



RE-VISITATION SELF EVALUATION REPORT

EAEVE Re-visitation
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5-6 March
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ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
DEPARTMENT OF VETERINARY MEDICAL SCIENCES

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Introduction

The VEE of the University of Bologna underwent ESEVT full visitation from 4th to 8th March 2024. The Visitation team identified 9 commendations, 7 minor deficiencies, and 1 major deficiency. The recommendation to ECOVE was for the status of “pending accreditation”.

Areas worthy of praise identified:

- Committed staff focused on high-quality Education, Research, and Clinical Services
- Robust Quality Assurance culture aligned with EAEVE, ANVUR, and ISO Standards
- Effective collaborations with local institutions and companies
- Efficient student exchange programme
- Well-established equine neonatology facilities
- Comprehensive biosecurity policy, which is effectively taught and communicated
- Rich and diverse E-Resources for students and staff
- Highly dedicated and competent Staff for the Skill Lab
- Wide array of EBVS Diplomates and Residency Programmes.

Minor deficiencies identified:

- The VEE is partially compliant with Standard 3.1.3 because of suboptimal practical training in dentistry.
- The VEE is partially compliant with Standard 3.1.3 because of suboptimal pre-clinical and clinical training in rabbits, rodents, pet birds and exotic pets.
- The VEE is partially compliant with Standard 4.4. because of suboptimal on-call service for ruminants.
- The VEE is partially compliant with Standard 4.8. because of suboptimal organisation of student transportation for extramural CCT.
- The VEE is partially compliant with Standard 5.1. because of suboptimal number of ruminant and pig necropsies.
- The VEE is partially compliant with Standard 7.5. because of suboptimal remediation procedures for students who do not progress within the expected timeframe for the degree.
- The VEE is partially compliant with Standard 8.5. because of a suboptimal quality control of the student logbooks.

Major deficiency identified:

- The VEE is not compliant with Standard 3.1.4. because of insufficient clinical training in individual ruminant medicine.

Following the full visitation, the EAEVE Committee began analysing the causes of the major deficiency, identifying actions to be taken and relevant staff members to be involved in the process. Similarly, an evaluation of the minor deficiencies was conducted, distinguishing between those that can be resolved in the short term and those requiring a more extended timeframe.

The EAEVE Committee reported its findings to the recently elected VEE Head, who, after taking office on 3 May 2024, added newly appointed collaborators to the working group to advance the process.

On 29 May 2024 the ECOVE final decision confirmed the Visitation team’s recommendation for the status of pending accreditation. While the VEE initially intended to request a revisit as early as October 2024, the Head, in consultation with the Liaison Officer, the new EAEVE Officer, and the involved staff members, determined that scheduling the revisit for March 2025 would be more

appropriate. This decision allowed sufficient opportunity to address the actions needed to resolve the major deficiency effectively and accommodated delays resulting from the recent changes in the VEE governance. Additionally, it allows the Re-visitation Team to review the progress made during the first five months of the AY 2024-25. The formal re-visitation agreement was signed by the VEE on 16 September 2024.

In this Re-visitation Self Evaluation Report (RSER), the team provides evidence of how the major deficiency identified during the visitation has been corrected, along with several of the minor deficiencies, while processes are ongoing to resolve the remaining ones.

1. Correction of Major Deficiencies

1.1. Major Deficiency 1: The VEE is not compliant with Standard 3.1.4. because of insufficient clinical training in individual ruminant medicine.

1.1.1. Factual information

Following the identification of the major deficiency by the Visitation Team, the VEE began addressing the suggestion reported in the Final Report: *"The VEE should find a strategy to improve the individual clinical training in ruminants that all students receive."* A thorough self-assessment was initiated evaluating the overall students' educational path related to clinical training in ruminants. The first evidences were the lack of diseased animals in the VEE, together with the need to coordinate and harmonise teaching activities on ruminants. To efficiently address this situation, the following strategic actions were identified:

- Hospitalise a significant number of diseased ruminants at the VEE, as this is considered crucial for developing effective tutoring in ruminant medicine training ("Buiatria project").
- Reorganise the CCT planning to include rotations at the Cattle and Small Ruminants Clinical Service (BUIATRIA) Service and on-call shifts for all students.
- Recognise all clinical training in individual ruminant medicine that take place at the Experimental Teaching Farm (ETF) and at the National Institute of Artificial Insemination (NIAI).
- Enhance the effectiveness of extramurally training during clinical activities with cattle practitioners, maximising student exposure to common clinical cases.

Priority was therefore given to the development of the "Buiatria Project", which aimed to:

1. Recruit sick animals from local cattle farms, either through on-call ambulatory clinic or for temporary hospitalisation at the BUIATRIA Service facilities, where they would be examined, treated, and used for student training.
2. Allocate adequate resources for the transport, care, and management of the hospitalised animals, as well as for improvement works on the facilities, and the involvement of support staff.
3. Utilise housed animals for clinical training and teaching activities during 3rd, 4th, and 5th years courses. Include rotations at the BUIATRIA Service in the 5th year CCT, where students actively participate to the care and management of hospitalised patients.

Between June and July 2024, the academic staff of the BUIATRIA Service took responsibility for establishing a network of local cattle farms willing to participate in the project and prepared the necessary conditions to begin the flow of animals starting on 1 September 2024. Upon arrival, the animals are examined by the academic staff and housed in the BUIATRIA Service facilities, where they receive daily care with the active involvement of students enrolled in 5th year CCT. These animals are also available for the practical classes of the 3rd, 4th, and 5th year courses dealing with individual ruminant medicine and surgery. Recovered animals are expected to be discharged within a month to make room for new patients; in the event of death, they are directed to the Pathology Service, where students enrolled in the CCT can follow the animal clinical case through. A target of 5 animals per month (excluding August and December) has been set as suitable for the educational needs. The remaining months of 2024 have been used to assess the full potential of this initiative for training purposes, including gathering feedback from student representatives as well as directly from individual students who voluntarily engaged in the daily activities involving hospitalised patients.

The BUIATRIA Service staff also identified the necessary adjustments and equipment to improve the conditions of the animal housing facilities and reached out to suitable companies to obtain quotes for the associated expenses. The upgrades are expected to be completed by early 2025.

The allocation of financial resources necessary to launch and sustain this project over time was discussed in different meetings of the DIMEVET Board, which approved the following allocations:

€46,000 for annual operational costs related to the care and management of the animals (9 October 2024), €5,500 for a tutoring contract to support the clinical and teaching activities of the Service (19 November 2024), and €29,000 for extraordinary expenses aimed at upgrading the facilities (18 December 2024).

The activities scheduled during the CCT module on large animals were reorganised starting in the AY 2024-25 to enhance the training in individual ruminant medicine provided to each student. Rotations now include four weekdays dedicated to clinical activities on ruminants. Students participate in the clinical care activities conducted at the BUIATRIA Service during the first part of the morning (approximately 8:00 am to 10:00 am) and in the late afternoon (approximately 4:00 pm to 5:00 pm). During the remaining hours of the day shift, they remain on-call for emergencies at the ETF or at local farms affiliated with the BUIATRIA Service. Throughout day shifts at the BUIATRIA Service, students are also involved in the care of goats and kids housed in the VEE's goat barn, as well as in managing disease outbreaks, which, though not very frequent, may include locomotor, digestive, and metabolic syndromes. Students also carry out routine procedures such as vaccination and parasite prophylaxis. Night on-call shifts (8:00 pm to 8:00 am) are scheduled for four weekdays and one weekend. Throughout these shifts, students are available to respond to emergencies involving either cattle, whether from the ETF or hospitalised at the BUIATRIA Service, or horses hospitalised at the VTH. Additionally, the three ambulatory clinic days that each student spends with cattle practitioners at local farms are maintained, ensuring exposure to a wide variety of clinical cases and scenarios. Cattle practitioners have been encouraged to involve students as much as possible in common cases, particularly those related to respiratory and gastrointestinal diseases, which are foundational to clinical practice. On the final day of the month, each student is required to present and discuss a clinical case in which they participated.

To further strengthen clinical training on ruminants, students in small groups participate in at least one morning of hands-on activities with the calves housed at the ETF as part of their CCT rotations. During these sessions, they actively engage in clinical examinations, perform blood sampling to evaluate immunity transfer, and assess colostrum quality. These activities add to the care provided to the cows at the facility, which has been enhanced by the introduction of on-call duties as part of the student rotations, as previously mentioned.

Additionally, during the visit to the NIAI, scheduled as part of the CCT rotations in reproduction, students participate in clinical examinations, breeding soundness evaluations, and ultrasound examinations on small ruminants housed at the facility.

The monitoring of the outcomes of these initiatives, along with any necessary adjustments, will be included in the annual review of the Degree Programme starting from the AY 2024-25.

1.1.2. Comments

The VEE invested significant efforts and resources into the actions outlined in the "Buiatria Project", recognising them as an essential strategy for strengthening the clinical training of students in ruminant medicine, both in quantitative and, more importantly, qualitative terms.

The three-month trial period, which concluded on 30 November 2024, produced positive outcomes in terms of the organisation and sustainability of the project. Over this period, 17 animals were seen (including patients admitted at the BUIATRIA Service and on-call cases attended to at local farms), in line with the established target. Most of these cases involved animals suffering from respiratory or gastrointestinal conditions. Each patient was individually recorded in the patient record system in use at the BUIATRIA Service: a summary of the key data collected, along with the educational activities in which each case was used, is provided in [Appendix 1](#). Most of these animals unfortunately passed away during hospitalisation and were subsequently referred to the Pathology Service, contributing to the increase in necropsy caseload for food-producing animals and, consequently, aiding in the resolution of the related minor deficiency.

With the CCT for the AY 2023-24 having concluded, the recruitment of new cases will resume at the beginning of January 2025, coinciding with the first month of the renewed CCT in large animals for the AY 2024-25. Students will be divided into four small groups (with a maximum of three participants per group) to ensure individual hands-on training while upholding appropriate biosecurity and animal welfare standards. This also offers the medical staff broader support from students, covering most days, nights, and weekends throughout the month. We are confident that including day and night on-call shifts involving ruminants in the new schedule will help address the minor deficiency identified during the visitation. [Appendix 2](#) provides an overview of the activities scheduled during the "large animals" rotations and the planned calendar for the first three months of 2025.

As briefly mentioned above, the hospitalised patients associated to the "Buiatria Project" are not only involved in CCT activities, but also serve as a valuable resource for the practical classes of various courses scheduled in both the first and second semesters of the 3rd, 4th, and 5th years. [Appendix 3](#) outlines the timing of these activities, highlighting how students are exposed to a diverse range of cases even before the CCT.

The student community showed appreciation for this project, as demonstrated by the proactive engagement of a group of students who, since its launch, requested the opportunity to participate in voluntary extracurricular clinical activities within the BUIATRIA Service.

Additionally, students from IVSA (International Veterinary Students Association) Bologna are currently organising a conference dedicated to ruminant medicine, with a specific focus on collateral diagnostic techniques. The event will include hands-on sessions supervised by the guest specialist, for which the students have requested permission to utilise housed animals, further demonstrating the project's potential.

To conclude, we acknowledge that the term "large animals" is considered outdated, as equines are now classified as companion animals, while ruminants fall under food-producing animals. In the current curriculum, this terminology is used solely for organisational purposes in structuring CCT rotations across different areas and species, without implying any substantive educational connection. However, in alignment with the 2023 ESEVT SOP and the suggestions from the visiting team, the recently revised curriculum, set to be implemented in the AY 2025-26, features a complete reorganisation of CCT. This includes a clear distinction between rotations in companion animals (including horses) and those in food-producing animals.

2. Correction of Minor Deficiencies

2.1. Minor Deficiency 1: The VEE is partially compliant with Standard 3.1.3 because of suboptimal practical training in dentistry.

2.1.1. Factual information

According to the ESEVT Full Visitation final report, *"It is also suggested that the VEE improve student opportunities for practical training in the dentistry of companion animals including cats, dogs and horses."*

The VEE addressed the deficiency by splitting the actions for dogs/cats and for horses.

For dogs and cats, it has been decided to open a small animal dentistry service at the VTH. For this purpose, the academic staff of the VTH has already identified an experienced practitioner specialised in this field, who agreed to take on the role and perform clinical activity at the VTH at least twice a month. A formal contract with the practitioner is scheduled to be issued at the beginning of 2025, to become effective as soon as possible. This initiative will give students the opportunity to participate in routine dental procedures as part of their CCT rotations in companion animals.

To expose students to equine dentistry procedures, the VEE has decided to insert dedicated activities in the CCT rotations. An opportunity has been identified to utilise the mares housed at the National Institute of Artificial Insemination (NIAI). The VEE is establishing a tutoring contract with an experienced practitioner to support educational activities on basic equine dentistry, to be carried out at the NIAI at least twice a month. The CCT rotations in equine clinics is being therefore enhanced to include small group activities at the NIAI, aligned with the presence of the specialist and under the supervision of academic staff.

2.1.2. Comments

The activation of the small animal service at the VTH will ensure that all students gain hands-on experience in companion animal dental procedures, participate in dentistry-specific seminars, and engage with interactive case studies, aligning with the other specialties covered during the CCT rotations. Furthermore, this initiative will broaden the clinical services offered by the VTH to the local community, significantly increasing the dentistry caseload in addition to the current oral and maxillofacial cases, which primarily involve oncological and trauma patients.

As an additional outcome of this collaboration, the VEE has been proposed as the host for the 35th European Congress of the European Veterinary Dental Society, in 2028. Specifically, the VEE has been selected as the venue for the wet lab sessions during the pre-congress courses. This event will provide a valuable opportunity for students to engage with a high-level international dentistry congress and broaden their professional exposure.

The NIAI is a recognised international centre for animal reproduction, hosting mares from across Europe. It ensures a consistent caseload of 60-70 patients each year during the breeding season. Additionally, 10 resident mares are housed at the centre year-round. This guarantees an adequate number of cases for teaching purposes during the CCT rotations.

2.1.3 Suggestions for improvement

To further enhance student exposure to advanced dentistry procedures in small animals, the VEE has explored the possibility of establishing agreements with select external facilities in the region. These would provide students, with a particular interest in this field, the opportunity to receive more comprehensive training during their EPT.

It is noteworthy that the recently revised curriculum, scheduled for implementation in the AY 2025-26, will include a comprehensive reorganisation of the CCT rotations. This reorganisation will feature

an increased number of clinical rotations, including enhanced exposure also to companion animal dentistry.

2.2. Minor Deficiency 2: The VEE is partially compliant with Standard 3.1.3 because of suboptimal pre-clinical and clinical training in rabbits, rodents, pet birds and exotic pets.

2.2.1. Factual information

According to the ESEVT Full Visitation final report, *"It is suggested that the VEE increases practical exposure to exotic pets (especially rabbits and rodents) throughout the course, including handling, husbandry and CCT."*

This minor deficiency has been addressed through a comprehensive review of the facilities, staff, and teaching activities related to exotic pet medicine. To adequately support preclinical training, the VEE has identified on-campus facilities to be used for housing healthy exotic pets, including rabbits, rodents, and tortoises. An animal housing facility already equipped with suitable cages to accommodate rabbits and rodents will be available by mid-2025. Similarly, an outdoor tortoise enclosure has been established in the external area of the Wildlife Veterinary Centre, to accommodate healthy tortoises.

Currently, the staff dedicated to exotic pets includes a limited number of academic staff, with only one specialised extensively in this field. To significantly support his activities, the VEE has designated a dedicated technician, who began their role in June 2024. With the aim of exposing students to sick exotic pets, the VEE takes advantage of the activity of the Wildlife Veterinary Centre, which saw an increase in the caseload of these pets during 2024 (62 patients in total, including mammals, birds, and reptiles). Some of these cases were filmed during examinations and archived as educational material alongside their medical records.

Based on the number and variety of recorded cases, the current CCT in avian diseases and wildlife and exotic animals diseases has been slightly modified to have each group of students spending at least half a day on exotic pets. Additionally, to ensure all students gain adequate exposure to medicine and surgery for these species, the current training activities at the extramural exotic animal hospital will be maintained for the ongoing academic year. The revision and optimisation of the CCT in the current curriculum will be completed in the AY 2025-26.

Furthermore, in recent months the VEE has renewed the Veterinary Medicine curriculum, with a focus on the care and management of exotic pets. The implementation will take effect in the AY 2025-26 and will include teaching activities dedicated to these species. These activities will take full advantage of the new facilities mentioned above and will encompass the following courses:

1st year:

- "Safe handling and restraint of animals" (part of the integrated course "Anatomy of species of veterinary interest – 1")
- "Systematic and comparative veterinary anatomy IV" (part of the integrated course "Anatomy of species of veterinary interest – 2")
- "Ethology and behaviour of the species of veterinary interest" (part of the integrated course "Zoology and ethology of the species of veterinary interest")

2nd year:

- "Physiology of fish, birds, and exotic pets" (part of the integrated course "Husbandry and welfare of the species of veterinary interest - 1")

3rd year:

- Integrated course "Pathology and necropsies"

4th year:

- "Avian and rabbit Pathology", "Pathogen ecology in wildlife and medicine of exotic companion animals", and "Parasitic diseases of dogs, cats, horses, and exotic pets" (parts of the integrated course "Transmissible diseases 2 and veterinary public health")
- Integrated course "Medicine and surgery of dogs, cats, and exotic pets – 1"
- Integrated course "Medicine and surgery of dogs, cats, and exotic pets – 2"

2.2.2. Comments

The VEE acknowledges that one of the current curriculum's shortcomings is the limited training in exotic pets. To address this, the new curriculum has been specifically designed to include a vertical thread dedicated to these species. This comprehensive approach covers key pre-clinical areas, including anatomy, physiology, husbandry, welfare, and safe handling and containment, progressing to clinical training in transmissible diseases, medicine, and surgery. The complete reorganisation of CCT, which envisages an increased number of clinical rotations, will ensure optimal clinical training in exotics pets. Additionally, among the seminars offered to students and delivered by external practitioners, the involvement of a specialist in rabbit husbandry and medicine has already planned. Additionally, students with a particular interest in this field will have the opportunity to voluntarily join the daily rotations of care and husbandry for the housed rabbits and rodents. This will provide them with greater involvement with these species while also offering valuable support to the VEE staff.

2.2.3 Suggestions for improvement

Agreements, such as the one in place with the Exotic Animal Hospital, will be maintained and extended to other similar facilities, providing students with the opportunity to enhance their training in this field during their EPT.

2.3. Minor Deficiency 3: The VEE is partially compliant with Standard 4.4. because of the suboptimal on-call service for ruminants.

2.3.1. Factual information

According to the ESEVT Full Visitation final report, *"It is suggested that the VEE review its provision of on-call services for production animals to ensure that it fully complies with the requirements of Standard 4.4."*

As previously described in Section 1, "Correction of Major Deficiencies", the "Buiatria Project" has also addressed the suboptimal on-call service for ruminants. To provide students with greater exposure to on-call cases, the reorganisation of the large animals CCT now allows for:

- On-call service offered to local farms and the Experimental Teaching Farm (ETF) on weekdays (8.00 am to 5.00 pm) with the involvement of students on rotation. Each student attends four shifts during the month.
- Night on-call shifts (8:00 pm to 8:00 am) to respond to emergencies involving either cattle, whether from the ETF or hospitalised at the BUIATRIA Service, or horses hospitalised at the VTH. Each student attends a total of six night on-call shifts during the month (four weekdays and one weekend).
- Ambulatory clinic on-call cases, available depending on the work schedule of hired bovine practitioners. Each student attends three ambulatory clinic shifts during the month.

2.3.2. Comments

This improved ruminants rotations, now incorporating on-call shifts, are part of the initiatives introduced by the "Buiatria Project", which we believe effectively addresses this minor deficiency.

To keep track of student exposure to on-call cases, the recently updated Logbook now includes a dedicated section to record patients seen during ambulatory clinic activities, specifying whether the case was scheduled or on-call, as well as the pathology observed.

2.3.3 Suggestions for improvement

At the end of the AY 2024-25, the teacher responsible for the large animals CCT and the CCT Officer will review the recorded data and report to the DPQAC to determine if any further implementations are needed.

It is also worth mentioning that the recently revised curriculum, set to be implemented in the AY 2025-26, features a complete reorganisation of CCT, which envisages an increased number of clinical rotations, including on-call shifts for the different species.

2.4. Minor Deficiency 4: The VEE is partially compliant with Standard 4.8. because of suboptimal organisation of student transportation for extramural CCT.

2.4.1. Factual information

According to the ESEVT Full Visitation final report, *"It is suggested that the VEE review the provision of transport for students to ensure better coordination and support."*

Following the ESEVT visitation, student representatives were involved in the discussion to understand the root causes of student concerns and explore possible remedial actions. Both parties agreed that providing student transport to extramural facilities was not a viable option, as most external placements (e.g. slaughterhouses, farms) can accommodate only two students at a time. Therefore, it was agreed that a suitable solution would be to put in place a reimbursement policy for travel expenses incurred by students to reach such facilities.

In collaboration with the VEE Administrative Services, a procedure to implement this agreement was set-up in compliance with Unibo's regulations and approved by the Department Board on 18 December 2024. The details of the reimbursement policy will be defined in early 2025 and subjected to scrutiny and approval by the Department Board as part of the budget forecast for the next year, with the policy set to take effect in the AY 2025-26.

Meanwhile, to reduce travel expenses for students during extramural CCT activities, the CCT rotations in food safety and quality were reviewed starting from the AY 2024-25. The number of external visits was reduced and replaced with internal activities, thereby maintaining the same number of training hours. Similarly, hired practitioners were informed and encouraged to plan ambulatory clinic activities with students at farms located closer to the VEE whenever possible.

2.4.2. Comments

The VEE acknowledges the challenges students face when using their own vehicles to reach external placements. However, the educational benefits of small-group teaching in a workplace setting remain a key aspect of our Degree Programme and are valued by both students and tutors, ensuring the high quality of our training. This strategy represents an optimal compromise for supporting student transport to extramural facilities in the current scenario.

2.4.3 Suggestions for improvement

In view of the complete reorganisation of Core Clinical Training within the new curriculum starting in the AY 2025-26, further optimisation of extramural activities is anticipated.

2.5. Minor Deficiency 5: The VEE is partially compliant with Standard 5.1. because of suboptimal number of ruminant and pig necropsies.

2.5.1. Factual information

According to the ESEVT Full Visitation final report, *"It is suggested that the VEE develop a strategy to increase the number of cattle and pig necropsies."*

The renovation of the necropsy room was completed in July 2024, becoming fully operational on 1 September 2024. This coincided with the restart of CCT rotations after the summer break, allowing enrolled students to make full use of the new facility. At the same time, students were exposed to an increased number of necropsies carried out by the Pathology Service. During the last quarter of CCT rotations (September-November 2024), 47 necropsies were performed on food-producing animals, including 14 on ruminants and 33 on pigs.

Based on the positive feedback from students, the VEE has also decided to keep ongoing the agreement with the Istituto Zooprofilattico Sperimentale della Lombardia e dell'Emilia Romagna (IZSLER) in Bologna. This allows students to increase their exposure to necropsies of wild animals.

2.5.2. Comments

Although the renovation works took longer than expected, the necropsy room is now fully operational, providing students with a caseload that ensures satisfactory pathology training on all animal species. This is confirmed by the data recorded during the first months of CCT activities, which gives a positive projection for the full academic year, largely exceeding the minimum values for all ESEVT indicators.

Moreover, the organisation of the Pathology Service has been improved to align the daily activities of the duty pathologists with student rotations, enabling students to follow the cases through and experience the routine work of the diagnostic service.

The rotation at the IZSLER enriches student training with additional workplace-based experience.

2.5.3 Suggestions for improvement

During the AY 2024-25 the necropsy caseload is being monitored quarterly to confirm the positive trend in the indicators. At the end of the AY, the CCT Officer and the responsible of the Pathology Service will review the caseload and report to the DPQAC to identify any necessary corrective actions, if required.

2.6. Minor Deficiency 6: The VEE is partially compliant with Standard 7.5. because of suboptimal remediation procedures for students who do not progress within the expected timeframe for the degree.

2.6.1. Factual information

According to the ESEVT Full Visitation final report, *"It is suggested that a strategy be developed to provide individualised support to students who have exceeded (or are at risk of exceeding) the time required to complete their degree ("out-of-course" students)."*

Out-of-course students have represented a significant challenge for the VEE in recent years and have been closely monitored over time. Although national regulations allow only limited latitude for manoeuvre, remedial solutions have been implemented in the past, though they have only partially succeeded in mitigating the issue. Following the ESEVT Full Visitation, the DP Director, the EAEVE Officer, and the newly appointed VEE Head, supported by the Department's Teaching Services, collaborated closely to implement the following corrective actions:

- A 180-hour *ad hoc* tutoring contract has been introduced to provide individualised support to students at risk of exceeding the standard time required to complete their degree and out-of-course students, starting from the AY 2024-25. Furthermore, three additional 140-hour tutoring contracts have been introduced to assist students during their career, including challenges in progressing with their studies, and two students have been appointed as their representatives.
- Seminars and workshops specifically dealing with the improvement of student study skills have been organised with the support of Unibo's Guidance Services and have been offered to all students, including out-of-course students. In 2025, new workshops will be organised with a special focus for out-of-course students.
- A comprehensive review of the curriculum was conducted over the past 18 months, leading to the Department Board's approval of a new curriculum on 18 December 2024, that will be implemented in the AY 2025-26.

2.6.2. Comments

Securing additional resources from Unibo's Guidance Services to fund, starting from the AY 2024-25, a dedicated tutoring contract for Veterinary Medicine students underscores the VEE's commitment to supporting the student learning process and addressing challenges in academic progression. This role involves maintaining regular contact with students facing delays in their academic progress, organising individual meetings and review sessions on Microsoft Teams, and providing periodic updates to the DP Coordinator, DPQAC, and, when necessary, individual academic staff members on the progress and outcomes of these activities. Serving as a key liaison between these students and teaching staff, the tutor will also facilitate exam planning and promote flexibility in accessing teaching activities. Moreover, the tutor is tasked with creating a virtual space to share supplementary materials, such as recordings and additional materials, designed to complement, rather than replace, the official e-learning platform of the VEE.

The opportunity to activate three additional tutoring contracts for guidance and support to students at any stage of their studies, through a project won by the VEE within the "Plans for Guidance and Tutoring" initiative by the Italian Ministry for University and Research, further strengthens the strategy currently being implemented.

The tutors are also responsible for maintaining communication with Unibo's Guidance Services and are involved in the organisation of formative events aimed at strengthening the student learning process. Two events focused on time management and learning strategies were held in November, led by an experienced educational specialist.

The appointment of out-of-course student representatives, introduced in AY 2023-24, marked a significant step in supporting this group. The two representatives created and now manage a WhatsApp group to keep out-of-course students informed about exam sessions and other initiatives,

as well as to gather feedback and raising concerns with the DP Coordinator and faculty members. As of this year, they also serve as the primary interface for the above-mentioned tutors.

Delays in student progression were identified as a significant issue affecting the old curriculum, making this a key focus in the design of the new one. The revised curriculum is built on principles that aim to enhance continuity and integration across disciplines throughout the curriculum, reduce teaching hours per ECTS, and prioritize active, student-centred learning over traditional lecture-based approaches. These elements aim to better support students in achieving learning outcomes and progressing smoothly through their studies. Notably, student representatives were actively involved throughout the redesign process, offering valuable insights to identify and address potential barriers to academic advancement.

Although the effectiveness of the new curriculum in facilitating student progression and preventing them from falling behind can only be assessed over time, it is worth noting that data from the most recent academic year confirm the ongoing trend of a progressive and steady decrease in the number of students who are not performing adequately, as observed in recent years. The VEE believes that the actions outlined above will complement previous initiatives, contributing significantly to preventing delays in student progression and further reducing the number of out-of-course students. Finally, Unibo's "PassoPasso" (Step-by-Step) project, aimed at identifying, engaging, and supporting students whose academic progression has stalled or significantly slowed down, could yield further results in the near future. The initiative has already proven effective during the pilot phase conducted in the Department of Engineering and will be expanded in 2025 to include other selected degree programmes, including Veterinary Medicine. The key steps of the initiative are as follows: 1) Analysis Phase: identification of delayed academic progress, categorized by increasing levels of criticality (this analysis has already been completed); 2) Email Communication: sending an email to the entire student body of the Degree Programme, allowing for opt-out requests; 3) Targeted Email Communication: sending targeted emails to one or more groups identified based on levels of criticality; 4) Individual Phone Calls: conducting personalised outreach through specialised staff; 5) Proposed Intervention and Support Path: offering tailored support and initiating a recovery plan, which may include educational, advisory, or psychological interventions based on the needs identified.

2.6.3. Suggestions for improvement

Collecting direct feedback on the tutoring system, as well as on the selection and content of the courses offered will allow the DPQAC to assess the value of these actions and determine whether they should be maintained or if corrective measures are needed. At the same time, the annual review of ministerial indicators on the number of out-of-course students will provide indirect evidence of their long-term efficacy.

2.7. Minor Deficiency 7: The VEE is partially compliant with Standard 8.5. because of a suboptimal quality control of the student logbooks.

2.7.1. Factual information

According to the ESEVT Full Visitation final report, *"It is suggested that the VEE review and improve its policies and procedures for recording and auditing clinical activity using a logbook system to improve quality assurance in this area. To facilitate this, it is suggested that the VEE prioritise the implementation of their updated digital logbook, ensuring that activities monitored better facilitate the development of soft skills by students."*

Immediately after the appointment of the new EAEVE, Teaching, and CCT Officers by the DIMEVET Head at the beginning of May, a short-term working group was established to address this minor deficiency. Following consultation with the Degree Programme Director, the responsible members of staff for the different CCT modules, and student representatives, the following corrective actions were identified:

- Update and improvement of the student logbook content, based on feedback from the responsible staff for each CCT module. A QA-controlled identification system has been added to keep track of the different versions of the logbook, providing evidence of the latest version in use.
- A dedicated SOP (see [Appendix 4](#)) was developed with the support of the VEE's Teaching Services to establish the complete cycle for the student logbook. This includes the logbook's collection by the student, its proper completion, validation, and return.
- For QA purposes, starting from the AY 2024-25 the Degree Programme Quality Assurance Committee annually collects and analyses trends in student activities completion to ensure that students are meeting D1C standards and identify gaps to be addressed in the annual review of the Degree Programme.

2.7.2. Comments

The VEE has implemented these strategies starting from the AY 2024-25. In particular, 4th year students will receive the updated version of the logbook in February 2025 and will use it throughout their 4th and 5th years CCT rotations. Fifth year students received the updated version of the logbook in November 2024 and will use it for their 5th year CCT rotations and any remaining 4th year CCT activity, while still keeping the previous version for those activities already recorded.

For an improved tracking of extramural activities carried out at local ruminant farms and at the exotic clinic, these are now directly recorded in dedicated sections that have been included in the new logbook.

Starting from the current academic year, it is mandatory for students to achieve all the "core" skills listed for each CCT rotation and attend at least 80% of the activities. The final signature of the module organiser certifies the completion and fulfilment of the respective rotation. Upon completion and certification of all CCT rotations by the respective module coordinators, students return their logbooks, and the proper validation of all rotations is verified on the dedicated page.

The completed logbooks are collected monthly and securely stored by the Teaching Services. At the end of each academic year, they are delivered to the DPQAC for analyses of trends in student activities, including monitoring completion rates and identifying areas for future curriculum developments, ensuring that all students achieve the D1C. Feedback from the DPQAC is shared with the DP Director, EAEVE, CCT, and Education Officers to identify corrective actions, which are incorporated into the annual review of the Degree Programme.

This review process ensures continuous monitoring and improvement of the QA system for CCT rotations, with updates to the logbook made whenever necessary.

The acquisition and assessment of soft skills are integrated throughout the delivery of the curriculum in different contexts. Most soft skills are developed and evaluated during practical classes and

individual course examinations, while few others are inherent to clinical activities and are therefore assessed daily during CCT rotations.

2.7.3. Suggestions for improvement

Although the logbook has recently undergone significant improvements, it remains paper-based, which implies a number of limitations that could be overcome by a fit-for-purpose digital tool. Such a tool would enable a faster and more accurate data recording, reducing the likelihood of human errors, and allow real-time tracking of student progress throughout their studies. While awaiting the release of EAEVE guidelines for developing this type of tool, the VEE is also evaluating the feasibility of acquiring suitable software. Given the significant costs involved, a potential collaboration with the Department of Medicine and Surgery of the University of Bologna, which shares similar needs for its educational activities, is being explored.

3. ESEVT Indicators

3.1. Factual information (*Updated data based on the last three academic years*)

The updated indicators reported here include the AY 2021-22, 2022-23 and 2023-24.

Raw data from the last 3 complete academic years		2023-24	2022-23	2021-22	Mean
1	n° of FTE teaching staff involved in veterinary training	103.9	106.4	100.9	103.7
2	n° of undergraduate students	605	554	517	558.7
3	n° of FTE veterinarians involved in veterinary training	84.8	83.5	81.0	83.1
4	n° of students graduating annually	66	62	79	69.0
5	n° of FTE support staff involved in veterinary training	90.1	77.3	76.3	81.2
6	n° of hours of practical (non-clinical) training	705	705	705	70.0
7	n° of hours of Core Clinical Training (CCT)	800	800	800	800.0
8	n° of hours of VPH (including FSQ) training	366	366	366	366.0
9	n° of hours of extra-mural practical training in VPH (incl. FSQ)	107	107	107	107.0
10	n° of companion animal patients seen intra-murally	6827	6402	6517	6582.0
11	n° of individual ruminant and pig patients seen intra-murally	171	147	149	155.7
12	n° of equine patients seen intra-murally	493	489	496	492.7
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	62	28	48	46.0
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	1406	1785	412	1201.0
16	n° of equine patients seen extra-murally	112	96	74	94.0
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	137	229	91	152.3
18	n° of visits to ruminant and pig herds	175	226	92	164.3
19	n° of visits to poultry and farmed rabbit units	9	13	21	14.3
20	n° of companion animal necropsies	186	138	201	17.0
21	n° of ruminant and pig necropsies	45	26	85	52.0
22	n° of equine necropsies	16	6	14	12.0
23	n° of rabbit, rodent, bird and exotic pet necropsies	132	85	94	103.7
24	n° of FTE specialised veterinarians involved in veterinary training	35	33	30	32.7
25	n° of PhD graduating annually	17	22	11	16.7

Calculated Indicators from raw data	VEE values	Median values	Minimal values	Balance
I1 n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.186	0.150	0.126	0.060
I2 n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.204	0.840	0.630	0.574
I3 n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.177	0.880	0.540	0.637
I4 n° of hours of practical (non-clinical) training	705.000	953.500	700.590	4.410
I5 n° of hours of Core Clinical Training (CCT)	800.000	941.580	704.800	95.200
I6 n° of hours of VPH (including FSQ) training	366.000	293.500	191.800	174.200
I7 n° of hours of extra-mural practical training in VPH (including FSQ)	107.000	75.000	31.800	75.200
I8 n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	95.391	67.370	44.010	51.381
I9 n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	19.662	18.750	9.740	9.922
I10 n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	8.502	5.960	2.150	6.352
I11 n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	2.874	3.110	1.160	1.714
I12 n° of visits to ruminant and pig herds / n° of students graduating annually	2.382	1.290	0.540	1.842
I13 n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.208	0.110	0.045	0.163
I14 n° of companion animal necropsies / n° of students graduating annually	2.536	2.110	1.400	1.136
I15 n° of ruminant and pig necropsies / n° of students graduating annually	0.754	1.360	0.900	-0.146
I16 n° of equine necropsies / n° of students graduating annually	0.174	0.180	0.100	0.074
I17 n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1.502	2.650	0.880	0.622
I18 n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.473	0.270	0.060	0.413
I19 n° of PhD graduating annually / n° of students graduating annually	0.242	0.150	0.070	0.172

3.2. Comments

The indicators are globally positive over the three-year observation period, in many cases above the median values. A large number of staff members are actively engaged in veterinary training. Most academic staff are veterinarians, including numerous specialised professionals, and the support staff has grown significantly over the past year following a Unibo hiring initiative. Also, the number of PhD graduates maintains consistently high over time.

The numbers of patients, visits, and necropsies is still adequate across all species and categories, with the only indicator showing a negative balance remaining, as in the 2020-23 observation period, the one concerning ruminant and pig necropsies. The prolonged renovation of the necropsy facility, which extended well into the AY 2023-24, inevitably affected the caseload for these species. However, as outlined in the relevant section of this document addressing this minor deficiency, the full resumption of activities in September 2024 has already demonstrated that the provided caseload will be more than sufficient to exceed the minimum requirements starting from the AY 2024-25.

3.1. Suggestions for improvement

Considering the various measures implemented to correct the major deficiency and address some of the minor deficiencies identified by the visiting team, it is crucial in the short term to assess their efficacy, including through the relevant numerical indicators.

Finally, it is worth noting that the new curriculum, starting in the AY 2025-26, has been designed with consideration for the ESEVT indicators related to the different types of training. It will therefore include an increased number of hours dedicated to practical and hands-on training throughout the programme.

Glossary

AY: Academic Year

CCT: Core Clinical Training

DB: Department Board (*Consiglio di Dipartimento*)

DIMEVET: Department of Veterinary Medical Sciences

DP: Degree Programme (*Corso di Studio*)

DPD: Degree Programme Director

DPB: Degree Programme Board

DPQAC: Degree Programme Quality Assurance Committee

EAEVE: European Association of Establishments for Veterinary Education

EPT: Elective Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ETF: Experimental and Teaching Farm

FSJC: Faculty-Student Joint Committee

NIAI: National Institute for Artificial Insemination (*INFA*)

Unibo: University of Bologna

VEE: Veterinary Education Establishment

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Appendices

Appendix 1. Summary of ruminant patients seen during the three-month trial period of the "Buiatria Project" and overview of the educational activities in which each case was used.

ID	Admission	Discharge	Disease	Educational activities involved
091/24	28/11/2024 On-call	28/11/2024 On-call	Congenital cranium defect	- EPT - Small group of voluntary 5th year students
090/24	26/11/2024	26/11/2024	Fracture	- EPT - Small group of voluntary 5th year students - Necropsy
040/20 (caprine)	25/11/2024	27/11/2024	Neurologic syndrome	- EPT - CCT - Small group of voluntary 5th year students - Necropsy
089/24	14/11/2024	21/11/2024	Pneumonia	- EPT - CCT 5th year course "Large Animals Clinical Internal Medicine and Therapy" - Necropsy
088/24	01/10/2024 On-call	03/10/2024 On-call	Fracture	- EPT - CCT - Necropsy
087/24	17/10/2024	03/12/2024	Diarrhoea	- EPT - CCT 5th year course "Large Animals Clinical Internal Medicine and Therapy"
086/24	17/10/2024	20/10/2024	Diarrhoea	- EPT - CCT 5th year course "Large Animals Clinical Internal Medicine and Therapy"
084/24	27/09/2024	15/10/2024	Congenital anophthalmia; Patella luxation	- EPT - CCT 5th year course "Large Animals Clinical Internal Medicine and Therapy" 4th year course "Semeiotics and Surgical Pathology of Large Animals" 3rd year course "Clinical Methods in Veterinary Medicine" 5th year course "Necropsy Techniques and Post Mortem Diagnosis"
083/24	18/09/2024	03/12/2024	Diarrhoea; Pneumonia	- EPT - CCT (Sep-Oct) 5th year course "Large Animals Clinical Internal Medicine and Therapy"

082/24	18/09/2024	16/10/2024	Rumen drinking	• EPT • CCT (Sep-Oct) • 5th year course "Large Animals Clinical Internal Medicine and Therapy" • 4th year course "Semeiotics and Surgical Pathology of Large Animals" • 3rd year course "Clinical Methods in Veterinary Medicine" • 5th year course "Necropsy Techniques and Post Mortem Diagnosis"
081/24	18/09/2024	03/12/2024	Diarrhoea and Omphalitis; Surgery; Pneumonia	• EPT • CCT (Sep-Oct) • 5th year course "Large Animals Clinical Internal Medicine and Therapy" • 4th year course "Semeiotics and Surgical Pathology of Large Animals" • 3rd year course "Clinical Methods in Veterinary Medicine"
078/24	13/09/2024 On-call	13/09/2024 On-call	Pneumonia Sent for necropsy	• EPT • Necropsy
077/24	12/09/2024 On-call	12/09/2024 On-call	Pneumonia Sent for necropsy	• EPT • Necropsy
076/24	09/09/2024 On-call	09/09/2024 On-call	Pneumonia Sent for necropsy	• EPT • Necropsy
075/24	09/09/2024 On-call	09/09/2024 On-call	Pneumonia Sent for necropsy	• EPT • Necropsy
072/24	06/09/2024 On-call	24/09/2024 On-call	Pneumonia Sent for necropsy	• EPT • Necropsy
057/24	06/09/2024 On-call	13/09/2024 On-call	Pneumonia Sent for necropsy	• EPT • Necropsy
054/24	02/09/2024	02/09/2024	Pneumonia	• EPT • CCT • Necropsy

Appendix 2. Monthly activities scheduled during the new large animals CCT starting from the AY 2024-25 and planned rotations for groups A-B-C-D for the first three months.

CODE	ROTATION	No.	DESCRIPTION
EW	Equine weekday shift	3	8:00-20:00
EWE	Equine weekend shift	2	8:00-20:00
RI	Ruminants intramural	4	8:00-10:00; 16:00-17:00; on-call ETF + Extramural
RE	Ruminants extramural	3	7:00-13:00
OCW	On-call weekday night	4	20:00-8:00
OCWE	On-call weekend night	2	20.00-8.00
CAS	Final day	1	Cases presentation and discussion

JAN 2025	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
EW						B	C	D					C	A	D					A	C	B					A	D	B		
EWE				D	D						A	A					B	B							C	C					
RI						D	A	B	C	D				D	B	A	C				B	C	B	A			C		D	A	
RE1													AD		A					BD		D									
RE2													AD			BC				BD			AC						B		
RE3													AD			BC				BD			AC						B		
RE4																BC							AC						B		
RE5														B	A						D							C			
OCW						C	D	A	B	C				C		D	A				A		D	B			B	A	C	D	B
OCWE				A	A							B	B						C	C					D	D					
CAS																															All

FEB 2025	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
EW				B	C	D				C	A	D					A	C	B					A	D	B		
EWE	D	D						A	A						B	B						C	C					
RI			D	A	B	C	D				D	B	A	C				B	C	B	A			C		D	A	
RE1										AD		A					BD		D									
RE2										AD			BC				BD			A/C						B		
RE3										AD			BC				BD			A/C						B		
RE4													BC							A/C						B		
RE5											B	A						D							C			
OCW			C	D	A	B	C				C		D	A				A		D	B			B	A	C	D	B
OCWE	A	A						B	B						C	C						D	D					
CAS																											All	

MAR 2025	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
EW			B	C	D					C	A	D					A	C	B					A	D	B					
EWE								A	A							B	B						C	C					D	D	
RB			D	A	B	C	D				D	B	A	C				B	C	B	A			C		D	A				
RE1										AD		A					BD		D												
RE2										AD			BC				BD			A/C						B					
RE3										AD			BC				BD			A/C						B					
RE4													BC							A/C						B					
RE5											B	A						D						C							
OCW			C	D	A	B	C				C		D	A				A		D	B			B	A	C	D	B			
OCWE								B	B						C	C						D	D					A	A		
CAS																											All				

Appendix 3. Scheduling and scaffolding of teaching activities making use of the hospitalised patients from the "Buiatria Project" throughout the academic year.

Y	COURSE/CCT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
3 rd	Clinical Methods in Veterinary Medicine												
4 th	Semeiotics and Surgical Pathology of Large Animals												
4 th	Semeiotics and Internal Medicine of Large Animal												
5 th	Large Animals Clinical Internal Medicine and Therapy												
5 th	Veterinary Surgery												
5 th	Necropsy Techniques and Post Mortem Diagnosis												
5 th	Core Clinical Training in Internal Medicine and Therapy												
5 th	Core Clinical Training in Veterinary Surgery												
5 th	Core Clinical Training in Veterinary Pathology												

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Appendix 4.

MANAGEMENT OF THE LOGBOOK OF THE CORE CLINICAL TRAINING OF THE DEGREE PROGRAMME IN VETERINARY MEDICINE

List of distribution

Staff	Name and Surname	Signature	Date
	(Insert only if recipients are not available via email)		
VEE staff			

Prepared	Date	Verified	Date	Approved	Date
A. Balboni	10/12/2024	A. Barbarossa	10/12/2024	M. De Rogatis	27/12/2024

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Annex 1: Return Form for the CCT logbook of the Degree Programme in Veterinary Medicine

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AIM

This Standard Operating procedure (SOP) aims to define the management of the Core Clinical Training (CCT) logbook of the Degree Programme in Veterinary Medicine. The attendance, skills and competences acquired during the CCT are recorded by the student, evaluated, and countersigned by each teacher (tutor) and certified by teachers responsible for the different CCT modules in the logbook.

REGULATORY REFERENCES

- LAW n. 163, 08/11/2021;
- Interministerial Decree n. 652, 05/07/2022;
- DR n. 658_2020 General UNIBO Regulations for CCTs;
- PG SD 001 - Organization and processes of the DIMEVET teaching services
- PG SD 002 - Management of CCTs in the DIMEVET teaching services

DEFINITIONS AND ABBREVIATIONS

Logbook: booklet received by fourth-year students of the Degree in Veterinary Medicine in which, for each CCT module, there are specific spaces to record daily attendance and specific spaces to record the skills and competences to be acquired, distinguished between “core” (mandatory for all) and “additional” (optional).

Student of the Degree Programme in Veterinary Medicine (student): student enrolled in the Degree Programme in Veterinary Medicine at DIMEVET.

Core Clinical Training (CCT): mandatory training experience provided in the curriculum of the Degree Programme in Veterinary Medicine which includes practical activities carried out at internal or external facilities of DIMEVET.

CCT: Core Clinical Training

DIMEVET: Department of Veterinary Medical Sciences

Logbook: CCT booklet

STS: CCT staff of the DIMEVET teaching services

TS: DIMEVET teaching services

VEE: Veterinary Education Establishment

STAFF QUALIFICATIONS

Staff involved in the management of CCT, whose tasks and responsibilities are briefly defined in the Excel file annexed to the **PG SD 002** and **PG SD 001**. In particular:

- Students of the Degree Programme in Veterinary Medicine
- Teachers in charge of a rotation within a CCT module (“tutor”)
- Teachers responsible for a CCT module
- CCT Officer at DIMEVET
- Staff from DIMEVET Teaching Services (STS) supervising CCT activities

ENVIRONMENTAL PARAMETERS

N.A.

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MATERIALS AND EQUIPMENT

Logbook: defined in point 3.

Return Form for the CCT logbook of the Degree Programme in Veterinary Medicine (Annex 1): form in which the student certifies the logbook return by adding the student ID, surname, name, return date and signature.

OPERATING PROCEDURES

Pick up of a new logbook by the student

Every student enrolled in the fourth year, at the beginning of the second semester, must pick up a copy of the logbook at the DIMEVET reception and fill it with personal data. The student is fully responsible for the safekeeping and completion of the logbook. The student is also required to maintain it in good condition, and have it signed by the teachers. In case of loss of the logbook, the student must request a new copy from the STS, who will verify the presence of CCTs already recorded in the student's career and certify them in the new logbook with a signature.

Filling in the logbook by the student

During the CCT, the student records their attendance and the skills/competences acquired in the logbook, noting the date on which each activity was carried out.

Evaluation and countersignature of the activities by the teacher in charge of a rotation within a CCT module ("tutor")

When an activity is carried out, the teacher in charge of a specific rotation within a CCT module ("tutor") verifies and certifies the student's presence and evaluates the acquisition of the required "core" and "additional" skills and competences by placing their signature in the corresponding space.

Certification of attendance and skills/competences of each CCT module by the responsible teacher

The final signature of the teacher responsible for the CCT module certifies its completion. At the end of all the activities planned for each CCT module, the responsible teacher certifies that the student attended at least 80% of the sessions, and acquired all the "core" skills/competences listed in the logbook, by placing their signature in the corresponding space. If, in a specific CCT module, the student does not meet the 80% attendance requirement and/or has not acquired all the "core" skills/competences, the teacher responsible for the CCT module will not certify its completion. The student will have to repeat the CCT module or, if possible, make up for the deficiencies in the following month.

Return of the completed logbook by the student and verification of completion

Once the student has completed the CCT, and obtained certification of attendance and skills/competences from all the teachers responsible for each CCT module, the student must return the logbook and fill out the Return Form for the CCT logbook (**Annex 1**) including their ID number, surname, name, return date and signature. If one or more CCT modules have not been certified in the logbook, the student will receive an email notification and must contact the teachers responsible for the missing CCT modules to obtain their certification (see point 7.4). The returned logbooks are then archived for future reference.

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INSTRUCTIONS FOR PRESENTING RESULTS

N.A.

SAFETY STANDARDS

N.A.

ENVIRONMENTAL STANDARDS

N.A.

FORMS AND ANNEXES

Annex 1: Return Form for the CCT logbook of the Degree Programme in Veterinary Medicine



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[illegible]



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