University of Camerino
School of Biosciences and Veterinary Medicine

EAEVE
RE-VISITATION SELF EVALUATION REPORT 2024

Contents

List of acronyms & abbreviations

AY	Academic Year
CRUI	Conference of Rectors of Italian Universities
DCVM	Degree Course in Veterinary Medicine
EBVS	European Board of Veterinary Specializations
EPT	External Practical Training
FNOVI	Italian Federation of Professional Veterinary Associations
LACD	Large Animal Clinical Division
NRRP	National Recovery and Resilience Plan (in Italian PNRR)
PET	Practical-Evaluative Tirocinio
RSER	Re-visitation Self Evaluation Report
SACD	Small Animal Clinical Division
SBVM-bVM	School of Biosciences and Veterinary Medicine-branch of Veterinary Medicine
TeBAP	Degree course "Animal Welfare and Animal Production Technician"
VEE	Veterinary Education Establishment
VTH	Veterinary Teaching Hospital

Introduction

The School of Biosciences and Veterinary Medicine (Veterinary Education Establishment-VEE) of the University of Camerino underwent a full visitation from the ESEVT on the 24-28th of May, 2021, in accordance with the ESEVT SOP 2019, which was completed in agreement with the "Exceptional Rules for ESEVT Visitations linked to the COVID-19 outbreak". During the visitation, the ESEVT Visitation Team identified some deficiencies. Based on these observations, the Committee of ECOVE concluded on September 29th, 2021, that one of these deficiencies was considered a Major Deficiency, resulting in a Conditional Accreditation status. The major deficiency identified was "The VEE is not compliant with Substandard 4.4 because of absence of emergency services for ruminants in the VTH, which is not compensated by an alternative on-call service". Furthermore, eight minor deficiencies were recognized and listed by ECOVE.

The EAEVE accreditation process, including the Visitation, the Report and the interaction with the Team, has been an excellent opportunity to review and improve the teaching quality of the Establishment, following the standards established by the EAEVE. After ECOVE's final decision, the VEE intended to complete this process, deepening, understanding and implementing all the improvements suggested during the visit and reported in the final report.

To this end, immediately after receiving the preliminary report from the Visitation Team, the specific VEE-EAEVE Working Group started to plan and coordinate the necessary actions. The Re-visitation Self Evaluation Report (RSER) presents relevant information on actions taken to correct the major deficiency as well as to respond to minor deficiencies and relevant suggestions. We are confident that these actions will allow VEE to be fully compliant with EAEVE accreditation standards.

The present RSER is based on the ESEVT SOP 2019. As strongly suggested by the ESEVT Director during the last annual EAEVE experts webinar, the indicators are based on ESEVT indicators' table approved by ExCom in June 2023.

1. Correction of Major Deficiencies

1.1. Major Deficiency 1

Absence of emergency service for ruminants in the VTH, which is not compensated by an alternative on-call service.

1.1.1. Factual information

The Visiting Team highlighted the lack of an emergency service for ruminants not compensated by an alternative on-call service. Furthermore, the Visiting Team suggested adapting the LACD facilities and equipment to allow student to gain experience in individual ruminant clinical activities together with Herd Health Management and animal collectives (i.e. pregnancy diagnostics, vaccination, etc.).

An on-call service for ruminants has been established in the VTH since May 2022. A new member of academic staff (Dr Nicola Pilati) with expertise in ruminant medicine and surgery has been enrolled by the School of Biosciences and Veterinary Medicine-branch of Veterinary Medicine (SBVM-bVM) to perform clinical activities on individual ruminants and on-field activities.

He also supervises students during the intensive weeks (Tirocinio) specifically dedicated to Herd Health Management and animal collectives. This specific activity integrates the other practical activities on these topics included in different subjects of the Curriculum.

Three bovines are now available for students' practice. We set up a paper and an electronic register for the formal recording of the use of teaching animals. These animals are stabled in a new dedicated facility.

The VEE subscribed to an electronic repository of teaching materials on bovine clinics and herd health management named VetPro (www.vetpro.it). Both teachers an students from the first year of the curriculum can access VetPro.

A new structure for hospitalization of ruminants is under construction close to the current existing facilities of LACD, and the works will hopefully be completed by the end of 2024. This new facility will be furnished with the appropriate equipment for clinical and didactic activities on ruminants and include boxes for hospitalization, surgery room and isolation facilities.

1.1.2. Comments

The recruitment of one member of the academic staff dedicated to ruminants and his strong collaboration with the other colleagues led to an increase in clinical cases seen by students intramurally at the VTH and extramurally.

The new structure for hospitalization of ruminants required a first phase of research for the necessary funds, representing a considerable economic effort for the University. Furthermore, subsequent planning and design of the facilities were necessary, including geological assessments, feasibility studies, applications for permission and final design. Besides, the procedures necessary for building construction were slowed down because the municipality's companies and technicians were largely busy with post-earthquake reconstruction.

2. Correction of Minor Deficiencies

2.1. Minor Deficiency 1

The VEE was "partially compliant with Substandard 3.1.2 due to a suboptimal practical training, e.g. in physiology".

2.1.1. Factual information

The VEE was considered partially compliant with Substandard 3.1.2 because "the objectives of practicals in physiology and pharmacology" were "not clearly described in the learning outcome and they are limited to few manipulations done in farms or the VTH". "Practical classes of Chemistry and Biochemical Propaedeutics and Veterinary Biochemistry covered most of the fundamental laboratory techniques for the DCVM". It was suggested "to divide the teaching of these techniques into other subjects throughout the course (e.g., physiology, genetics, immunology), increasing their relationship with the different subjects covered, with more subject-specific approaches, increasing the students' learning potential in these different themes". It was also suggested to improve the contents of immunology, independently of microbiology, including specific practical laboratory classes.

To correct the partial compliance with Substandard 3.1.2 some changes have been made. The objectives of practical activities of pharmacology have been better defined. More practical activities have been carried out in addition to some activities carried out at the VTH. Examples of such activities carried out by students are reported below:

- Recall of drug measurement units and practical drug dose calculation exercises. Problem solving of drug dose calculation. Verification of learning through online game-based learning platform done individually and anonymously;
- Interactive illustration of the various pharmaceutical forms with the students, discussing the advantages/disadvantages of each formulation. Students practice recognizing the various pharmaceutical forms;
- Consultation of the main veterinary and human drug databases; research of active ingredients and therapeutic classes. Reading and interpretation of package inserts and summaries of drug characteristics;
- Introduction of pharmacovigilance through slides prepared by the Ministry of Health. The teacher assigned each group an adverse reaction attributable to a drug, for which the students filled in the adverse reporting form available on the ministerial website;
- Practice preparing the drugs to be injected. Discussion and viewing of videos illustrating enteral (tablets and syrups), parenteral (subcutaneous, intramuscular, intravenous) and local (eye drops and aerosol) administration of drugs in various species of veterinary interest.

The objectives of practical activities of physiology have been better defined and more laboratory-based work has been carried out. Examples of the activities carried out by students are reported below:

- Work with healthy dogs on human-animal approach, visual communication, and clicker training technique;
- Application of correct procedures for approaching, handling and determining physiological parameters in horses, dogs, sheep, rabbits, and cows;
- Autonomous work on selecting and classifying various behavioral observation techniques by viewing animal videos on the computer;

- Autonomous work on behavioral observations of video of standardized behavioral tests performed on dogs using the scan sampling method with the help of a data collection form, entering the data on the PC, and processing them in Excel sheets.

The suggestion to divide the teaching of fundamental laboratory techniques now taught in the course Chemistry and Biochemical Propaedeutic and Veterinary Biochemistry "into other subjects throughout the course (e.g., physiology, genetics, immunology), increasing their relationship with the different subjects covered, with more subject-specific approaches, increasing the students' learning potential in these different themes" is addressed by a double approach. First, fundamental laboratory techniques are thought in the course "Biochemical methodologies" (first semester, second year); second, most of these techniques are also approached and further contextualised in following teaching courses and Tirocinio were appropriate.
The contents of immunology have been improved by increasing the hours of lectures and laboratory based work in the course Veterinary Microbiology and Epidemiology, which is the course where immunology must be mainly taught according to the Italian Ministerial Decree of 4th October 2000.

2.1.2. Comments
According to Italian laws (e.g., Ministerial Decree 4th October 2000), veterinary immunology is included in the Academic Discipline VET/05 – Infectious diseases of animals, which includes immunology, microbiology, epidemiology, infectious diseases, avian pathology, etc. For this reason, in Italy most lectures of immunology are taught during the course of Microbiology. The hours of physiology are devoted to teaching other topics that are not taught in other courses.

2.1.3. Suggestions for improvement
The availability of a larger laboratory, which is under construction, will allow to perform new laboratory activities. Availability of more funds and support staff would support teachers to perform more laboratory activities. Changing the name of the course "Microbiology and epidemiology" to "Microbiology, immunology and epidemiology" could explain better the contents of this course. This change has been approved by the School of Biosciences and Veterinary Medicine Council and will be in force starting from the AY 2024/2025.

2.2. Minor Deficiency 2
The VEE is partially compliant with Substandard 3.1.4 due to a suboptimal clinical training in food-producing animals and integration of herd health management teaching.

2.2.1. Factual information
The commission noted a suboptimal clinical training in food-producing animals and integration of herd health management teaching. They suggested introducing a specific assessment of herd health management in the logbook and final examination, such as a report produced on a farm and/or interpretation of herd health data.
This should be under the supervision of an academic member of staff.
As suggested, we enrolled one academic staff member to teach herd health management; with him students carry out professional practical training (Tirocinio) in bovine and small ruminants clinic and, in general, herd health management, at the VTH and extramurally.

2.2.2. Comments
We addressed the deficiency regarding the presence of an academic member who would teach students the theoretical and practical aspects of ruminant clinics and herd health management. This allowed students to carry out many more practical activities on these topics (see 1.1.1). We filled the gap formed by the transfer of a teacher (academic staff) shortly before the EAEVE visit, even though the other extramural and EPT providers remained. In the ongoing AY 2023/2024, Italian Law (Interministerial Decree n. 652 of 5th July 2022, https://www.mur.gov.it/sites/default/files/2022-07/Decreto%20Interministeriale%20n.%20652%20del%205-7%202022.pdf) introduced an important reform of the study program which is now directly qualifying for the practice of the veterinary profession. The current Tirocinio (now called Practical-Evaluative Tirocinio) is based on a National Syllabus (at the time of drafting this document, it is still in the definition phase) which contains, among other things, mandatory activities on food-producing animals and herd health management. Considering this, the study plan of the Degree Course has been revised and the programs of some courses have been integrated, also resulting in the renaming of some of them.

2.2.3. Suggestions for improvement
The availability of the new building of the VTH for cattle will allow further improvement in the clinical training of food-producing animals (see 1.1.1).

2.3. Minor Deficiency 3
The VEE is partially compliant with Substandard 3.6 due to a suboptimal EPT organisation.

2.3.1 Factual information
EPT providers in the clinical areas are qualified practitioners, who must undergo specific training activities organised as an e-learning course.
The student must present a project called "training project" which must be signed by the practitioner supervising the EPT and then sent to the UNICAM relevant Office. The student is then covered by an insurance. EPT providers and students evaluate each other at the end of the activity by means of specific questionnaires.
All activities related to the traineeship, including EPT, are coordinated by the teachers responsible for clinical Tirocinio. As reported above, starting from the AY 2023/2024, the current Tirocinio has been re-organized in the PET, which specifically provides for intramural and extramural and EPT activities. However, even in the AY 2022/2023 students carried out an intensive EPT week (part of the Tirocinio) on a voluntary basis on specific topics, under an agreement with an EPT provider. Besides, they have a paper logbook where they sign every practical activity they underwent during intensive weeks (Tirocinio).

2.3.2. Comments
The Tirocinio regulations have changed and the internship activities will be mandatory and partly carried out outside of VEE and independently (EPT).

2.3.3. Suggestion for improvements
We believe we have adequately addressed this minor deficiency, but we will continue to monitor student feedback to assess their level of satisfaction.

2.4. Minor Deficiency 4
The VEE is partially compliant with Substandard 3.7 due to a suboptimal EPT organization.

2.4.1. Factual Information
The visit team observed that "Students were made aware of the EPT activities thanks to the academic in charge of the EPT supervision but do not choose their EPT providers. The procedures carried out during the EPT activities could be better understood by the students. Students record their activities in their logbook. Specific forms are used to assess the EPT activity and to provide feedback".
As reported in 2.3 some changes have been made regarding EPT organization.

2.4.2. Comments
In the year 2022 Italian legislation on Tirocinio has changed (Interministerial Decree n. 652 of 5th July 2022, available at the Ministerial website https://www.mur.gov.it/sites/default/files/2022-07/Decreto%20Interministeriale%20n.%20652%20del%205-7%202022.pdf), therefore we have been able to better differentiate clinical activities based on the species and to include one week of practical EPT activities. Students now will take control for their own learning and prepare their EPT activities, in fact during the clinical training they choose the EPT providers and sign an agreement with them.
There is a specific logbook dedicated to EPT activities.

2.4.3. Suggestions for improvement
We believe we have adequately addressed this minor deficiency, but we will continue to monitor student feedback to assess their level of satisfaction.

2.5. Minor Deficiency 5
The VEE is partially compliant with Substandard 4.1 due to no formal recording of the use of teaching animals.

2.5.1. Factual information
The Visiting Team noticed the absence of formal registration for the use of animals employed for teaching/experimental purposes and related procedures. Formal registration of these animals has now been addressed using a dedicated file present on the main computer of the LACD. A paper register is also available. All procedures performed on animals are recorded in these registers, including date, animal identification and the number of participating students. They can be consulted by all staff members, to plan activities in respect of animal well-being.

2.5.2. Comments
The control of animal well-being regarding teaching animals was in the past guaranteed by planning the practical activities among the staff members involved in clinical teaching, in order to avoid too frequent use of the same animals. However, the use of the registers makes possible to certify the effective use and allows the teachers to precisely verify the activities carried out.

2.5.3. Suggestions for improvement
Since June 2021 we have been recording every use of animals involved in teaching activities.

2.6. Minor Deficiency 6

The VEE is partially compliant with Substandard 4.9 due to a suboptimal use of personal protective equipment for necropsy and some farm work.

2.6.1. Factual information:

As noticed by the visiting team "The design and size of some facilities do not facilitate or allow for proper application of adequate biosafety standards. This is particularly a problem in the current microbiology laboratory.

On the other hand, although the minimum biosecurity requirements are met in the necropsy room, academic, support staff and students do not have boots for exclusive use in this facility. There are no showers in the changing room, and the design of the facility does not guarantee that the necropsy room can be isolated and that users can be adequately decontaminated in case of contamination with an infectious disease".

First aid equipment is now present in all operating rooms and comprehensive signalment for biosecurity has been integrated.

Regarding the necropsy room:

- a renovation of the entire structure was planned by the specific University building commission (Technical Office - Surveyor Dr. Tomassetti and Engineer Dr. Marucci), in accordance with the suggestions given by the 2021 Visiting Team;
- the structural changes to the Dissecting Room and the Food Inspection Room have recently been approved by the Rector and the University Administration Council and they will be realized soon;
- the modifications to the structure will guarantee the possibility for users of correct and adequate decontamination, in case of contact with infected or potentially infected cadavers.

Finally, the self-protection and biosafety procedures in the necropsy room have been improved and integrated. In fact, it has been envisaged that in the renovated and expanded building, it will be possible to have a changing room where students will be able to leave their boots, once sanitized.

Regarding farm work, personal protective equipment is freely provided to the student. Disposable shoe covers, coat and gloves are available at the reception of the VTH (SACD).

A new microbiology laboratory will be soon available.

2.6.2. Comments

The disposable personal protective equipment for students is provided by the individual teacher at every practical session. Students are previously informed regarding the correct clothes they need and are responsible to ensure they are properly equipped for the specific practical activity. It must be highlighted that students receive specific courses of 4 (basic) and 12 (high risk) hours on safety in work places, including biosecurity.

2.6.3. Suggestions for improvement

Considered that the interventions were definitively approved and included in the University budget only in November 2023, it is hoped that the planned works will be carried out in a short time.

2.7. Minor Deficiency 7
Partial compliance with Substandard 6.3 due to a suboptimal skill lab.

2.7.1 Factual information
As indicated in the Visitation Report, the Visiting Team suggested "gradually developing a fully equipped skill lab with the support of teaching staff".
The first step to realize the suggestion was to locate a suitable space to set up the skills lab; meanwhile, some equipment has been acquired. Considering that no space inside the VTH was wide enough to accommodate the lab, an alternative solution had to be found. Lecture Hall E located in the Teaching Block (Block 3) - Building D was pinpointed as the best solution. Unfortunately, being a classroom for the lectures of the three-year degree course in "Technician of Animal Welfare and Productions", it will not be available for such a purpose before the completion of the new Building A located in the Teaching Block (Block 3), where some new lecture halls are going to be realized. Therefore, a temporary solution has been proposed by asking the students about the possibility of setting up the skills lab in the Student Room located on the ground floor of the San Sollecito building until Lecture Hall E becomes available. The students agreed with this solution preferring to have the skills lab in advance and supported the proposal. So, the skills lab was temporarily located in the Student Room on the ground floor of the San Sollecito building and it has been fully operational since February 2024. It has been arranged with some tables and cabinets containing several devices and equipment used by students for skills lab activities.

The following material has been acquired:

- venipuncture-cannulation and injection training simulators equipped with a blood flow conduction simulation (#2 workstations);
- laparoscopy simulators (#2 workstations);
- pad for practicing surgical ligatures (#2 workstations);
- pad for practicing surgical sutures (#2 workstations);
- surgical table (#1 workstation);
- stuffed animals for bandaging, muzzling and putting the Elizabethan collar on;
- one puppet head for intubation;
- one negativescope for viewing analogic radiographs;
- simulation of a scrubbing room (with gloves and gowns, and sink) (#1 workstation);
- one pc with Argo (VTH clinical recording system) program.

The relevant procedures are reported next to each station.
Students have access to the skill lab on Tuesday and Thursday afternoons from 3pm to 6pm and are supervised by academic staff. Once a week, a technician monitors that everything is in order. The skill lab can accommodate a maximum of 12 students at a time. The access is booked through the student tutors.

2.7.2. Comments
As acknowledged by the Visiting Team, the setting up of a fully equipped skill lab takes time and is necessarily gradual. The first reason is that it requires a considerable investment in terms of money to purchase the necessary and useful equipment and devices, even though some expensive ones can be replaced also using poor and nonspecific materials and items. The second reason is that the progressive

set up allows the identification of the real needs of the specific training path and the acquisition of real purpose-oriented equipment and devices, avoiding unnecessary and often very expensive items. Last but not least, the skills lab must be well organized and integrated within the training path, avoiding overlaps, excess workload for staff and students, overuse of spaces, etc.
It will be possible only after moving the lab to the definitive location; then, the available space and its arrangement will be clearer.

2.7.3. Suggestions for improvement

The skill lab will be gradually improved and adjusted according to the needs that will arise during the training path, especially in the early years.
Further investments must be also provided by the School/University in light of such improvement.

2.8. Minor Deficiency 8

Partial compliance with Substandard 9.2 due to a suboptimal academic staffing in food-producing animals teaching and support staffing in nursing care.

2.8.1. Factual information

No plan to support staff in obtaining European recognised specialist (EBVS) qualifications has been put into place so far. Nevertheless, teaching staff is often encouraged to undertake such a training process, but it is still up to a personal decision, given no career nor economic incentive. Furthermore, as already reported in the SER 2021, the status of European Diplomate is not officially recognized as a valuable title in public exams in Italy, therefore vets belonging to public institutions are not motivated to undergo such a demanding process, except for personal (and obviously professional) satisfaction.
Regarding the suggestion of appointing qualified and experienced academic staff in production animals and herd health management, one new teaching staff member was appointed in 2022 to supervise training in this area, especially for carrying out practical activities. In addition, to give a more specific drive to the clinical training in food-producing animals and herd health management teaching, some arrangements of lectures and Tirocinio (professional practical training) activities have been set up also according to the new syllabi developed by FNOVI (Italian Federation of Veterinary Professional Chambers) in agreement with the Conference of Italian Departments of Veterinary Medicine and the Conference of Rectors of Italian Universities (CRUI) due to the establishment of the new qualifying degree in VM which started in the present AY 2023/2024.
As for support staff in nursing care, the School of Biosciences and Veterinary Medicine-branch of Veterinary Medicine (SBVM-bVM) contracted two new support staff members devoted to animal care, particularly for equines and food-producing animals and one in small animals

2.8.2. Comments

Due to the lack of official recognition for European Diplomas in Italy, it will be not easy to find a clear strategy for increasing the number of College Diplomates but enrolling already diplomate staff, giving priority to this aspect at the time of enrolment. Anyway, it is not always possible.
The enrolment in 2022 of the new teaching staff unit for clinical training in food-producing animals and herd health management allowed for the improvement and better organization of student activities in these areas, just as the enrolment of the new two support staff members did.

Considering the difficulties faced by the Italian universities until a few years ago in training specific figures to cover nursing care positions in the veterinary profession, as already widely reported in the SER 2021, it is important to highlight that in AY 2021/2022 a new three-year degree course ("Technician of animal welfare and animal production") has been activated at the SBVM-bVM to graduate technicians devoted to animal welfare and animal production aiming also at increasing the number of professionals who can potentially cover such positions.
Compared to the situation identified by the Commission during the last visit to our School, a qualified veterinary nurse technician who takes care of nursing activities has currently been hired at the SACD (Dr. Pamela Conti). In addition to this, 2 positions of Nursing Technician have been established at LACD.

2.8.3. Suggestions for improvement

Certainly, it is necessary to keep on encouraging teaching staff to undertake residency programmes to become Diplomates. It will be more difficult to increase the number of Diplomates directly enrolling such figures.
The improvement of staff (both teaching and support) in clinical training in food-producing animals and herd health management is a priority that must be considered in the next strategic plan, especially when the new building for the housing and hospitalization of food-producing animals will be fully operational. This objective will be achieved also by activating at least one PhD programme with this specific target. Starting from the end of the 2023-2024 Academic Year, we will have graduate nursing technicians who will be able to contribute, with the medical staff, to the VTH activities.

2.9. Minor Deficiency 9

The VEE is partially compliant with Substandard 10.3 because of suboptimal numbers of students involved in postgraduate programs.

2.9.1. Factual information

In the SBVM-bVM there are two Schools of National Specialisation (180 ECTS in 3 years) in "Hygiene and Control of Fishery and Aquaculture Products" (enrolling almost 20 colleagues every 3 years) and "Animal Health, Breeding and Production" (enrolling almost 25 colleagues every year). These Schools are addressed only to veterinarians.
The 3 years 'One Health' curriculum's doctoral program enrols a number of students that is determined annually.
A second level Master Degree Postgraduate Programs in "Management of Coastal Areas and Aquatic Resources" and in "Veterinary Cardiology" are ongoing respectively since AY 2015/2016 (at least 10 graduated students) and since AY 2021/2022 (45 graduated students).
Ever since 2010, the VTH has been receiving certain funds from local Institutions (Marche Region) for the financing of 10 fellowships, in order to support the 24h emergency service. These fellowships are assigned, through a public selection procedure, to recently graduated veterinarians, who must apply, and are selected on the basis of an evaluation by a Commission appointed from among the teaching staff belonging to the VTH. This activity aims at helping young veterinarians to approach the professional practice, contemporarily supporting the activity of the VTH, especially during night shifts. This can help improve the educational process, particularly by improving the emergency skills of both, veterinarians and students. They play a professional support role, allowing the hospital to perform the 24h service.

There are not EBVS residency programmes in place but the SBVM-bVM has been recognised as a satellite training centre for the European College of Aquatic Animal Health.
Although the SBVM-bVM has not been able to completely correct the lack of Residency programs, we have introduced correctives that can help create a mentality that promotes entry into postgraduate programs. Moreover, the doctorate positions have been increased and we have modified the typology of the intern's fellowship to emphasize personal medical skills.

2.9.2. Comments

After the last EAEVE evaluation, in 2023 the SBVM-bVM has successfully enhanced the enrolment of PhD candidates. The indicators reported in the SER 2021 showed 3 PhD students in the AY 2017/2018, 1 in the AY 2018/2019 and 3 in 2019/2020. The upward trend is evident in the past years with 7 PhD students in the AY 2020/2021, 8 in the AY 2021/2022 and 8 in the AY 2022/2023.
Furthermore, there has been the addition of one EBVS Diplomate - European Specialist in Veterinary Microbiology to SBVM-bVM team. We are also planning to participate in a Microbiology residency program in the coming years because the SBVM-bVM has been recognised as a satellite training centre for the European College of Veterinary Microbiology.
Starting from the AY 2023/2024 the internship program changed and we have welcomed 6 interns with "junior fellowships" in VTH - Small Animal and 1 intern along with 2 technical staff members in VTH-Large Animal. Additionally, 2 interns with "senior fellowship" are focusing on "Internal Medicine" and "Critical Care". All of them will participate in Internship program, exposing them to the possibility of future EBVS Residency opportunities.
Two courses of "Gastroenterology" and "Diagnostic Cyto-Pathology' for graduates have been activated through the collaboration of the SBVM-bVM with an external private subject (Faber Formazione; https://fad.faberformazione.it).
In addition, a post-graduate second level international Master in "Orthopaedics and Orthopaedic Traumatology of Small Animals" will start in the AY 2023/2024 with 20 participants.

2.9.3. Suggestions for improvement

The number of PhD students should be increased, thus the School is encouraging the teaching staff to submit proposals to get more grants to enrol postgraduates, including PhD students.
The two satellite EBVS training centres have been achieved with the aim of enrolling EBVS-residents. We have made significant efforts to engage students in experimental thesis, providing them with opportunities to participate in research projects and contribute to scientific publications. Encouraging a research-oriented mindset can foster increased interest in national postgraduate programs and EBVS-approved programmes. Additionally, involving students in the process of scientific publication helps to develop valuable relationships with external partners for securing research funds.

3. ESEVT Indicators

3.1. Factual information

ESEVT Indicators

Name of the VEE:		**School of Biosciences and Veterinary Medicine**			
Name & mail of the VEE's Head:		**Roberto Canullo, roberto.canullo@unicam.it**			
Date of the form filling:		**January 15 2024**			
Raw data from the last 3 complete academic years		**Year -1**	**Year -2**	**Year -3**	**Mean**
1	n° of FTE teaching staff involved in veterinary training	40,19	43,03	42,03	41,75
2	n° of undergraduate students	286	279	258	274,33
3	n° of FTE veterinarians involved in veterinary training	32,32	32,98	33,33	32,88
4	n° of students graduating annually	19	34	24	25,67
5	n° of FTE support staff involved in veterinary training	23,98	22,46	22,82	23,09
6	n° of hours of practical (non-clinical) training	702	702	702	702
7	n° of hours of Core Clinical Training (CCT)	806	806	806	806
8	n° of hours of VPH (including FSQ) training	513	513	513	513
9	n° of hours of extra-mural practical training in VPH (including FSQ)	75	75	75	75
10	n° of companion animal patients seen intra-murally	1380	1530	1920	1610
11	n° of individual ruminant and pig patients seen intra-murally	23	8	15	15,33
12	n° of equine patients seen intra-murally	120	83	128	110,33
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	61	80	68	69,67
14	n° of companion animal patients seen extra-murally	45	50	60	51,67
15	n° of individual ruminants and pig patients seen extra-murally	361	256	95	237,33
16	n° of equine patients seen extra-murally	25	20	10	18,33
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	50	12	10	24,0
18	n° of visits to ruminant and pig herds	49	27	13	29,67
19	n° of visits to poultry and farmed rabbit units	10	12	7	9,67
20	n° of companion animal necropsies	59	56	55	56,67
21	n° of ruminant and pig necropsies	42	34	32	36,0
22	n° of equine necropsies	9	4	5	6,0
23	n° of rabbit, rodent, bird and exotic pet necropsies	146	166	134	148,67
24	n° of FTE specialised veterinarians involved in veterinary training	13,15	13,29	13,81	13,42
25	n° of PhD graduating annually	1	1	3	1,67

ESEVT Indicators

Name of the VEE:	**School of Biosciences and Veterinary Medicine**
Date of the form filling:	**January 15th 2024**

	Calculated Indicators from raw data	**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,152	0,15	0,13	0,026
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,281	0,84	0,63	0,651
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	0,899	0,88	0,54	0,359
I4	n° of hours of practical (non-clinical) training	702,000	953,50	700,59	1,410
I5	n° of hours of Core Clinical Training (CCT)	806,000	941,58	704,80	101,200
I6	n° of hours of VPH (including FSQ) training	513,000	293,50	191,80	321,200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	75,000	75,00	31,80	43,200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	64,740	67,37	44,01	20,730
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	9,844	18,75	9,74	0,104
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	5,013	5,96	2,15	2,863
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	3,649	3,11	1,16	2,489
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	1,156	1,29	0,54	0,616
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,377	0,11	0,04	0,332
I14	n° of companion animal necropsies / n° of students graduating annually	2,208	2,11	1,40	0,808
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1,403	1,36	0,90	0,503
I16	n° of equine necropsies / n° of students graduating annually	0,234	0,18	0,10	0,134
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	5,792	2,65	0,88	4,912
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,523	0,27	0,06	0,463
I19	n° of PhD graduating annually / n° of students graduating annually	0,065	0,15	0,07	-0,005

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

3.2. Comments

After the last EAEVE visit, we immediately tried to address the highlighted deficiencies and enlisted one academic staff member to manage clinical activity on ruminants and increase the teaching work carried out together with students on food producing animals. He started in June 2022 and his teaching activity became fully operational in AY 2022/2023. We also understood that we made several mistakes in recording and counting patients, so we paid more attention to the statement that "each patient must be officially recorded in the electronic patient record system of the VEE and must be individually examined/treated by at least one student under the supervision of at least one staff member. Patients seen during EPT are not factored into the Indicators".
All the indicators show positive outcomes, regarding ruminants and pigs they slightly exceed the minimum limit, although AYs 2021/2022 and 2020/2021 had a negative impact due to COVID emergency and the absence of the academic staff member dedicated to ruminants.

An increase in large animal necropsies can be also observed, thanks to the closer collaboration between LACD and pathologists.

Regarding PhDs, in the three last years we have enrolled many more PhD students than in the past, however they will start to graduate in this AY 2023/2024.

It must be clarified that the number of students graduated in AY 2022/2023 (year -1) is partial because the last graduation section will be held in the mild of march 2024 and final value will be included in the indicators of the next interim report.

3.3. Suggestions for improvement

Although after the last EAEVE visit the MUR has increased by 50% the number of students enrolled in the first year of DCVM (from 45 to 65 students) and therefore the number of graduates will proportionately grow, having understood our past mistakes, we are confident to be able to maintain a positive trend of the indicators in the future.