

**European Association
of Establishments for Veterinary Education**

**Association Européenne
des Etablissements d'Enseignement
Vétérinaire**



**REPORT ON THE STAGE 2 EVALUATION VISITATION TO THE DEPARTMENT OF
VETERINARY MEDICAL SCIENCES, ALMA MATER STUDIORUM - UNIVERSITY OF
BOLOGNA, ITALY**

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by the EXPERT GROUP

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INTRODUCTION

The former Faculty of Veterinary Medicine was successfully evaluated by the European Association of Establishments for Veterinary Education (EAEVE) for the first time in 1996 and in 2005 for the second time. After 2005, there have, however, been major changes of restructuring, introduced due to new Italian University Laws in December 2010. At the University of Bologna, The Department of Veterinary Medicine (DIMEVET) emerged from the fusion of the structures that constituted the former Faculty of Veterinary Medicine. Starting in 2012, it manages the teaching and support staff financial budget, decides on the recruitment of teaching staff and activates the Veterinary Degree Programme of the School of Agriculture and Veterinary Medicine (SAVM).

Internal quality assurance has been in place since 2007, but the process of assessing quality at DIMEVET and the Degree Programme of Veterinary Medicine has been profoundly affected by the introduction of the Italian University Law in 2010, because it also introduced the national Quality Assurance System. This has been further specified in an Italian Legislative Decree introduced in 2012, which set the principles for a national system for accreditation and periodical evaluation of the universities, and by rules for requirements and indicators of accreditation taking effect in 2013.

In 2010, the DIMEVET has asked for a renewed Stage 1 evaluation and for a Stage 2 evaluation visit seeking accreditation by EAEVE. A SER1 and SER2 were provided and a joint visit of the Stage 1 and Stage 2 evaluation teams the visit took place from May 5-9, 2014.

The SER2 report was prepared following the EAEVE requests and examples of documentation were present from the start of the visit for each assessment procedure. Flowcharts were provided in the SER-2 (chapters 2, 4, 5, 8 and 9). Most documentation was in English, and when in Italian, translation was offered. There were no references to SER-1 in the SER-2 material.

During the visit, the persons responsible for quality assurance were always available and very helpful; the communication with all students and employees interviewed and met was pleasant and profitable.

With the provided documents, the access to the Internet and Intranet web systems, and the interviews conducted, the amount of material available for the evaluation was considered satisfactory.

CHAPTER 1. POLICY STATEMENT

Findings

DIMEVET has a brief document showing their Mission and Vision, which shows the goals for Research, Education and Territorial-related activities.

In interviews, we heard that there is a HR-strategy plan to get more researchers into fixed positions for teaching. Three years ago they appointed around 10 senior researchers to associate professors, so they can teach more than 120 hours annually.

DIMEVET is ISO 9001:2008 certified (expiry date 31-07-2016) for Research and development activity, advice services and laboratory analysis and/or test analysis in the following branches: Anatomy, Pathological Anatomy, Drugs and Toxicology, Physiology, Animal Welfare, Infective and Parasitic Illnesses, Public Sanitary, Animal Productions and Agricultural Economy, Food Technologies, Food Hygiene and Safety.

DIMEVET has a Quality Manual produced in July 2013.

DIMEVET has a lot of common management and operative procedures.

There is an internal audit programme (ISO9001) signed 3-3-2014 by the Director, and will be performed in March and April. We have seen the concept report of some parts dated 18 April 2014 as a sample.

There is a “Record of non-conformities, corrective and preventive actions, complaints (2011-2014)”.

There is a SOP Collection of LARB-SRA Certification planned for July 2014.

Based on interviews with students it can be concluded, that the students are involved and part of all boards in DIMEVET.

There is a special emergency plan with names and responsibilities, in case of fire, earthquake etc. Twice a year there is an official drill with a general alarm and an evaluation, last one was performed in December 2013.

Comments

It is impressive how quality management and the ISO 9001 system are implemented.

DIMEVET`s Mission and Vision is mainly a strategic policy document with quality aspects.

In 2013, the governance has changed due to changed Italian Law. The matrix between school and department is complex; it is also mentioned by DIMEVET as a weakness, so they are aware of it.

The most important risk with such complex governance, which is also just introduced, is the question of who is responsible for what. We do however have no indications that this is confusing for them now.

Suggestions

Make the governance as simple as is possible and make clear for everybody who is responsible for what.

Evaluation in relation to Assessment Procedure 1

Satisfactory

CHAPTER 2. ASSESSMENT OF STUDENTS, POST GRADUATE EDUCATION AND STUDENT WELFARE

2.1 UNDERGRADUATE EDUCATION

Findings

A) Assessment of students prior to enrolment: In Bologna the 150 places for Veterinary students available before 2005 were voluntarily reduced to 90 EU-students and a maximum of 15 non-EU students. Admission is based on an assessment of the high school curriculum (10 % weight) and a multiple-choice test (90 % weight). Applicants are ranked and the highest ranked have the opportunity to enrol formally in October. If they do not enrol, their place is given to the next applicant in line.

Students must obtain a minimum score of 20 out of 100 to enrol. In addition, they must meet the B1 English requirement. Students that do not fully meet these requirements are assigned to additional learning requirements to be completed within the first year. If they fail to do so, they have to re-enrol to year 1.

B) Assessment of enrolled students: Each course has allocated a specific CFU (=ECTS) point value. Exam form (“assessment methods”) must be specifically detailed on the website at the beginning of the course and is decided by the teaching staff. There are guidelines, approved by the Department of Veterinary Medical Sciences (DIMEVET), specifying that examinations, which can be written, practical or oral form. The examination format is regulated, neither by Italian law nor by rules of the University of Bologna. The examination board must consist of at least 2 members of the teaching staff; external examiners are not a common part of examinations in Italy. Examination timetables and results are available to each student on the Internet. Scores can be given as passed/failed or scores out of 30. The distribution of grades among the student populations is calculated and published from AY 2012/2013.

There is no specific procedure for complaints about examinations. Complaints may in general, be given to the student’s representatives, to the year coordinator or coordinators of different areas of Students affairs or to the Student’s Ombudsman. In addition, there is a Guarantor, appointed by the Academic Senate of the University, who can be approached with complaints.

Comments

A) Assessment of students prior to enrolment: The nationally supervised assessment system ensures equal opportunities for applicants in all regions of Italy, which is highly satisfactory in a situation where there are more applicants than places. The reduction to 90 students from 150 is judged to improve teaching quality if resources are not reduced proportionally.

B) Assessment of enrolled students: Overall, the assessment of the undergraduates seems to work to the satisfaction of the students and the teaching staff. There are however a few comments:

- Italian law sets very wide limits to resitting examinations, and restrictions to this right would in general save resources;
- The system for ensuring an objective evaluation of the student is weak: There is no indication of how anonymity is ensured at written examinations; there are no external examiners at oral

examinations and no specific procedures for complaints. However, the informal mechanisms implemented to handle complaints seem to work to everybody's satisfaction.

Suggestions

A) Assessment of students prior to enrolment: In order to judge applicants motivation, the assessment test could be supplemented with an interview and by including documented, relevant experience such as work at cattle or pig production units.

B) Assessment of enrolled students:

- Written examinations are objective, but they also have drawbacks such as too much weight on memorizing facts rather than demonstrating understanding or practical qualifications. Oral examinations may be a superior way of determining the students understanding of some topics and should therefore be accepted, but objectivity should be ensured by the participation of an external examiner and a system for randomization of questions;
- Written examinations should ideally be double blinded, i.e. anonymous and with an external examiner;
- A dialogue of the optimal examination form should be ensured by rules of approval of the course description by the DIMEVET;
- Restrictions to the rights to repeat examination could be considered in order to save resources.

Table1: Assessment admission of students

| Number of students applying | Year ¹⁾ | |
|---|--------------------|------|
| | 2013 | 2012 |
| Number of students admitted based on criterion ²⁾ | 88 | 100 |
| Number of students admitted based on criterion ²⁾ (Military academy) | 3 | 2 |
| % foreign students (non-EU) | 1 | 1 |

Evaluation in relation to Assessment Procedure 2

Satisfactory

2.2 POST-GRADUATE STUDENT EDUCATION; ACADEMIC TRACK

Findings

The DIMEVET has a PhD board consisting of 19 teaching staff members and is awarded a number of scholarships by the Alma Mater annually based on the scientific merit of the staff involved. A common admission procedure, described on the Internet, is used for assessing Italian and foreign candidates. Candidates may be admitted based on external financing.

The PhD programme in Veterinary Science has 4 different curricula that can be chosen by the candidate. They must perform an independent research project under the supervision of a faculty member, report the results in scientific publications and they must produce a thesis and defend it before an examination board consisting of one examiner from DIMEVET and two examiners from other Universities, either Italian or foreign. Further, they must attend a series of PhD seminars and attend a foreign research establishment for 6 month during their PhD period. The scientific progress of the PhD project is evaluated annually; if unsatisfactory and remedial actions are not successful, the student may be asked to leave the programme

PhD students are required to have published at least 2 papers in internationally, peer-reviewed journals before being admitted to the thesis discussion.

A candidate may be awarded a Doctor Europaeus degree by the Alma Mater Research Committee when a specific set of requirements documenting that the research project is carried out in collaboration with Universities in at least two other European countries are met. This award has only been used in few cases.

A number of research fellowships, co-funded between DIMEVET and Alma Mater, are generally addressed to PhD graduates creating an opportunity for an academic career.

Comments

A satisfactory procedure for continuous quality control of post-graduate academic education is existing and documented by a high scientific production of DIMEVET, to which PhD projects make a very significant contribution. It is an advantage to have a clear goal of 2 international publications during each PhD programme, but is also important to be open to exceptions to this rule. In many European universities, 3-4 publications are required for a PhD.

Suggestions

In order to secure an international orientation of PhD students in their research training, it is suggested that the whole PhD thesis is written in English and that the student can document ability to contribute to a scientific discussion in English.

Evaluation in relation to Assessment Procedure 3

Satisfactory

2.3 POST-GRADUATE STUDENT EDUCATION; PROFESSIONAL TRACK

Findings

DIMEVET offers 2 postgraduate professional tracks aimed at advanced training of veterinary surgeons:

1. The professional Masters programme is a one-year, full time programme for a total of 60 ECTS. A Master Programme in Ultrasonography of Companion Animals with 20 students and in Aquaculture and Ichthyopathology with 12 students is currently run.
2. DIMEVET started to fund residency programmes in 2013. There are 4 approved Residency training programmes (Veterinary Neurology, Veterinary Internal Medicine, Animal Reproduction and Veterinary Pathology). There is at present no specific funding for residency programmes, and some DIMEVET residents are under primary supervision of Diplomates from foreign establishments.

DIMEVET does not have internship programmes, but they are being planned and a pilot project began in 2012 with two internal medicine internships. Further, one-year contracts for staff clinicians are considered internship-equivalents since they are acting under the supervision of tutors. Specific procedures are being described to regulate this area as part of the effort to establish an internship programme.

The veterinary post-graduate schools in Food Inspection, Clinical Medicine of Domestic Animals and Animal Health, Livestock and the Science of Animal Breeding are not offered from the current AY.

Comments

The one-year clinical training programme is really minimal. We are however aware that procedures are in preparation.

Suggestions

Efforts to establish and fund 3-year residency and 1-2 year internship programmes should be continued and completed.

Evaluation in relation to Assessment Procedure 3

Less Satisfactory

In total, AP3 is less satisfactory

2.4 STUDENT WELFARE

Findings

There are 5 coordinators appointed to issues related to student welfare at the School of Agriculture and Veterinary Medicine:

1. Guidance for prospective students coordinator
2. Professional Practical Training Coordinator
3. Tutorial Service Coordinator
4. International Relationship Coordinator
5. Disabled and Dyslexic Students Coordinator

Alma Mater runs a Student Supply Service, which includes psychological support. Child care facilities are offered to students and staff from DIMEVET.

Student safety is the responsibility of each teacher. However, Alma Mater has a central Prevention and Protection Service (SPP), to which the teacher (in this role referred to as the Research and Education Manager, RDRL) must report a risk assessment of every student activity before they start. DIMEVET has established a Safety Committee to provide information and to arrange audits.

Students have to follow a two-hour safety seminar before starting practical training and pass a multiple-choice evaluation. The responsible teacher gives course-specific safety information before course starts. Specific protocols (SOPs) on safety of Professional Practical Training rotation are available on the Internet and students have to pass a written test before starting the activity. Additional safety training is provided in advance in of experiments requiring specific safety concerns.

Comment

Internal audits are being carried out, clearly documented and action plans are being implemented. External audits are also taking place. Thus, the student safety procedures and documenting system is in general highly satisfactory.

Suggestions

(None)

Evaluation in relation to Assessment Procedure 4

Satisfactory

CHAPTER 3. ASSESSMENT OF TEACHING STAFF

Findings

According to the SER the assessment of teaching qualifications is mainly based on the evaluation of the curriculum and on research qualities.

There are no indicators for teaching quality found.

In interviews with students the team understood that all teachers, their courses and their course materials are evaluated by the students. The students' evaluation of teachers started in 2007 and last year started the public discussion of the students' evaluation of individual teachers in the DP board. Students are involved and have serious influence in the composition of student evaluations. The analysed results are put on the web portal, so feedback is public for students and teachers. The Degree Programme Board looks to all results and starts discussions with teachers where necessary. Based on these procedures students see and expect that improvements are serious.

Students are member of all education boards and committees; they are very satisfied about their representation in all processes.

At the moment it is not clear how to handle teachers who continuously have negative scores in evaluations. The system is now running for 1 year and the Degree Programme Committee is thinking about a future policy.

There is no award policy.

Comments

In the SER on page 40 there was written: "On the assumption that scientific activity is an indirect indicator of the success of research-based teaching, teachers are required to present a 3-year report on all their activities." We do not agree on that assumption and think that teaching has her own indicators, which we could not found except for the student evaluations.

Structured training in education and didactics is lacking, sometimes there are seminars, there is peer teaching; and there are individual initiatives.

Suggestions

We strongly suggest that the university gives, next to all initiatives that already exist, the teachers' formal training on educational skills to come to a basic qualification on education.

In other schools an award policy for junior and for senior teachers is successful, so perhaps this is also an idea for DIMEVET.

Evaluation in relation to Assessment Procedure 5

Satisfactory

CHAPTER 4. ASSESSMENT OF LEARNING OPPORTUNITIES

Findings

There is an advice on learning materials published online before the beginning of the year as an integral part of Course structure diagram. English and Italian textbooks, scientific papers and course notes are used. These notes and hand-outs (of Power-point slide shows) are available on a specific web site called Alma DL-AMS campus.

There is a clear procedure for annual review of the degree program. In addition, a system for evaluation of a randomly selected Degree Program by an external Board includes the veterinary curriculum.

Quality assurance of the learning opportunities, and presumably also the updating these resources, are the prime responsibility of the Degree Programme of Veterinary Medicine, who reports to the Student-Staff Joint Committee.

The library provides access to 6 stationary computer for on-line search and 86 reading places. There is long opening hours and the library is only closed relatively few days a year, making access to books and IT facilities easy. The library also offers courses on the use of electronic resources of veterinary interest. Students are involved in selecting the books available at the library.

The IT facilities include free Wifi for students and staff and access to the Alma Mater Digital Library (AlmaDL), which is the repository of digital teaching material of the University of Bologna. Further, there is adequate access to multimedia labs for the students, as there are 2 rooms equipped with 14 and 21 PC's, respectively. Further, a Veterinary Teaching Portal has been established. It offers access to multimedia education material from clinical and a research activity, structured by years of the programme and the different subjects, and thus facilitates self-directed learning. Finally, the electronic patient clinical record program called Fenice is used for clinical teaching of students.

Comments

The assessment procedure of the learning procedure is satisfactory and well documented.

Suggestions

(None)

Evaluation in relation to Assessment Procedure 6

Satisfactory

CHAPTER 5. ASSESSMENT OF TRAINING PROGRAMMES AND THE AWARD OF THE TITLE OF VETERINARY SURGEON

Findings

The general framework, which outlines the basic scheme of the Degree Programme of Veterinary Medicine, is given by national law and regulations. This means that the minimum amount of ECTS for each subject area is standardized throughout Italy, but within these boundaries, each university autonomously develops, monitor and implement its own Degree Programme.

Not only are the “day one-skills” specified and freely available, but the learning outcomes of each subject is also linked to the day one-skills and published in the on-line teaching guide as is information on the time devoted to each topic, within the subject.

Veterinary Practitioners, public health institution, national welfare offices for veterinarians, regional authorities and scientific societies are among the stakeholders that were consulted for defining the Degree Programme that started 2008/2009. It was planned that consultations should be repeated each 5 years and by substantial modifications to the learning outcomes and professional profiles.

The Quality Board of Alma Mater runs a QA programme, which lead to an Annual Degree Programme Quality Report referred to as ADPQR. This is published on web site of the Degree Programme and used to produce an annual review report (ARR) which, together with an All-inclusive Annual Profile of the Degree programme, form the basis for evaluating the effect of previous action plans and plan further corrective actions.

There is student involvement in many of the steps of the producing and approving the ARR (S-SJC of the SAVM, the Degree Programme Board and the Degree Programme QA group for veterinary medicine). In addition, course evaluations produced by the students are used as key indicators for producing corrective Action plans.

The concept of life-long learning is an integrated part of the veterinary curriculum and of the forthcoming strategic plan 2014-2016. In accordance with this, the library offer life-long access to scientific publications within veterinary medicine to graduates in Veterinary Medicine from Bologna.

DIMEVET priorities are focused on allowing time for the Department restructuring and to ensure undergraduate teaching quality before allocating time to developing and running additional post-graduate continuing education.

Comments

The description of the veterinary curriculum is up-to-date and in accordance with national regulation. A highly satisfactory QA system has been set up. The decision of the DIMEVET to prioritize undergraduate teaching in a time of major organizational change is understandable.

Suggestions

It is suggested that consultations with stakeholders are reactivated in 1-2 years' time to ensure an evaluation of the recent changes to the organization of the veterinary education.

Evaluation in relation to Assessment Procedure 7

Satisfactory

CHAPTER 6. ASSESSMENT OF QUALITY ASSURANCE FOR CLINICS, LABORATORIES AND FARM

Findings

DIMEVET is ISO 9001:2008 certified (expiry date 31-07-2016) for Research and development activity, advice services and laboratory analysis and/or test analysis in the following branches: Anatomy, Pathological Anatomy, Drugs and Toxicology, Physiology, Animal Welfare, Infective and Parasitic Illnesses, Public Sanitary, Animal Productions and Agricultural Economy, Food Technologies, Food Hygiene and Safety.

In general all laboratories have quality procedures, and have contracts with suppliers for regular control of the equipment. All labs have SOP's, although they are still busy with producing more. DIMEVET Executive Committee is planning to have certified all laboratories certified ISO 9001 at the end of 2015.

DIMEVET has made a Total Risk Analysis, not only for physical (chemical, biological, electrical hazards) but also for psychological factors. It is performed with the help of Alma Mater, at the end of the process it is signed by the director of the university. This analysis is evaluated every 3 years and there is an improvement programme and action list available and working.

There is an emergency plan available with names and responsibilities, in case of fire, earthquake etc. Twice a year there is an official drill with a general alarm and an evaluation, last one was performed in December 2013.

There are a lot of laboratories in different disciplines for diagnostics and research. We got the impression that some diagnostic tests are performed on more places for instance for infectious diseases.

External parties do not audit quality assessment of clinics and farm. There are a lot of SOP's in the clinics, although the different clinics act on different levels.

The farm is very well organized. Before students enter in the first year, they have to pass a Professional Practical Training (PTT) ended with an examination.

There are evaluations of owners of small animal patients; however, the percentage of people who return the formulas is low. The suggestions are taken seriously.

Fenice is the unique IT system for recording all patients of the clinics. Students are allowed to work with Fenice under responsibility of their tutor.

Comments

In all labs there is serious awareness on SOP's and quality management.

Suggestions

There are a lot of laboratories in different disciplines for diagnostics and research. We suggest sharing and look for more optimal logistics.

It is important to continue making SOPs in the clinics; good examples are the reproduction clinic and the isolation unit for small animals.

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Fenice is now working well, however it is made a unique IT system. Think about the IT system of the future in the clinic and reserve budget for that.

Evaluation in relation to Assessment Procedure 8

Satisfactory

CHAPTER 7. ASSESSMENT OF CONTINUING EDUCATION

Findings

There is no dedicated CE committee.

In Italy CE for private practitioners is mostly provided by private companies working nationally. Historically Italian universities were not very competitive in providing appropriate continuing education.

Seminars for rotating students are open to postgraduate students and private practitioners; sometimes international lecturers are invited.

For PhD students a lot of seminars are organized.

The last 3 years there were a lot of courses and activities on CE according to the SER (page 69). On page 70 in the SER there is a list of courses organised by DIMEVET in 2013. Evaluation was performed in only 50% of the courses/seminars, mainly due to starting problems it was claimed

Some teachers/researchers are frequently invited to give lectures in CE in veterinary meetings in Italy or abroad. One of the stakeholders, who runs a CE company, placed Bologna on place nr 1 in Italy to invite professors in CE courses! These courses are thoroughly evaluated.

Please see also chapter 5.

Comments / Suggestions

We can understand and support DIMEVET to prioritize and focus on undergraduate teaching in a period of reorganizing 3 departments to 1. In the future we expect that CE gets more attention.

To get more income for DIMEVET the market for CE can be of interest. DIMEVET has professors who are frequently invited, so such courses could be organised at the DIMEVET.

Evaluation in relation to Assessment Procedure 9

Satisfactory

CHAPTER 8. ASSESSMENT OF RESEARCH

Findings

DIMEVET has several well-established research themes. Research cooperation throughout the Department and on the national and international level is considered very successful: DIMEVET as a whole is attracting an increasing amount of research funding and recognition of the importance of research quality is demonstrated by the ISO 9001 certification of DIMEVET.

Scientific qualifications and research achievements are a key criterion for the selection and promotion of teaching staff. Teaching staff is officially assessed by an evaluation of their research products every three years. The key external audit of research quality in DIMEVET is the periodic ANVUR Evaluation of Research Quality (VQR) and evaluations of the Alma Mater Research Observatory. The latter is used to obtain research funding from the Alma Mater budget. Summarizing the results of these evaluations, the DIMEVET research must be considered very good.

Students are required to join a research team for their master thesis and may participate in research projects or produce a review. Further, they are stimulated to explore the scientific databases and in some subjects required to collect and evaluate the quality of different scientific resources and to present them.

Comments / Suggestions

A reward system to encourage scientific staff to continue to publish in high-ranking international journals and to participate in international research groups is suggested. Especially for those that have reached the final step of their career, the existence of a personal bonus linked to the evaluations of research activity could be encouraging.

Evaluation in relation to Assessment Procedure 10

Satisfactory

CHAPTER 9. ASSESSMENT OF INTERNATIONALISATION OF EDUCATION AND RESEARCH

Findings

DIMEVET has been urged to strengthening the internationalisation of the learning opportunities by the Alma Mater strategic plan 2010-2013. The activities are managed by the Delegate for Internationalisation. Further, an Office of International Relations was established within the School and Agriculture and Veterinary Medicine to perform the duties concerning the International Relations and student exchange programs.

The percentage of students that utilize the chance for international exchange has increased from 20 to 25 % in the last 3 years. Most exchanges are with Spain and are part of the EU Erasmus programme. The number of incoming and outgoing students is about equal. The Erasmus Placement Programme, which funds 3-months professional training periods, is also quite successful, as the budget is fully used by exchanging 4-5 students or post-graduates each year.

DIMEVET also has active exchange agreement with Brazil, Australia, Argentina, Colombia, Cuba, Serbia, South Africa, and Ukraine and participates in a 3-year TEMPUS partnership with the Veterinary Faculty of Serbia. The exchanges include students as well as teaching staff.

Comments

DIMEVET has developed a clear policy for internationalisation of the Veterinary Degree Programme. The quota to accept Erasmus students is high and participation of DIMEVET students in the ERASMUS programme is on an equally high level. The policy seems successful, as there are an increasing proportion of students participating in international exchanges. It is documented by the papers published and the exchange of teachers that the teaching staff of DIMEVET is part of the international (veterinary) community.

Suggestions

Increased student and PhD exchange with the Anglo-Saxon part of the scientific community should be considered as a means to provide a strong scientific network of potentially future Alma Mater staff.

Evaluation in relation to Assessment Procedure 11

Satisfactory

CHAPTER 10. ASSESSMENT OF COOPERATION WITH STAKEHOLDERS AND SOCIETY

Findings

The University of Bologna shows on its website an overview of all its activities, both in Italian and English language. When you are interested in studying veterinary medicine, you can find accurate and detailed information on the website. It also contains information about career possibilities. On the website you can also find the Annual Review Report, and information about Quality Management. Data are available about study results, attrition rates, and employment rate of graduates one year after graduation, etc.

Although the last general consultation with stakeholders was 6 years ago, there are several meetings with different stakeholders as was expressed during the stakeholders' meeting at the visitation.

The Veterinary Teaching Hospital/Clinic delivers first-line services and has an emergency clinic 24/7.

DIMEVET has a lot of agreements with private veterinary clinics, farms and industries to provide students the possibility to look at different workplaces.

The University of Bologna sends interviews by e-mail 1, 3 and 5 years after graduation about employment and some more general questions. Even after 5 years more than 60% of graduates are responding.

Comments

Website of University of Bologna is user-friendly and informative.

It seems that DIMEVET has good interaction with society and stakeholders.

Evaluation in relation to Assessment Procedure 12

Satisfactory

EXECUTIVE SUMMARY

The visit to the DIMEVET was well prepared, well organised and carried out in a cordial and professional atmosphere. The Stage 2 SER produced by the establishment was written in accordance with the SOP. During the visit, the team was given full access to the information, facilities and individuals they asked for.

The Stage 2 team has identified several areas of excellence to be especially mentioned:

- It is impressive how quality management and the ISO 9001 system are implemented
- A satisfactory procedure for continuous quality control of post-graduate academic education is existing and documented by a high scientific production of DIMEVET, to which PhD projects make a very significant contribution
- Student safety procedures and documenting system is in general highly satisfactory
- There is a clear procedure for annual review of the degree programme
- In all laboratories, there is serious awareness on Standard Operation Procedures (SOPs) and quality management
- DIMEVET research must be considered very good
- DIMEVET has developed a clear policy for internationalisation of the veterinary degree programme

The Stage 2 team has also identified suggestions for improvement:

- The 1 to 2-year clinical training programme (internship) for post-graduates is really minimal (it is acknowledged that procedures are in preparation)
- It is strongly suggested that the University offers, next to all initiatives who already exist, a formal training to all teachers on educational skills to come to a basic qualification on education
- It is important to continue making SOPs in the clinics

It is the opinion of the Stage 2 team that the requirements as they are laid down in Annex I of the SOP are met.

In conclusion, the Stage 2 team has not identified any major shortcomings. The Stage 2 team considers Assessment procedures 1, 2, 4, 5, 6, 7, 8,9, 10, 11 and 12 satisfactory, while Assessment procedure 3 is considered less satisfactory.

The Stage 2 team therefore unanimously recommends that the Department of Veterinary Medicine at the University of Bologna, Italy be classified as holding the status of Accreditation.

ANNEX 1 DECISION OF ECOVE

No major shortcomings have been found.

The Department of Veterinary Medical Sciences, Alma Mater Studiorum - University of Bologna is classified after Stage 2 evaluation as holding the status of: **ACCREDITATION**