we see a schedule for an individual student to understand the issues of overlap of curriculum and Tirocinio?

Please find attached a detailed timetable of Tirocinio activities.

As concerns class timetable, you can search all relevant information by accessing the following link: http://agendastudentiunipd.easystaff.it/index.php?view=easycourse&include=corso&_lang=en

-) What are the practical activities that were missing in the Tirocinio with the old curriculum and how have they been rectified in the new one?

As already explained, some of the activities included in the former *Tirocinio* scheme are no longer performed as considered redundant activities. For a more detailed description of how the *Tirocinio* has changed, please see the following tables.

Tirocinio activities according to the old curriculum:

YEAR	1° SEMESTER ECTS		2° SEMESTER ECTS		NO. OF ECTS
1	SAFETY TRAINING COURSE				1
2	1	SSD VET/06	1	SSD VET/02	3,5
	0,5	SSD AGR/17-20	1	SSD AGR/17-20	
3	1	SSD VET/02	2	SSD AGR/17-20	5,5
	1	SSD AGR/17-20			
	0,5	SSD VET/04			
	1 CFU SSD VET/05				
4	2	SSD VET/04			8
	2	SSD AGR/17-20			
			1	SSD VET/06	
	2	SSD VET/3			
	1	SSD VET/05			
	1	SSD VET/05			

5	1	SSD VET/05			27
	3	SSD VET/03			
	18	SSD CLINICAL AREA (VET/08, VET/09, VET/10)			
	4	SSD VET/04			
					45

Tirocinio activities according to the new curriculum:

YEAR	1° SEMESTER ECTS		2° SEMESTER ECTS		NO. OF ECTS
1	SAFETY TRAINING COURSE				1
2	0,5	SSD AGR/17-20	0,5	SSD AGR/17-20	2
			1	SSD VET/02	
3	1	SSD AGR/17-20	1,5	SSD AGR/17-20	3
	0,5	SSD VET/04			
4	1	SSD AGR/17-20	0,5	SSD AGR/17-20	5
	1	SSD VET/06			
	1	SSD VET/03			
	1,5	SSD VET/05			
5	1	SSD VET/05			24
	2	SSD VET/03			
	18	SSD CLINICAL AREA (VET/08, VET/09, VET/10)			
	3	SSD VET/04			
					35

SCIENTIFIC DISCIPLINARY SECTOR - BREAKDOWN:

SSD AGR/17: Livestock systems, animal breeding and genetics

SSD AGR/18: Animal nutrition and feeding

SSD AGR/19: Animal science

SSD AGR/20: Aquaculture, poultry and rabbit science

SSD VET/02: Veterinary physiology

SSD VET/04: Inspection of foods of animal origin

SSD VET/06: Parasitology and animal parasitic diseases

SSD VET/03: Veterinary pathology

SSD VET/05: Infectious diseases of domestic animals

VET/08: Clinical veterinary medicine

VET/09: Clinical veterinary surgery

VET/10: Clinical veterinary obstetrics and gynaecology

-) As issues with the number of equine cases seen, what steps are being taken regarding controlling the number of students per year?

Over the past years, the equine caseload has constantly increase, allowing the Establishment to meet the threshold determined by EAEVE. In order to ensure such a positive trend continues in the future, the Establishment is about to open a new equine breeding management and artificial insemination centre and will enter new agreements (if needed).

-) The clinical days on farm animal and equine teaching are limited compared to small animal teaching, how is the establishment confident that students are able to be taught all the competences required in these areas with such limited opportunities for practical experience? Where are these skills trained and assessed?

It should be noted that Table 3.1.5. only takes into account those practical activities that have been labelled as "Tirocinio". As a matter of fact, students are further exposed to clinical activities involving large animals. While some of these activities are carried out as part of other areas of *Tirocinio* (animal husbandry, herd health management, etc.), others are included within what is more generally referred to as "practical training" (obstetrics, semeiotics, etc.).

Furthermore, in addition to the Logbook, students performing activities on ruminants are expected to fill out and submit a form providing detailed information on the type of clinical activities they carry out, including date, company at which the activity is performed, type of activity carried out (e.g. gynaecological examination, metabolic diseases, surgery, etc.)

In an effort to further clarify the matter, a 10-minute presentation of the main features of each *Tirocinio* has already been planned for Tuesday morning, March 17. In the meantime, please find below a table of clinical rotations within the Tirocinio involving large animals:

List of clinical rotations (disciplines/species)	Duration
Intramural (VTH)	
Ruminants	1 day (5hrs)
Equine reproduction	2 days (10hrs)
Equine clinics	2 days (8hrs)
Avian pathology	3 days (15hrs)
Serological diagnostics	2 days (10hrs)
Parasitology	2 days (10hrs)
Ruminants	3 days (15hrs)

Ambulatory clinics	
Equine reproduction	1 day (5hrs)
Swine	3 days (15hrs)
Equine clinics	3 days (12hrs)
Avian pathology	1 day (5hrs)
Other	
Farm animal breeding and welfare	4 days (20hrs)
Farm and companion animal nutrition	2 days (15hrs)
Poultry and rabbit breeding	2 days (9hrs)
Introductory course (animal husbandry)	4 days (20hrs)
Physiology/Ethology	1 days (5hrs)

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

-) Please provide information on herd health and emergency visits in food-producing animals (i.e. ruminants, pigs and poultry)

Herd health and emergency visits are managed within the *Ruminant Herd Service*. Such a service is provided on an ongoing basis with regard to animals kept within the 'Lucio Toniolo" Teaching Farm and upon request in the case of private dairy farms/veterinarians located in the area (Monday through Friday, 8.00 a.m.- 6.00 p.m.). It is regarded as a curricular activity when provided for in the practical activities (including *Tirocinio)* timetable. As concerns equine, a 24-hour emergency service is provided catering for the needs of the local area.

The number of students involved in the night shifts and weekends at the VTH has recently been increased by one unit with the specific purpose of providing support during large (equine and food) animal emergency situations.

-) What level of interaction do students have with food animal clients, to learn about communication, and the behaviour and motivators of food animals owners/managers to improve the health and production of their stock? How often do they discuss cases with owners/managers to get 'real life experience' versus research station type units?

During the carrying out of practical activities on large animals, students visit different commercial farms and deal directly with animal owners. This specific issue has also been highlighted in the training course that is administered to external professionals involved in teaching activities. It is therefore common practice to involve students in "real life" scenarios and have them interact with the farmer.

3.5. Food Safety and Quality (FSQ)

-) Teaching is organised by two departments, MAPS and BCA. How are the personnel and ECTSs distributed between the departments and which department is responsible for which courses?

As concerns FSQ specifically, all teachers are MAPS-contracted staff members.

-) In the table 3.2.1, 425 h are for FSQ, which is around 17 ETCS: what courses are counted here? The mandatory courses (Hygiene and safety in food technology, 7 ECTS and Food sanitary inspection methods, 8 ECTS) make 15 ECTS.

Subject	Scientific Disciplinary Sector - SSD	ECTS
Hygiene and technology for food safety	Inspection of food products of animal origin – VET/ 04 (7 ECTS)	9
	Food Sciences– AGR/15 (2 ECTS)	
Food sanitary inspection methods	Inspection of food products of animal origin – VET/ 04 (8 ECTS)	8

-) What is exactly the Tirocinio ?

As illustrated on page 7, *Tirocinio* refers to structured, supervised practical activities that students must carry out within a professional context as a prerequisite for the completion of their studies.

This term must not be confused with "esercitazione" (i.e. practical training) which includes all practical activities students must carry out for the development of specific skills during one particular course.

Please note that a thorough explanation of what *Tirocinio* will be provided during the on-site visitation.

-) What happens if a student can't find an entity for the EPT ?

As illustrated on page 26, Table 3.1.4. only includes those training activities where students are supervised by non-academic staff members, that is to say, when they are involved in activities taking place at the Local Health Authority (ASL or AUSL).

In order to ensure that all students are able to perform the EPT, a significant number of agreements have been signed. Such agreements provide for an adequate and regular number of places at AUSL located within both the Veneto Region and other neighbouring regions. This notwithstanding, students may undertake their *Tirocinio* at another facilities, provided that an agreement has been entered.

-) Which are the procedures to control EPT?

Once the EPT is completed, the AUSL supervisor must sign the appropriate item on the Logbook. At the same time, a copy of the so-called Model D, which includes the "Tirocinio

assessment grid" must be sent both to the University supervisor and the student. Both documents serve as proof of successful completion of the EPT.

4. Facilities and equipment

-) Is the mobile radiology unit for large animals sufficient for the needs of the clinics?

As of today, the Establishment uses mobile diagnostic imaging devices for both intra- (table 4.1.4.1 - Diagnostic imaging room; small and large animals, exotic pets) and extra-mural (table 4.1.6 - Mobile Clinic) activities on large animals. Currently, the following devices are used in the large animal clinic (intra- and extra-mural activities):

1. Mobile X-Ray unit (reported in table 4.6.1 and 4.7.1; not reported in table 4.1.4.1). The X-Ray unit provides for whole-body scans (e.g. chest and abdomen) of animals of approximately 60-65 kg. (calves, foals, sheep and goats, piglets, etc.), as well as scans of feet, limbs, neck and head of adult animals. The setting of the device is 50-100 kV (step up or down grade 2 kV); 0.4 - 105 mAs (to 100 kV, mAsmax= 30 mAs);

2. The ultrasound (US) machine (i.e. as shown in the picture on page 58). The US is equipped with 4 multi-frequency probes and standoff useful to scan the body of large animals: 1 low frequency convex probe (2.5 - 6.6 MHz; 7- 40 cm; 83° scan angle) for abdomen and thorax; 1 low frequency linear probe (2.5 - 3.5 MHz; 30 cm) for abdomen, thorax and marbling score; 1 high frequency linear probe (7.5 - 10.5 MHz; 4-11 cm) for gynaecological use; 1 high frequency probe (6.0 - 13.0 MHz; 4-10 cm) for tendons or superficial structures;

3. Digital Infrared camera (not reported in the SER). Thermal imaging camera (ThermaCam - P25 Model, Flir) is used in the pre-clinical setting of the animals and is useful to identify remotely and safely inflamed areas to be investigated (0.10-15.0 m). Some clinical uses include remote temperature measurement of animals, mastitis, tendon inflammation, lameness, heat detection in ruminants, etc.

-) Although it appears there are plenty of classrooms available, can the comment that the new classrooms will make scheduling and space easier be explained? When will these new classrooms be completed?

A set number of classrooms is allocated every year to the veterinary curriculum, allowing for theoretical and practical training to be properly delivered. However, because of the many different degree courses being held on the Agripolis Campus and because spaces shared with other degree courses are very limited, it is often difficult to find spaces for additional meetings such as departmental meetings, student meetings, one-time seminars for invited speakers etc. For this reason, the construction of new classrooms will definitely make lesson scheduling easier for the secretariat.

The new classrooms referred to in the SER should be ready by the end of next year.

-) How frequently are the audits done to assess compliance with SOPs?

Audits to assess compliance with SOPs are carried out on a yearly basis.

5. Animal resources and teaching material of animal origin

-) How is GDPR managed using the electronic patient record systems? Do staff/students have access to all information? How is client confidentiality taken into account?

Both EASYVET and SIMBAVET employ stringent protocols for the secure transfer and storage of data and fully comply with the GDPR. In order to ensure that patient's records remain confidential, access is controlled, with students only being able to access and/or modify specific items. Please note that compliance with data protection is further stressed in the confidentiality agreement students must sign before the start of *Tirocinio*.

-) How is biosecurity ensured in and outside the university when transporting animals/ cadaver material?

In order to ensure the safety of personnel involved in the transportation of animals/cadavers, specific SOPs have been drafted. As a general rule, carcasses used within the necropsy room are considered by-products of animal origin (SOA) of category 1, as per Art. 8 Regulation (EC) No. 1069/09. As such, the ASL is responsible for supervising and verifying the structural requirements provided for by Regulation (EC) No. 142/2011, as well as for collection, conservation and disposal procedures, including cleansing and disinfection operations as per the above regulations.

As concerns transportation, carcasses proceeding from the VTH are delivered to the necropsy room following the procedures described in SOP 2 (collection and management of samples). Carcasses collected outside of the Campus are transported using appropriate vehicles authorized by ASL, as per Regulation (EC) No. 1069/09.

Animal remains resulting from necropsy examination are collected and handled according to SOP 1 (waste management). The disposal of SOA is carried out according to the procedures verified by ASL through an external contract company. Loading and unloading areas, including waste collection bins and containers, are regularly cleansed and disinfected according to both existing legislation and ad-hoc procedures drafted by the University.

Are there certain health standards clients need to comply with when admitting animals to the VTH?

A classification of patients based on their clinical conditions is carried out upon arrival at the VTH by veterinarians of the Emergency service. Should the veterinary deem it necessary, particular biosafety and biocontainment measures might be taken.

Please note that the isolation facility for both small and large animals is currently undergoing modernisation.

-) The Ruminant internship seems a standalone activity, what is the reasoning behind this and how does it benefit to course as a whole?

The reason why the ruminant internship may be seen as a standalone activity is that most of its activities are either carried out at the "Lucio Toniolo" Teaching Farm (stable) or external farms, unlike what happens with the companion animal and the equine *Tirocinio* (VTH). This notwithstanding, it should be highlighted that there are three main internship domains (companion animals, equine and ruminants), each with its own internal organisation, Training Project form, etc.

6. Learning resources

None.

7. Student admission, progression and welfare

-) Is MIUR the only one responsible for making the national admission test?
The responsibility for the drafting of the national admission test lies entirely with the MIUR.

-) Is the national admission test a general test (I.e. it is also used for other educations)?
No, it is specifically designed for veterinary medicine.

-) Who decides the rules governing the admission criteria for candidates with disabilities and learning difficulties
All rules concerning admission criteria for students with disabilities and learning difficulties are established by MIUR.

-) Have there been any appeal processes against the selection procedure in recent years?
Yes, a number of appeal processes have been submitted over the last few years (especially since a national ranking list of eligible students has been adopted)

-) Are annual influenza vaccinations offered to staff and students?
Influenza vaccinations are offered to staff only.

-) Is there a mandatory requirement for vaccination status of the students before starting practicals (e.g. tetanus)?
Tetanus and Hepatitis B vaccinations are mandatory before starting practical activities.

8. Student assessment

-) The Student-Staff Joint Teaching Committee (JTC);
What is the number of students and staff in this committee?
The JTC is composed of at least 8 members, among which are:
- At least three (3) teachers appointed by the School and selected among the Department's academic staff;
- The Director of the School Council

- One student for every teacher

The Director of the JTC is appointed from among its members.

Please, find below the current composition of the JTC:
Stefano MACOLINO, **Director** – DAFNAE Department
Luigi SARTORI, **Director of the School Council** – TESAF Department
Jacopo BOAGA , **Teacher** – Department of Geosciences
Paolo TAROLLI, **Teacher** –TESAF Department
Maria Elena GELAIN, **Teacher** –BCA Department
Rebecca RICCI, **Teacher** – MAPS Department
Cristina PEGGION, **Teacher** – Department of Chemical Sciences
Alessandra RAMPAZZO, **Teacher** – Department of Biology
Giulio BLASI, **Student** – Forestry and environmental technology
Simone VICENZI, **Student** – Food Science and Technology
Alessandro PISTORIO, **Student** – Agricultural Science and Technology
Sara FACCHINELLI, **Student** - Land and environment Science and Technology
Irene TREVISAN, **Student** – Veterinary Medicine
Martina OSSOLA, **Student** – Veterinary Medicine

How are students selected to this committee?
All students who are enrolled within the prescribed time may run for the position. Student representatives will eventually select the student/s to be appointed. Overall, in appointing such members, attention is given to ensure there's an equal distribution of representatives amongst the various degree courses.

In which way does the JTC have any influence on the assessment strategy?
The JTC is responsible for drafting an annual report including advice on critical issues. Such a report is first submitted to the Directors of the various degree courses who have a representation within the JTC and then presented during the GAV or DCC.

How does the JTC receive inputs?

There are several ways through which the JTC receive inputs. Among these are UniPD data, outcomes of the meetings with students, outcomes of the meetings with GAV, documents presented during the "Week for the Improvement of Teaching", outcomes of students' opinions questionnaires.

How do student representatives participate in scheduling examinations?
The annual exam timetable is thoroughly discussed and assessed by the GAV, taking into account the suggestions put forward by student representatives.

Which stakeholders are members of the GAV?
As of today, among the members of the GAV are two stakeholders: one companion animals external practitioner and one veterinarian from the veterinary public health service.

9. Academic and support staff

-) *SER p.63: 'Vacant hours will be assigned following specific competitions.'; please explain in more detail.*
Whenever a vacancy occurs, the Department Council publishes a public competition announcement, outlining the main criteria used for the selection procedure. Candidates' application will be assessed by an Exam Board composed of 3-5 professors from the academic discipline or academic recruitment field for which the public competition was announced. The members of the Exam Board are chosen by the Department Council and subsequently appointed by the Rector. Once all applications have been submitted, the Exam Board will assess the candidate's profile taking into account a number of parameters, including candidate's previous teaching experience (including student's evaluation of teacher performance) and curriculum, scientific publications, etc. If the candidate is suitable for the announced position, a contract will be drawn up.
It is worth noting that the aforementioned procedure only applies when it is not possible to assign such vacancies to internal academic staff members.

-) *How are staff, students and stakeholders involved in the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff?*
Whereas the involvement of staff and students takes place within the DC, that of stakeholders is limited to the assessing stage as members of the GAV, in compliance with national legislation.

-) *Where can we find a breakdown of the number of academic and support staff in the different departments with the number of students to be taught?*
Please find below the links to access detailed lists of academic and support staff of each department:
https://www.maps.unipd.it/category/ruoli/personale-docente
https://bca.unipd.it/category/ruoli/personale-docente

The ratio of the number of teachers to the number of students can only be provided taking into the degree course, and not the department to which the teacher belongs. The reason for this is that teachers involved in the veterinary curriculum may also teach in other degree courses.

10. Research programmes, continuing and postgraduate education

-) How is the selection of topics for the dissertation carried out? How many dissertations consist in a literature review? How many implicate experimental work?

Thesis proposals are published on the teacher's personal webpage. The selection of topics is based mostly on the department's particular line of research.

Overall, the vast majority of thesis (>80%) are experimental ones.

-) How is the offer of continuous education courses decided? Is there any strategy with regard to this issue?

Any decision concerning continuing education courses is made based on the evaluations undertaken by the Departments, taking into consideration the inputs from the local territory. Finally, the feasibility of the proposal is determined by UniPD.

Monitoring of activities proposed is implemented on an ongoing basis.

11. Outcome Assessment and Quality Assurance

Is the Establishment's QA system reviewed annually based on self-evaluation reports to be submitted to ANVUR?

Self-evaluation reports are course management documents and are drafted on a regular basis (please visit the following link for more information on annual and periodical review reports: https://www.agrariamedicinaveterinaria.unipd.it/en/teaching-quality). Such documents may not only be accessed by ANVUR but are also evaluated by the JTC, the University Quality Department and the University Evaluation Unit.

To further verify the compliance with the QA system, on-site visits by the Committee of Evaluation Experts (CEV) are carried out every five years.

-) Who initiated the strategic plan?
-) Which committee is responsible for the bi-departmental decisions regarding facilities, equipment and biosecurity procedures?

The strategic plan's focus is teaching. It is initiated by the DC of MAPS based on the suggestions put forward by the DCC, the various internal committees, the labor market and the EAEVE SOPs.

As the degree course does not have financial autonomy, the implementation of teaching activities (including academic staff) and biosecurity procedures falls within the competences of the departments; all aspects related to facilities are instead dealt with at the UniPD level.

For a more detailed description of the connections between the establishment and other governing bodies, please see Figure 1.1. (page 6) and Figure 1.2. (page 10).

-) Who decided that the strategic plan for the DCVM is acceptable?

The formal body responsible for deciding whether or not the DCVM is acceptable is the University of Padova through the University Quality Department, the Academic Senate and the Board of Administration.

-) Which committee is responsible for implementation, assessment and revision of policies for health and safety management for people and animals, including waste management

Every department with respect to its spaces and the Polo Multifunzionale for common spaces. The University acts as supervisor.

-) Who prepare, update and accept the SOPs describing biosecurity procedures in laboratories and during clinical services? Is the update process ad-hoc periodically or cyclic periodically?

SOPs are prepared, updated and accepted by the single department, taking into account the suggestions put forward by the degree course. This latter is then responsible for their dissemination and implementation. The update of SOPs is carried out on a yearly basis.

-) Who decided that students enrolled in the veterinary medicine curriculum must attend at least 50% of lectures and 80% of practical activities?

The degree course based on the suggestions put forward by the GAV.

-) Is there a Ph.D.-school? And if so, has it been evaluated by external evaluators?

As illustrated on page 67, there are two PhD programmes and three Specialization Schools. All Italian PhD programmes are subject to an annual national accreditation system, which is ran by ANVUR based both on teachers' scientific performance indicators and PhD students' performance indicators. The number of fellowship to be allocated per programme is established by UniPD.

As for Schools, the assessment is carried out by the *Osservatorio per la formazione specialistica post-lauream* (observatory for post-graduate specialised training)