

**European Association
of Establishments for Veterinary Education**



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

VISITATION REPORT

To the Vetsuisse Faculty, Universities Bern and Zürich

16 – 20 October 2017

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Executive Summary

Introduction

Brief history of the Establishment and of its previous ESEVT Visitations

The two Swiss Veterinary Faculties were independently founded in Bern (1900) and Zürich (1902). In 2003 the two Faculties merged to form the Vetsuisse Faculty Switzerland. The Faculty considers this to be the largest and most important cooperation project in Swiss higher education. The Parliaments in the Swiss cantons of Bern and Zürich adopted the plan (the Vetsuisse Concordat) and officially the Vetsuisse was “opened” 1st September 2006.

Both Bern and Zürich Faculties remain integral parts of their mother universities and have the same status as other faculties at the universities. The rectorates respectively supervise all faculties including budget and administration. Both faculties have a performance agreement covering the budget and expected teaching, research and service output for a 4 year cycle. Students remain integrated in the administrative system of their mother university.

Vetsuisse was ordinarily visited by EAEVE 4 – 11 November 2007 and with the aim of EAEVE Accreditation visited again 20 – 24 September 2010. Very few issues were raised (2007: facilitate clinical research; access to modern farm facilities; horse clinic and anatomy laboratory in Bern and swine facilities in Zürich should be adapted to modern standards; few tenure track positions (none of them adding up to Major Deficiency). 2010: no Category 1 or 2 deficiencies). Since the 2010 visitation the anatomy facilities have been completely renovated, the Bern equine clinic has been completely reconstructed; the swine facilities in Zürich have been renovated and extended; Agrovet campus has been inaugurated for student training and research in farm animals.

There has been a national issue concerning working hours/week and night duty. This has been solved by letting students do their night duty for the prescribed number of hours (30 hours/ECTS) and hiring students for hours exceeding this limit. However, this has also generally affected the financial situation e.g. both in the small animal hospitals as well as in the farm animal units.

Vetsuisse is ranked very high at the Shanghai Ranking (Zürich - # 7 and Bern - # 17).

The current ESEVT Visitation was performed in agreement with the Uppsala SOP (2016).

1. Objectives and Organisation ([see Standards 1.1 to 1.6](#))

1.1. Findings

1.1.1. Brief description of the Strategic Plan

Strategic planning includes mission statement, objectives, code of conduct and it has been elaborated by a working group comprising all categories of staff at both locations.

The strategic plan which is very well explained and detailed includes implementation of a 12-semester curriculum (Curriculum 2020), improved mentoring and support of young academics and improved process of promotion and recruitment of academic personnel.

The mission statement which is publicly available on the website includes research, animal health, prevention and treatment of disease, advance development of translational models, and securing a scientific basis for all types of teaching.

The objectives are to produce first class primary and leading veterinary medical care for Switzerland taking into consideration all stakeholders’ needs. With due respect to the best use of

resources, appreciation of employees with recognition of outstanding achievements, mutual respect, trust and dialogue. Students are explicitly mentioned in the Vetsuisse Code of Conduct – “Relations between teaching staff and students are characterized by respect and fairness” which was also what the team saw during the visitation.

“Curriculum 2020” is the strategic plan for the Vetsuisse curriculum. The SER mentions 9 specific points in the Curriculum 2020

- Systematic and explicit attention is given to education in science and professional conduct.
- The instructional design of the program promotes active processing of the substance.
- The education involves the relevant context for the profession.
- The student carries the primary responsibility for his or her professional development.
- The educational climate leaves room for students to take initiative to explore areas of personal interest and research.
- Personal contact between teachers and students and among students is being promoted and is an important aspect of the curriculum.
- The curriculum corresponds to the principle of didactical consistency.
- The information about the program is clear and understandable.
- The Vetsuisse Faculty promotes and supports instructional competence of staff in a sustainable way.

A clear SWOT analysis is presented.

1.1.2. Brief description of the Operating Plan

All issues mentioned in the strategic plan and the operating plan have specific time frames and indicators of achievement. The focus on

- Curriculum 2020
- Improvement in mentoring and support of young academics
- Improved process of promotion and recruitment of academic personnel

is reiterated and elaborated and further detailed in the SWOT-analysis.

1.1.3. Brief description of the organisation of the Establishment

Both locations are integral parts of their mother universities respectively. And local governance structures are covering issues not covered by the Vetsuisse Faculty.

It should be noted that in both locations the cantonal government is included in the organigrams.

In **Bern** there is a traditional pyramidal university structure with rectorate, vice-rectorates, and faculties (#8). And underneath this there is the Vetsuisse structure with

- Dept. of Infectious Diseases and Pathobiology (DIP)
 - o Inst. Veterinary Bacteriology
 - o Inst. Veterinary Parasitology
 - o Inst. Animal Pathology
 - o Inst. Fish and Wildlife Health
- Dept. of Clinical Research and Veterinary Public Health (DCR-VPH)
 - o Division of Veterinary Anatomy
 - o Division of Veterinary Pharmacology and Toxicology
 - o Division of Physiology
 - o Division of Experimental Clinical Research
 - o Institute of Genetics

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- Institute of Veterinary Public Health
- Institute of Bee Health
- Dept. of Clinical Veterinary Medicine (DKV/DCVM/DCVM)

In **Zürich** there is a slightly different pyramidal structure with a university board, executive university board, and faculties (#7). There is the Vetsuisse structure with

- Preclinical Institutes
 - Institute of Veterinary Anatomy
 - Department of Molecular Mechanisms of Disease
 - Musculoskeletal Research Unit
 - Competence Center for Applied Biotechnology and Molecular Medicine
 - Institute of Veterinary Physiology
 - Institute of Veterinary Pharmacology and Toxicology
 - Institute of Laboratory Animal Science
- Pathobiology and Veterinary Public Health Institutes
 - Institute of Food Safety and Hygiene
 - Institute of Parasitology
 - Institute of Veterinary Bacteriology
 - Institute of Veterinary Pathology
 - Institute of Veterinary Virology
 - Division of Veterinary Epidemiology
 - Institute of Animal Nutrition
- The Veterinary Teaching Hospital Departments
 - Department for Small Animals
 - Clinic for Small Animal Internal Medicine
 - Clinic for Small Animal Surgery
 - Clinic for Zoo Animals, Exotic Pets and Wildlife
 - Clinic of Diagnostic Imaging
 - Division of Radiation Therapy and Oncology
 - Department for Farm Animals
 - Clinic for Farm Animals
 - Ruminant Surgery and Medicine
 - Clinic of Reproductive Medicine
 - Division of Large Animal Reproduction, Andrology, and Assisted Reproduction, Small Animal Reproduction, Animal Genetics and Bovine Health Service
 - Division of Ambulatory Service and Herd Health
 - Division of Pig Medicine
 - Clinical Laboratory and Agroveter
 - Equine Department
 - Clinic for Equine Surgery
 - Clinic for Equine Internal Medicine
 - Division of Anaesthesiology
 - Division of Ophthalmology
 - Division of Equine Performance Center

The highest authority of Vetsuisse is the **Vetsuisse Council** (Vetsuisse Rat) composed of the two rectors, two members of the highest ruling authority, two additional members of the university boards, and two representatives of the ministries of education. The two deans are non-voting members. The two deans alternate every 2 years to function as Vetsuisse Dean. One of the 2 rectors

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heads the council (the rector from the university where the dean does NOT act as Vetsuisse Dean) who is responsible for strategic planning and development for the Vetsuisse including financial planning. This is the only committee in the Vetsuisse construction where students are not represented.

The **Board of Deans** (Geschäftsleitung) has the chief responsibility of creating and executing the strategic planning. It submits proposals and plans to the Vetsuisse Faculty assembly for discussion or to the Council for decision.

The **Vetsuisse Dean** acts as the Vetsuisse CEO with chief responsibility to plan and implement the development of the faculty. He/she also appoints committees constituted of members of the Vetsuisse Faculty.

The **Vetsuisse Faculty Assembly** (Vetsuisse Fakultätsversammlung) consists of professors from both faculties and representatives of junior staff and students bodies. Temporary and standing committees (appointed by the dean) assist the dean with development plans and regulations of the faculty. The assembly discusses the dean's submissions and convenes at least once per semester.

The 2 **local faculty assemblies** (Bern: Fakultätskollegium, Zürich: Fakultätsversammlung) are composed of all professors, and delegates of junior faculty members and students. These assemblies have the final responsibility for all faculty business. Meetings: Bern 2/semester, Zürich at least 3/semester.

Faculty Board Bern (Fakultäts-Ausschuss) assists the dean. It is composed of heads of departments and additional dept. delegates + 1 junior faculty members and 1 student. Deals with daily business, final vote on financial issues, prepares curricular affairs, promotions, professor positions. Meets 5 – 6 times/year.

Dean's Executive Board Zürich (Fakultätsleitung) is headed by the dean and members are the 2 vice deans and the heads of the administrative and maintenance offices. Meets at least 6 times/year.

Vetsuisse Standing Committees

There are 3 committees appointed by the Vetsuisse Faculty Assembly

- Curriculum Committee – maintains and coordinates curriculum development and surveys implementation of decided changes
- Research Committee – develops the research strategy and establishes QA-procedures. Organises an annual research day alternating at the 2 locations
- Business Promotion Committee – responsible for career promotions (Educator, Habilitation, Professorships)

1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment

Based on a 2012/2013-evaluation of the existing curriculum the Vetsuisse committee suggested an extension from 10 to 11 semesters including a 6 months period for the master thesis project and an improvement of the practical to theoretical training ratio. This plan was changed to a 12 semester plan.

In 2014 the curriculum committee designed a 12 semester curriculum (Curriculum 2020).

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In 2017 hearings at the educational departments in the 2 cantons and at the Swiss Veterinary Society took place in order to secure a financial basis for a one year prolongation of the DVM-programme and including reimbursement of private practices.

The suggested changes were passed through all levels of staff and students.

Development and implementation of the strategic plan is described in detail using a Plan-Do-Check-Act (PDCA, SER, p.17) method of visualisation, and there is a default plan if the governments do not secure the finances for an extension of the program from 5 to 6 years.

Vetsuisse has a well defined system of QA-reporting within teaching (outcomes assessment, curriculum assessment), research and diagnostic services. This includes cooperation with the Swiss Veterinary Association with extensive feedback to the faculty. Vetsuisse is compliant with ESG-standards and a QA-PDCA is presented at page 96 (SER).

1.2. Comments

It is commendable that

- the strategic plan is clear and transparent, and well described in text and a PDCA-graphics. There is a clear communication strategy
- Vetsuisse plans to introduce a 12-semester DVM-programme to let students focus on research and professional skills
- Vetsuisse has a commendable, huge and well-used potential due to its high quality research and research-based teaching, a well-organised curriculum and a stable financial situation.

There are more than 60 departments/institutes/centres/divisions at the 2 locations and cooperation on a day-to-day basis between these units in general and specifically between units working with the same tasks at the 2 locations is absolutely clear when it comes to curriculum issues and teaching. Research cooperation is decided on a project to project basis and personal interests. Students at the master level often do their master thesis work fully or partly at “the other” university.

Students are not represented at the Vetsuisse Council. At all other levels students are represented in all committees, working groups etc. Students are formally invited and pick their own members of committees etc.

1.3. Suggestions for improvement

None.

1.4. Decision

The Establishment is compliant with Standard 1.

2. Finances ([see Standards 2.1 to 2.5](#))

2.1. Findings

2.1.1. Brief description of the global financial process of the Establishment and its autonomy on it

Both universities are bound to local rules, and cross financing is not possible due to political restrictions.

Faculties in both locations have full autonomy to distribute the financial allocation among units.

Students pay tuition (Bern 680 €/semester; Zürich 650 €/semester). With few well-defined exceptions, only Swiss citizens are allowed to register as university students due to federal legislation.

In both universities patient-generated income is part of the financial basis for the clinics.

In **Bern** the university allocates a global budget to cover salaries, running costs and maintenance and renewal of infrastructure. One of the local Vetsuisse departments (DIP) has outsourced veterinary virology and immunology to a government office for a fixed annual budget. DIP is a service unit and 95 % of the income is part of the annual budget.

Within each unit the budget is made by the Chief Financial Officer and the Administrative Faculty Manager and it is based on previous years' budgets and recent financial developments.

2.1.2. Brief description of the budget (expenditures, revenues, balance) of the last 3 years

There is a mean expenditure of 36,201,490 € per year (2014 – 2016) and the same revenues with a balance of 0 (see tables 2.1.1., 2.1.2. and 2.1.3., p.23).

2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years

The projected budget is expected to be at the same level as in 2017.

2.1.4. Brief description of the planned or on-going investments

There is a specific budget for replacement of equipment and for purchasing new equipment. Annual investment expenditures for replacement of equipment is budgeted at 1,128,000 € for 2017 and 2018, 2019 and 2020. Examples of planned investments are given in table 2.1.6. (p. 21): e.g. Flowcytometer, Multistainer, sequencer, MRI and CT scanner.

For unplanned investments (urgent repair issues etc) the university has a special account, so repair or exchange can be arranged immediately.

On top of this there is a projected Vetsuisse financial commitment (4,286,400 €) related to appointment of new professors within the next years.

2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment

The overall budget is prepared by the university board and decided by the university financial committee where the faculty Chief Financial Officer is a member. The budgetary allowance to the units is suggested by the Administrative Faculty Manager and is then distributed to the different units. Communication of decisions and financial structures follows a top-down procedure: Dean → Dept. Head → Head of Unit → staff.

Revision of the financial management is done by the government financial control (Kantonale Finanzkontrolle).

In **Zürich** based on the financial plan, the university allocates a global budget to cover salaries, running costs and maintenance and renewal of infrastructure.

Within each unit the budget is negotiated and it is based on previous years' budgets and recent financial developments. The budget may be changed according to changes within each unit or

overall university budgetary changes.

The VTH pays 4 - 10 % of the net revenue for administration of the laboratory system, otherwise the full revenue is administered by the unit.

For research projects there is a varied OH-level with 0 % in academic research collaboration, 10 % OH for clinical research projects and 20 % OH for industry projects.

Research grants are being managed by the corresponding unit and they are not considered as revenue for the establishment.

2.1.2. Brief description of the budget (expenditures, revenues, balance) of the last 3 years

There is a mean expenditure of 67,846,126 € per year (2014 – 2016) and the same revenues with a balance of 0 (see tables 2.1.1., 2.1.2. and 2.1.3., p.23).

Professors' salaries are paid directly by the university as are social costs and costs for infrastructure.

2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years

The projected budget is expected to be at the same level as in 2017.

2.1.4. Brief description of the planned or on-going investments

There is a specific budget for replacement of equipment and new equipment. Annual investment expenditures for replacement of equipment is budgeted at 770,000 € for 2017 and approx. 1,541,000 € for 2018, 2019 and 2020. Examples of planned investments are given in table 2.1.6. (p. 21): e.g. scintigraphy equipment, anaesthesia equipment, electron microscope, MRI scanner.

On top of this there is a projected Vetsuisse financial commitment (4,286,400 €) related to appointment of new professors within the next years.

2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment

The overall budget is prepared by the university board and decided by the university financial committee. The budgetary allowance to the units is suggested by the Administrative Faculty Manager and is then distributed to the different units. Communication of decisions and financial structures follows a top-down procedure: Dean → Dept. head → Head of Unit → subunits → staff.

Revision of the financial management is done by the government financial control (Kantonale Finanzkontrolle).

2.2. Comments (both universities)

It is commendable that

- extra funding for extramural clinical training is considered as part of the Curriculum 2020-plans.

The funding and additional revenue from outsourcing services covers the needs for a well-run veterinary establishment.

2.3. Suggestions for improvement

None.

2.4. Decision

The Establishment is compliant with Standard 2.

3. Curriculum (see Standards 3.1 to 3.10)

3.1. General curriculum

3.1.1. Findings

3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome

The general educational aims are defined in the Act on Medical Professions in Switzerland. This law was enforced in 2010 and it provides great autonomy to the schools in constructing their own curricula, however the federal legislation defines the licensure examination supervised by the Federal Office of Public Health. The curriculum fits to the aims laid down in the Mission Statement of the school. The curriculum consists of a bachelor (years 1-3) and a master (years 4-5) part. Each year is divided into different educational modules, teaching is organ-centred and problem oriented. The strong research activity of the teaching staff makes high level of evidence and research based teaching possible. Training at the skills lab prepares students to the clinical work in Bern. Teaching includes external practical training in the final year in order to familiarise students better with primary care cases. The structure of the curricula of the Vetsuisse Faculty at the University in Bern and Zürich are similar; however there are slight differences. In the master phase 5 different tracks are offered by both parts of the Faculty, while students can choose a 6th one in Zürich. The core curriculum provides all knowledge and skills necessary to day-1 competences. The number of places at the different tracks is proportionate with the demands of the students. The language of instruction is in German at both locations but examinations in French are offered to French speaking students in Bern. The new curriculum, Curriculum 2020 is to be introduced in three years, and it will extend the training to 6 years.

3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)

All EU-listed subjects are taught at the establishment as independent subjects or topics of certain subjects (Feed plant biology and toxic plants, Professional ethics, Professional communication etc.) are integrated in other ones.

3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected.

Each module is evaluated by students at the end of the block and the outcome is discussed with the teacher. This feedback system helps the identification of curricular problems, and they are rectified immediately. There are continuous but minor changes in the modules.

3.1.1.4. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track)

Students have to choose electives of 2 ECTS in the 4th year. They can attend any course provided by any Swiss university; however most of them prefer electives offered by Vetsuisse. Since most electives amount to 2 ECTS, students generally have to have a single one. The faculty has 13 electives in Bern and 28 in Zürich including 7 language courses.

3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum

The concept of the present curriculum was formed by faculty members in Bern and Zürich and it was implemented first in 2003. The establishment has a standing curriculum committee, which is responsible for the development, assessment and revision of the curriculum. It consists of 9 members per location including representatives of professors, senior and junior staff members, students, a representative of the Offices of Student Affairs and a delegate of the Swiss Veterinary Association. All changes of the curriculum are discussed at the curriculum committee and have to be passed to the Vetsuisse Faculty Assembly. The final decision is made by the Vetsuisse Faculty Council, minor changes can be decided by the curriculum committee. Evaluation and development of the curriculum is a continuous procedure, so no formal periodical evaluation is done by the establishment. Feedback from students and teaching staff is discussed by the curriculum committee.

3.1.2. Comments

None.

3.1.3. Suggestions of improvement

- A wider involvement of stakeholders in curriculum development (e.g. Chief Veterinary Officer, employers such as pharmaceutical companies, breeder's associations etc.) is recommended.
- Development of communication skills, focused training on communication is suggested.

3.2. Basic sciences

3.2.1. Findings

3.2.1.1. Brief description of the theoretical and practical education in basic sciences

All basic subjects and basic sciences mentioned in the EU Directive are taught at the establishment, some of them do not appear as independent subjects but their topics are involved in other subjects. Some laboratory practicals were calculated as lectures in the SER.

3.2.2. Comments

None.

3.2.3. Suggestions of improvement

None.

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

3.3.1. Findings

3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals

All students undertake core teaching in companion animal clinical science consisting of medicine, surgery, pathology, imaging, reproduction and propaedeutics. The theoretical teaching delivery is lecture based, with some seminars and self-learning. This is then applied during a core clinical practical teaching block in small animals and equine. Students undertaking the track option for these areas have extended theoretical and practical teaching.

3.3.1.2. Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations

Propaedeutics are taught early in the second year of the curriculum at both locations, and students have an opportunity to practice animal handling in the different clinics either in the second or in the third year. The Bern campus has a clinical skills laboratory which is utilised within the curriculum for developing practical clinical skills. The teaching is primarily lecture based, with seminars and self-learning.

3.3.1.3. Description of the core clinical rotations and emergency services (both intramural VTH and ambulatory clinics) in companion animals and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ..)

Students participate in 6 weeks of core small animal rotations (including 2 weeks of emergency medicine) and 3 weeks of core equine rotations. There is no ambulatory equine clinic at either location. There is no core rotation in exotic species.

Students are fully involved in the cases entering the clinics as far as appropriate for the patient – for example, taking histories, clinical examinations, sample collection, basic surgery and nursing of inpatients etc. Otherwise they observe and are involved in report writing.

3.3.2. Comments

Whilst there are small differences between the two locations in clinical science delivery and rotation teaching the number of hours vastly exceeds minimum requirements across the spectrum.

Preclinical animal handling teaching is very limited in both locations and students depend on exposure in the clinics to learn these skills, often from senior students rather than clinicians.

3.3.3. Suggestions of improvement

The establishment should consider

- formal animal handling practical classes in all species prior to exposure to animals in the clinic. Ability should be assessed to ensure students have basic awareness of health and safety around animals.

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

3.4.1. Findings

3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals

All students undertake core teaching in food animal clinical science consisting of medicine, surgery, pathology, imaging, reproduction and propaedeutics. The theoretical teaching delivery is lecture based, with some seminars and self learning, plus practicals. This is then applied during a core clinical practical teaching block in food animals. Students undertaking the track option for these areas have extended theoretical and practical teaching.

3.4.1.2. Description of the core clinical exercises/practicals/seminars in food-producing animals prior to the start of the clinical rotations

Students have access to the few healthy animals at both locations to informally practice handling but there are no formal separate classes. Propaedeutics teaching is delivered in second year and this includes health and safety briefings, and some basic handling skills. Some clinical skills instruction is provided within the clinical skills laboratory at Bern and this facility can also be accessed by the Zurich students.

3.4.1.3. Description of the core clinical rotations, emergency services (both intramural VTH and ambulatory clinics) and herd health visits in food-producing animals (i.e. ruminants, pigs and poultry) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ..)

The clinical rotations are quite comparable in both locations of the Establishment: both the Farm Animal Clinic and the Swine Clinic in Bern as well as the Department for Farm Animals and the Division of Pig Medicine in Zurich provide teaching in clinical sciences in food producing animals and in animal production through clinical rotations, farm visits either via the ambulatory clinic and/or via specific herd health farm visits where the influence of housing conditions, feeding and management on the health status of the cattle or pig herds are examined. The bovine medicine facilities of both faculties of the Establishment offer also farm visits to problem farms in cooperation with the Swiss Bovine Health Service (RGD). For the farm animal track, special intensive block courses are offered such as the “external pig intensive week” in the Division of Pig Medicine in Zurich or the offer of routine examination of healthy herds and routine veterinary tasks to students of the “farm animal track” in Bern. Both Bern and Zurich have added courses recently on the prudent use of antibiotics.

Poultry diseases are taught in lectures within different subjects (bacteriology, virology, parasitology, animal nutrition) focusing on notifiable ones to all students. Necropsies of poultry are performed in Zurich in the Department of Veterinary Health and Food safety for track students of Zurich and Bern. However, there is little exposure to poultry flocks.

3.4.1.4. Brief description of the theoretical and practical education in Animal Production

There is no systematic teaching in Animal Production (none in poultry production). However, the teaching and training in bovine and porcine clinical medicine is (due to its focusing on preventive veterinary medicine, herd health and the wellbeing of the animals) strongly orientated toward understanding animal production as the basis for a modern approach to preventive veterinary and animal welfare as veterinary tasks of growing importance.

3.4.2. Comments

The Establishment has room for improvement in terms of intensifying the exposure of first year students to healthy animals - especially to farm animals in the case of students with an urban background.

The clinical rotation teaching and training on farm animals is very sufficient in both locations of the Establishment, although there are some differences: in Bern there is, in contrast to Zurich, no ambulatory clinic for ruminants and pigs. For the swine medicine, teaching the care for acute herd health problems is incorporated into the herd health management visits in Bern and in Zurich.

3.4.3. Suggestions of improvement

An increased focus on introducing students to handling farm animals (and horses) as well as to animal production, could be done using the premises in Avenches, Posieux, Grangeneuve and AgroVet (Neuer Strickhof) for more pre-clinic exposure to the care and handling of healthy food animals for the first year students. (Vide 3.3.3)

- establishment of an ambulatory clinic in Bern should be considered.

3.5. Food Safety and Quality (FSQ)

3.5.1. Findings

3.5.1.1. Brief description of the theoretical and practical education in FSQ

Education in veterinary public health (VPH) in general and FSQ in particular is the primary responsibility of the institute of Veterinary Public Health in Bern, and the institute of Food Safety and Hygiene Health in Zurich. Both local institutes have dedicated and expert staff in VPH. VPH and FSQ is a perfect example of the effective merge of a discipline at two locations in the one identity of Vetsuisse: food safety related expertise and facilities are only stationed in Zurich, whereas other VPH expertise is more, but not exclusively, present in Bern. VPH lecture content is similar at both locations, with even shared examination questions for VPH at the core. Concerning FSQ, lectures and practical courses (including an introductory slaughterhouse visit for all students in Basel) are performed by the same professor of Zurich, travelling between both locations. The latter is very much appreciated by the students. Students experience no disadvantages or less accessibility to teaching staff, and there is no practical implications of this situation. Students expressed that they appreciated the quality of teaching and staff's enthusiasm in the VPH core and track very much.

In general, the core lecture content (year 3 and part of 4) covers all items stipulated in EU regulation 854/2004, though the required amount for the non-VPH tracks is minimum. Day-one competences in FSQ, as required in the Uppsala SOP are not fully reached for the non-VPH track students, and even for the VPH track, the competence in poultry related issues is limited. However the 10% of the students choosing the VPH track easily find a job after graduation.

3.5.1.2. Description (timing, group size per teacher,..) of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

Each student has a one-day visit to the Basel slaughterhouse (cattle, pigs) during the food-safety module in the 3rd year (core) of study. The field trip takes place twice per year (Bern and Zurich students). Students are divided in subgroups to allow maximal submersion in the topic. The full-day excursion is being arranged and carried out by the head of the Vetsuisse Institute of Food Safety and Hygiene at Zurich.

In the VPH track, 9 weeks in spring semester of the 4th year course, and a further 2 ½ weeks are devoted to FSQ. In the VPH track, students are trained in practical FQS at the local small slaughter facility for cattle at the Zurich campus, where the slaughter speed better fits education purposes. Subsequently, a 10 to 21 days training at the Zurich slaughter house (cattle, pigs and small ruminants) is included. In the slaughterhouse, each time, a limited group of 1 to 3 students accompanies the assistant professor. Besides classical meat inspection, time is devoted to auto control and hygiene measurements. Training in (organ) post-mortem inspection is also continued at the pathology facilities in Zurich. A limited visit to a poultry slaughterhouse and access to post-mortem inspection of poultry is foreseen. Small group visits to local food producers are also organized within the VPH-track.

3.5.2. Comments

At present, the minimal hours of FSQ and VPH training all tracks, other than VPH, is below the minimal requirements (I6), although all required topics in EU 854/2004 are included.

The day-one skill training in VPH concerning poultry is limited.

3.5.3. Suggestions of improvement

- it is suggested to increase the hours of FSQ and VPH training in all tracks, other than VPH, although all required topics in EU 854/2004 are included.
- extend teaching poultry diseases in a cohesive form.

3.6. Professional knowledge

3.6.1. Findings

3.6.1.1. Brief description of the theoretical and practical education in professional Knowledge

There is minimal instruction listed in the area of professional knowledge. Most which is included is didactic lectures, some is integrated into other topics and therefore not specifically defined in the tables. There is limited formal teaching of communication skills prior to final year where it is integrated into rotation teaching. Practice management and business is included in all tracks, as is information literacy and data management.

3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT

A new procedure for EPT selection by the students means students choose their own locations, the only criteria being that they provide “basic veterinary services”. A previous procedure involved the listing of practices in an official manner, but this is no longer carried out. However help is available to find a placement if required. The supervising practitioner is given a list of topics/skills to be covered by the student and completes an evaluation form. Students also feedback on the quality of the placement.

3.6.1.3. Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) and professional knowledge by each student (independently of the tracking system)

Achievement is assessed by practical examination (anatomy and propaedeutics) in the pre-clinical phase. Students do not record achievements and are not examined practically during the clinical phase, although a pilot OSCE has been run at the Bern location. During rotations a formal feedback process involves an online form. Oral feedback is also given to both students and teachers. EPT achievements (Clinical skills performed) are signed off by the practitioner (supervisor) and must be submitted by the student.

3.6.2. Comments

Professional knowledge teaching is present at minimal levels. The lack of formal training in communication skills is a particular concern, and this will be addressed in Curriculum 2020.

3.6.3. Suggestions of improvement

- Communication skills teaching should be included now rather than waiting for Curriculum 2020.
- The pilot log book and OSCE should be rolled out across both sites if trials are positive.

3.7. Decision

The Establishment is partially compliant with Standard 3 because of insufficient number of hours of food safety and quality in VPH training in all tracks other than VPH track.

4. Facilities and equipment ([see Standards 4.1 to 4.15](#))

4.1. Findings

4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum

Both campuses are conveniently located either very close to or on the outskirts of the City center. Campuses are made up of several different buildings for both teaching and research, plus extensive clinical hospitals for small, equine and farm animals.

4.1.2. Description of the adequacy for the veterinary training of the premises for:

-) lecturing, group work and practical work
-) housing healthy, hospitalised and isolated animals
-) clinical activities, diagnostic services and necropsy
-) FSQ & VPH
-) study and self-learning, catering, locker rooms, accommodation for on call students and leisure

Premises for lecturing and studying, for housing healthy and sick animals, for clinical activities, diagnostic services and necropsy are present at both locations and provide an amount of space for all activities which exceeds the requirements and fulfils all the needs. Isolation facilities are stretched in some clinics (farm animal in Bern, equine in Zurich) because of the high case load. There is a small abattoir used for the track students at Zurich, as well as the local slaughterhouse, otherwise an external facility at Basel is used for visits by all students. Space for self/study, leisure, catering and rooms for students on night duties is appropriately provided at both locations. Some premises are older than others (e.g. equine clinic at Zurich), but they are still fit for purpose, and there is a clear programme of refurbishment e.g. the new facilities at AgroVet-Strickhof. The clinical skills laboratory at Bern is highly accessed by students and Zurich students can also travel to use this facility.

Bern does not currently have an ambulatory farm clinic, only Herd Health visits. Both types of visits are carried out from Zurich.

4.1.3. Description of the adequacy for the veterinary training of the vehicles used for students transportation, ambulatory clinic, live animals and cadavers transportation

The provision of cars and vans for the transportation of students, animals and material of animal origin is appropriate for both Bern (12 cars, 1 van, 1 trailer) and Zurich (8 cars, 5 vans, 2 tractors).

4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services

Clinical teaching and practical training at both universities includes modern equipment to perform computed tomography, magnetic resonance, fluoroscopy, ultrasonography, radiography, endoscopy, arthroscopy, laparoscopy, clinical chemistry, medical and surgical procedures, pathology (necropsy and microscopy tools), microbiology and parasitology investigations. Most equipment is state of the art and all pieces of equipment are used both for service to clients and practical teaching of 5th year students.

4.1.5. Description of the adequacy of the biosecurity rules in the Establishment

Biosafety procedures follow national legislation and guidelines specifically produced by professional organizations. Both locations have adapted the above regulations to their specific needs, with local officers responsible for implementation. However, biosafety criteria are not fully enforced in both ruminant clinics where for instance the wheels of clients' cars are not disinfected

upon leaving the premises and clinicians have lunch at the cafeteria with their coveralls on. Students are informed about biosafety health and risk at the beginning of their studies (Zurich) or at the beginning of their final year (Bern), or where relevant on clinics as they start rotations/night cover.

4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment

The process of developing, implementing and maintaining facilities and equipment varies between the 2 locations. In Bern there is a centralized, 3-step procedure which involves a financial committee which does not have any stakeholder or student representatives in it; in Zurich the system is not centralized but each unit has its own procedure; students and stakeholders are not involved in the process. However students and staff can make requests through the curriculum committee or via local routes and therefore influence revision of facilities and equipment where necessary.

4.2. Comments

Whilst biosecurity processes are in place, the level of implementation was at times visibly inadequate (e.g. no disinfection of vehicles, wearing of PPE in eating spaces).

The suggestion to create an ambulatory farm animal clinic at Bern is good and should enhance the learning of students at that location – currently much of what they see is tertiary referral.

4.3 Suggestions for improvement

- A continued and increased focus on biosecurity should occur in both locations.

4.4. Decision

The Establishment is partially compliant with Standard 4 because of insufficient training of the Bern students in field veterinary medicine and Herd Health Management.

5. Animal resources and teaching material of animal origin ([see Standards 5.1 to 5.6](#))

5.1. Findings

5.1.1. Brief description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences

In the clinical training, both locations of the Establishment offer teaching and training in husbandry, nutrition and reproductive techniques during the clinical rotations and herd health management farm visits. However, the Bern and Zürich locations have somewhat different strategies for the use of animals and material of animal origin. The pre-clinical exposure to farm animal handling in Bern is mainly provided by means of animals on the premise (5 – 6 sheep for handling feeding and births, and taking care of the clinic cows) – the development of an obligatory 3-week practical on-farm training for students that focus on farm animals is under way. Zurich, in contrast, has a new teaching farm (AgroVet at the New Strickhof), where the students receive practical training in husbandry, animal nutrition and milking techniques.

However, despite these differing strategies for the use of animals and material of animal origin at both locations of the Establishment, due to the sufficient supply of material for anatomy and

pathology and the impressive case load of the ruminant and pig clinics, as well as due to the ambulatory clinic in Zurich and the frequent farm visits to cattle and pig herds throughout the entire undergraduate teaching in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality, it is guaranteed that each student can acquire Day One Competences.

5.1.2. Description of the adequacy for the veterinary training of the enrolled students of:

-) the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ;

The procedures of acquiring animal bodies for anatomy and cadavers for pathology as well their disposal after using them for teaching of both faculties of the Establishment are compliant with high standard modern quality assurance and hygiene rules. There is a slight tendency of declining numbers of animals and material of animal origin, which needs appropriate counteractions.

-) the number and diversity of healthy live animals used for pre-clinical training;

There are some healthy live animals present on both campuses for pre-clinical training (e.g. student owned dogs), but these are not in any great numbers or diversity.

Bern has no real “teaching and research” facility for healthy farm animals to instruct students in animal production. However, the students of the Bern faculty have access to the Uni-Bern section at the Agroscope State Stud “Avenches”, the animal section of the Agricultural School of “Grangeneuve” and the Uni-Bern section of the Agroscope unit “Posieux” (Division of Vet-Physiology) outside of the Bern campus). These premises are, however, mainly used for students of the 3rd, 4th and 5th year.

Since April 2017 Zurich’s students have access to a new facility (AgroVet) at the premises of the AgroVet premise “Neuer Strickhof”, that is run by the ETH, the Agricultural School of the Kanton of Zurich and the Vetsuisse (15 km away from VTH) with 60 cows (for gynaecological examinations) and 2 bulls (for semen sampling) and a modern equipment for especially metabolic research. Zurich has also a pig facility (Alter Strickhof) only 5 walking minutes from the VTH for 15 sows in 6 farrowing crates and 10 gilts with room for weaning and finishing pigs, where students can learn how to handle and care for pigs.

There is no healthy poultry for students to access.

-) the number of visits in herds/flocks/units of food-producing animals;

Both locations offer intensive farm-visit training in cattle and pig herds: Bern offers students visits with the bovine health service (RGD) and is planning an ambulatory clinic. The on-farm training in pig herds is offered as 1 vs. 2 weeks intensive training during clinical rotations, where they are trained in herd examination and including analysis of management and environment and each student of the farm animal track is examining a herd with acute or chronic health problems. Zurich’s Department of Farm Animals teaches bovine medicine in the clinic, in the ambulatory clinic, during the herd health visits and together with the RGD. The Zurich Division of Pig Medicine offers an “external pig intensive week” and also teaches students in the 4th year a 3-day-course on prudent use of antibiotics.

-) the number and diversity of patients examined/treated by each student;

Both locations of the Establishment have, except for poultry, a sufficient clinical case load for their teaching in clinical sciences in food production animals.

-) the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine;

In the clinical teaching in the Bern Farm Animal Clinic (cattle and small ruminants) and Swine Clinic (pigs) as well as in the Zurich Department for Farm Animals (cattle and small ruminants) and the Division of Pig Medicine, the balance between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine are sufficiently provided.

For companion animals and horses the amount of primary care cases in Bern is limited, as the VTH is referral only. In Zurich the primary care cases are being phased out in the companion animal clinic, and the equine clinic is predominantly referral. As in farm animals, the case load in the equine and small animal clinics is highly sufficient.

5.1.3. Description of the organisation and management of the VTH and ambulatory clinics

There is a quite balanced proportion of clinical training and EPT in farm animals in both locations, however, the Zurich location has the advantage of being able to add acute herd health problems to the training in the farm animal track due to their ambulatory clinic.

The companion animal and equine clinics in both locations rely on the help of students – especially during night shifts. The herd animal clinics in Bern and Zurich do not have students on night shifts, but only during the normal weekdays.

5.1.4. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species

The group size in the clinical teaching and training in food animals is mostly not bigger than 3 to 4 students, which is regarded close to ideal. In many cases, the students receive one-to-one education in the clinics.

5.1.5. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment

At the beginning of their clinical rotation, the students get a booklet that lists a balanced variety of first day skills, in which they tick off any successfully performed clinical task. Each tick is signed by the responsible teacher or resident.

The companion animal clinics in both locations have modern patient record-keeping systems, and the students are responsible for writing the daily report for their respective patients. The veterinarian in charge then approves the report no later than 24 hours later.

5.1.6. Description of the procedures developed to ensure the welfare of animals used for educational and research activities

Animal welfare is a part of the curriculum in all animal farm departments and divisions of both locations of the Establishment.

5.1.7. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by

the Establishment

Students and staff can feedback informally and formally (through the curriculum committee and student representation) if they feel the animals or animal material should be changed in some way. Some decisions, however, are taken on a business basis by hospital management e.g. the decision to stop accepting new primary care patients at the small animal clinic in Zurich.

5.2. Comments

The Bern and Zurich locations are adequate in exposing students to cattle and small ruminants, although there are obvious opportunities in external facilities to improve this. There is little opportunity for these students to acquire knowledge and skills in handling pigs and poultry in their pre-clinical training. In the small animal clinics, students have the opportunity to get familiar with the handling and care of patients under supervision.

5.3. Suggestions for improvement

- Both locations should intensify the exposure of students to healthy animals to make them familiar with the handling and care of animals in the first years of their study
- The Bern faculty should finalize and implement the planned establishment of an ambulatory clinic for acute herd health cases to further develop the quality of the obligatory practical on-farm training for students.

5.4. Decision

The Establishment is compliant with Standard 5.

6. Learning resources ([see Standards 6.1 to 6.4](#))

6.1 Finding

6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and (e)periodicals, software for databases)

In both locations a faculty library and a university library are available for students and staff members in addition to 7 departmental ones in Bern and 7 small institutional libraries in Zürich. The main libraries are led by qualified librarians; a single librarian in Bern and 2.75 ones in Zürich work for it. The main libraries are open 24 hours/7 days for students and staff members, where widely used handbooks, textbooks and journals can be read. In Zürich, which is the main veterinary library in the country, a large number of veterinary books, periodicals and data bases are available, while the main library in Bern has a limited offer. Sufficient reading area with computers is present in the libraries.

6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum

Electronic information is widely available in both locations, several e-learning courses are provided, and they are fully integrated in teaching. There are different learning management systems in Bern and Zürich, and there are qualified IT-teams behind them including a medical doctor and a veterinarian. Their work is supported by a professional illustrator, too. Students have access to digital imaging collections, digital microscopic slides and other teaching material. Production of podcasts on lectures is common in Bern and increasing in Zürich. In some areas (diagnostic imaging, immunology, biostatistics) there is full exchange of electronic teaching material. In

addition to electronic information and e-learning courses, tele-teaching is also used for several subjects (Physiology, Pathology, Neurology, Ophthalmology, Animal welfare, Gynaecology etc.). Lectures are given in specially equipped lecture halls and students at both locations can follow real-time the lecture and ask questions, so tele-teaching lectures can be interactive. The skills laboratory in Bern helps the development of clinical skills of the students, it is used by students from both locations.

6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus

Both campuses are entirely covered by Wi-Fi, so students can reach the internet from anywhere at the campus. All students have VPN access. Eduroam coverage is present at both campuses.

6.1.4. Description of how the procedures for access to and use of learning resources are taught to students.

In addition to introduction courses for 2nd and 4th year students (Bern) and 1st and 4th year students (Zürich) on use of library, call in sessions are available during the year at both locations.

6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources

Staff members and students are involved in the development of the library. Needs of students and staff members are collected by the librarians and the Office of Students' Affairs, and the requested items will be ordered. The library commission is chaired by a professor in Bern and a professor heads the library in Zürich. Provision of e-learning material is not organised, it is up to the teacher whether he/she offers them to the students.

6.2. Comments

None.

6.3. Suggestions for improvement

None.

6.4. Decision

The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare ([see Standards 7.1 to 7.15](#))

7.1. Finding

7.1.1. Brief description of the admission procedures for standard and for full-fee students

The Universities of Bern and Zurich enforce a numerus clausus system which allows 80 new students in the first year of the veterinary curriculum in Zurich and 70 in Bern.

Students complying with the standards for general admission to university in Switzerland (federally recognized "Maturität", federal professional "Maturität" in combination with an additional federal exam, Bachelor, master or equivalent diploma of a Swiss university, Bachelor of a Swiss university of applied sciences or a Swiss university of teacher education) can sit an aptitude test aiming to test their capacity to acquire new knowledge.

According to the student's ranking in the test and the student's choice, Swiss universities make the final decision about the allocation of the successful students to the two universities. Results can be appealed at the Federal Court of Administration. All information about criteria and procedures are available on the website of Swiss universities.

A feedback mechanism from the Vetsuisse Faculty and the mandated test Agency is guaranteed by the presence of a member of the Faculty in the expert committee of the test agency.

7.1.2. Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements

The number of study places had been decided as the aptitude test was introduced in 1999. 80 (Zurich) and 70 (Bern) places correspond to the capacities and resources of the two locations to ensure a high quality clinical training.

7.1.3. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition

All examinations of the year have to be passed in order to move on to the next year. Examinations of year 1 can be repeated once, the following years all allow for three trials to pass exams.

Students who do not perform adequately can express their need for support to the Counselling Centre Universities of Bern.

After failing the maximum allowed number of trials, a student is excluded from further studying at the Vetsuisse Faculty at all levels. Unsuccessful students can appeal the decision of the university to the appeal committee in both locations. A committee which deals uniquely with procedural questions.

Criteria and procedures are communicated to students at the beginning of each year of study and documented on the respective repositories.

7.1.4. Brief description of the services available for students

The Offices for student affairs of the Vetsuisse Faculty are in charge of all main services dealing with registration and students information on teaching activities. All information is distributed via multiple channels.

Students are well supported by the local vet-students and the respective university's student association.

7.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the admission procedures, the admission criteria, the number of admitted students and the services to students

Criteria and procedures for admission are defined by the mandated test agency in concordance with the other medical professions at university level (human medicine, dentistry, chiropractic care).

7.2. Comments

Student admission, progression and welfare are well handled by the Vetsuisse Faculty.

7.3. Suggestions for improvement

None.

7.4. Decision

The Establishment is compliant with Standard 7.

8. Student assessment ([see Standards 8.1 to 8.9](#))

8.1. Findings

8.1.1. Brief description of the student's assessment strategy of the Establishment

Students are assessed regularly according to the Bologna based ECTS system (Studies regulations) The criteria of assessment are published and all written examinations are organized by the local Offices of Students Affairs.

Examination criteria are published at the beginning of every academic year (online, in the study guide and in the respective guidelines for the different instructional units).

All students are informed about the program objectives of the curriculum, including the predefined day 1 competences and, at the beginning of each academic year about upcoming examinations.

Vetsuisse Faculty Zurich created an examination committee that supervises all examinations and serves as mentoring board for students. The committee is headed by a local veterinary practitioner, the two other members are the Vice dean of teaching of Vetsuisse Faculty Zurich and another professor, usually from one of the clinical disciplines. At Vetsuisse Bern location the tasks are being fulfilled by the student's office in close collaboration with the local representatives of the Vetsuisse curriculum committee.

Both Vetsuisse Faculty locations keep track of the assessment results in databases of the local universities.

Students are informed online and are provided annually with official certificates testifying their results.

For theoretical knowledge, students are assessed by on-line and computer-based methods (multiple choice, short answer questions and new questions formats). Examination questions are submitted to a formal and scientific review process before being accepted to be used in an examination. The process is based on review criteria defined by the Vetsuisse curriculum committee. Quality criteria such as parameters for discrimination and degree of difficulty of all questions are available and are used as inclusion/exclusion criteria of assessment questions.

For examination sessions, the randomized questions are available on laptop computers. Students informed about the results of their written/electronic examinations after 2-3 weeks.

Subjects that are formed by theoretical and non-theoretical parts are assessed by written/electronic examinations where practical knowledge is tested in a separate examination at the end of the 3rd year.

Pre-clinical practical skills are assessed at the end of the 3rd year of study by only a practical examination on live animals (Bern) or by a practical and oral examination (Zurich).

Clinical practical skills are assessed during the rotations of the 5th year of study. At the end of the rotations, students are being assessed online producing a summative written feedback.

8.1.2. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences

The degree of Master of Veterinary Medicine achieved is not yet the legal qualification to practice veterinary medicine, but it allows graduates to sit the federal examination.

The rules of federal examination, set by the Swiss Medical Professions Act (MPAct), are based on the official catalogue of learning objectives as published on the site of the Federal Office of Public Health (FOPH) and the Vetsuisse Faculty.

The Federal examination consists of four practical and oral examinations in small animals, farm animals, horses and pathology, and it is the same examination for all students, irrespective of the chosen track in the Master course.

The federal examination is controlled by an examination committee that consists of representatives of the Vetsuisse Faculty Bern and Zurich, and that is headed by an expert from outside of the faculty. Successful candidates of the federal examination are entitled to work in all areas of veterinary medicine in Switzerland and Liechtenstein.

8.1.3. Description of the processes for providing to students a feedback post-assessment and a guidance for requested improvement

After the examination session and before the final grading of individual examination, students may submit comments and suggestions about revision or elimination of a question in an anonymous way.

Students who fail may also ask for post-assessment feedback and guidance for requested improvement individually at the local Office of Student Affairs. It is also possible for students to comment on individual questions during written exams.

8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student's assessment strategy

The assessment strategy and procedures are part of the plan of study, the legal framework of the Vetsuisse curriculum. The first version, elaborated in 2007, had been passed by the Vetsuisse curriculum committee, the Vetsuisse Faculty assembly (i.e. communicated to staff and students) and finally by the Vetsuisse council – as all changes since. The plan of study is regularly reviewed as changes in the curriculum are initiated by the Vetsuisse curriculum committee. The current version has been approved by the Vetsuisse council on Dec 11, 2015. Involvement of external stakeholders is guaranteed by the presence of vet association representative in the curriculum committee. A new curriculum is under development using the same procedures described above.

8.2 Comments

Student assessments are well programmed, managed and monitored by the Vetsuisse faculty at all levels.

8.3 Suggestions for improvement

None.

8.4 Decision

The Establishment is compliant with Standard 8.

9. Academic and support staff ([see Standards 9.1 to 9.6](#))

9.1. Findings

9.1.1. Brief description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles

At both locations teaching staff are made aware of the competencies the curriculum is following, and materials prepared accordingly. Formal evaluation is in place to review content alignment. Teacher training is provided at both locations, and there is a more formal “authorization of teaching” process in place at Zurich. Students evaluate teaching of new staff, with procedures in place if problems occur.

9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught

There is a high number of veterinary qualified staff at both locations. Ratios are well above standards. The number of support staff is also more than adequate. External practitioners are available and willing to accept students for training; their teaching is assessed by students similarly to what is done for all other teachers. Furthermore, for their externships student can choose to have their own veterinarian accepted by Vetsuisse so that they can spend time with him/her.

9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff

Students evaluate the teaching performance of their teachers using both paper (distributed in class) as well as online forms in Bern, while the process is entirely online in Zurich. Teachers have to report to the class a summary of the results of the survey on their performance. These results are not made public but can be used when the teacher is applying for promotion. Students are involved in the recruitment of staff as they are members of academic staff search committees. Teachers are formally reviewed on a four year cycle by students (more regularly if they require the data for promotion), as is the delivery and content of modules. CPD is provided for staff where deficiencies are noted. There are formal procedures in place for the promotion of academic and support staff. Teaching performance is an important criteria for promotion of academic staff.

The working environment is of high quality, relationships among staff and between staff and students are good; women starting a family are allowed to redistribute their workload and may opt for reduced working hours. Setting and discussing performance goals for support staff occurs on a regular basis and may lead to salary increases if funds are available.

9.2. Comments

External practitioners are not trained to teach (although this will change with the 2020 curriculum).

9.3. Suggestions for improvement

None.

9.4. Decision

The Establishment is compliant with Standard 9.

10. Research programmes, continuing and postgraduate education ([see Standards 10.1 to 10.4](#))

10.1. Findings

10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education

All incoming and already present academic staff have a research portfolio partly predefined by the head of the concerned institutes or clinics, but leaving space for own expertise and initiative of the staff member. Both locations have a high research output. This is represented in a high number of scientific publications and by the newly obtained and already running major research programmes in the various disciplines.

Both locations aim a research driven education by the integration of current scientific knowledge into lectures for undergraduates as well as in continuing education. For instance, the interdisciplinary approach and close contact with the farmer (associations) in Agroscope Posieux and AgroVet allow more rapid turnover of new insights. At both locations, clinics and institutes have dedicated facilities such as discussion and study rooms as well as procedures in place to facilitate discussion of state of the art research for and by students, such as seminars, journal clubs and case discussions.

At both locations, undergraduates are specifically introduced into evidence-based medicine in the 3rd year, mainly in the VPH core lectures.

All students have to write a master thesis which is supervised by the institutes' and clinics' academic staff. A database of predominantly research topics, covering the different topics and disciplines, is prepared by the academic staff, shared between both locations and then made available to the students. Allocation of the topics is interview based on motivation, theoretical background and skills already obtained, in particular in the respective track. Students are also encouraged to bring on own research topics. Mentors of the master thesis are also responsible to introduce their students to writing scientific papers.

10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

Both faculties run national continued education programs in collaboration with the Swiss Veterinarians Association, and offer European and American residency programs in both clinical and non-clinical veterinary disciplines. Diplomates and residents in the EBVS European colleges are well represented at both locations, and residents have a very active role in teaching undergraduates. For both permanent staff and residents, a training in teaching skills is compulsory and provided by the university. Residents, interns and undergraduates clearly profit from the learning potential as they for instance have several shared patient examinations, and clinical and non-clinical case/topic discussions.

At present, with the exception of (industrial) poultry, teaching cases are provided in sufficient numbers in the different clinics at both local faculties. Conflict case-management is predominately handled by attracting a large number of cases to ensure proper teaching at all levels. The clinic managements ensure that the different groups of interest are being considered adequately with the goal to maintain working hours for postgraduates complying to legislation and to leave students enough free space.

10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the

development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the Establishment

Research priority foci are mainly defined by the faculty boards, allowing concentrated efforts in research. Clinical and non-clinical units are included.

Both Faculties run nationally and internationally accredited continuing education programs. The Vetsuisse Faculty is in close contact with the Swiss Veterinary Association to supervise the need of specialists in specific fields.

Internship and Residency programs are implemented according to the respective guidelines of the colleges. The number of residents and interns employed depends on the case load.

Vetsuisse Bern has a Resident Affairs Board who oversees all programs and controls the quality by yearly evaluations of the programs. Program supervisors are regularly informed. At Zurich, individual institutes and clinics decide if and what kind of postgraduate education programs are being established, and decide who should be offered or supported for these programs. Stakeholders are informed about changes and news via the respective webpages, mails and meetings offered by the staff of the clinics.

A Graduate Campus is established to support needs of postgraduates. The program is university-wide and not specific for veterinary graduates. PhD programmes: both local faculties have an extended PhD programme and a dedicated school.

10.2. Comments

Vetsuisse has a highly research driven education and it encourages all students to get research experience. The reintroduction of (own) research results into the lecture content of undergraduate and continuing education is present.

10.3. Suggestions for improvement

None.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance ([see Standards 11.1 to 11.10](#))

11.1. Findings

11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:

-) has a culture of QA and continued enhancement of quality;*
-) operates ad hoc, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;*
-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (teaching, research, services);*
-) informs regularly staff, students and stakeholders and involves them in the QA processes;*
-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;*
-) is compliant with ESG Standards.*

Quality assurance (QA) for teaching of the Vetsuisse Faculty is implemented according to the local universities' concepts for QA.

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For Bern and Zurich locations, the courses given by all teaching staff are evaluated on a regular basis. Some relevant questions about courses can be assessed with the help of feedback from students. The faculties determine the evaluation scope and procedure and check the process with a particular focus on: Presentation of the subject (definition of the learning objectives and structure of the course), Commitment of the person teaching, Difficulty and scope of the course, Commitment of the students, Socio-demographic data (e.g. gender) and background data. The surveys generally take place during a course, they are carried out on an anonymous basis. Results of the surveys are handled by the Office for Students Affairs and sent to the Vice-Dean for teaching and to the lecturer. The latter discuss the results with the students before the end of the semester and outline planned measures to improve the lectures.

The Faculties report to the Executive Board on the results and any action that may be needed once a year. At the end of an academic year, formal discussions between the Study Dean and student representatives are organized to identify weaknesses in the curriculum and the education, and to define potential measures to improve the situation. The whole procedure is very well organized and monitored by the Office of Student Affairs on both locations.

Outcome assessment is mainly based on the results of survey activities performed by the QSE-Kommission (Federal Office for Statistics). Questionnaires administered to 2-years graduates are aimed at getting information about study duration, general study satisfaction, transition from university to work environment and job situation. Outcome assessment is also based on direct feedback from Veterinary Association.

The Vetsuisse Faculty has a culture of QA and continued enhancement of quality.

All teaching staff is involved in the different levels of quality assurance, most obvious in the evaluation of teaching and the review of examination questions. Furthermore, the implementation of initiatives of teaching staff and students to adjust the curriculum to new needs are continuously discussed in the curriculum committee and communicated to the faculty assemblies.

At the Zurich Vetsuisse Faculty regular meetings with peer groups of students (“Qualitätsgespräche Lehre”) have recently been introduced. They are aimed at identifying problems and defining possible solutions.

For research, an external evaluation of the quality of research is conducted periodically. The last evaluations in Bern and Zurich took place in 2013 and 2009, respectively. The next evaluation round will be conducted in 2018 at both locations.

Reference laboratories at the two locations maintain set standards and are accredited by the Swiss Accreditation Service SAS, except for the Clinical Laboratory at the Zurich location which is accredited by the European College of Veterinary Clinical Pathology. The quality of facilities and equipment is surveyed by the local technical services of the faculty including the veterinary teaching hospitals.

The Vetsuisse Faculty operates ad hoc, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms.

The faculty regularly analyzes the outcome of all written and oral examinations, of the candidates in the licensure examination. Results of the assessment of examination quality is being communicated by the Institute of Medical Education (IML; University of Bern) to examiners at the two sites.

The Federal Office of Statistics regularly performs outcome studies which also include university graduates. Results of a survey analysis performed by the Vetsuisse Faculty in close collaboration with the Swiss Veterinary Association and aimed to the optimization of veterinary training and the working situation for veterinary practitioners in Switzerland will be soon available.

In research, outcome is being assessed in the process of external evaluation. The next evaluation round will be conducted in 2018 at both locations.

The Vetsuisse Faculty at Zurich collects, analyses and uses relevant information from internal and external sources for the effective management of their programs and activities (teaching, research, services); Student feedback based on the written and oral evaluation results of teaching units are prime means to monitor quality of the latter. Inputs of student representatives and teaching staff in the local and Vetsuisse curriculum committees result in regular measures of improvement of the program.

The Vetsuisse Faculty at Zurich collects information about research output of individual Institutes and Clinics by means of the yearly academic reports.

The Vetsuisse Faculty informs regularly staff, students and stakeholders and involves them in the QA processes during their institutional (faculty assemblies) or dedicated meetings.

11.1.2. Brief description of the specific QA processes for each ESEVT Standards

A QA cycle begins with the planning based on inputs and feedbacks from teaching staff, students, graduates, employers, external experts and profession representatives. In the Vetsuisse Faculty there is a common plan and then each university adds some more points for local specific needs. Inputs and measures to implement critical points are then discussed in the different committees of the Vetsuisse Faculty; depending on the topics, plans are submitted to the faculty assemblies. Plans are then implemented by specific committees and local Offices of Student Affairs. The latter plays also a central role in the monitoring of teaching-related feedbacks from different internal and external stakeholders. Goals and procedures are also monitored for their efficacy at different other levels (teaching committee, Federal Examination Committee). Relevant feedback information is then sent to Faculty staff involved in the process, students and Vetsuisse Executive Board. Written reports of all processes come out annually.

QA procedures involve all institutional activities and other relevant processes of the Vetsuisse Faculty. Several activities, such as students' opinion results, are organized under the Institutional (i.e. Bern and Zurich Universities) QA systems.

11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the Establishment

Implications of staff, students and stakeholders in the development are described under the QA cycle.

11.2. Comments

Outcome assessment and QA cycle are well developed and the Vetsuisse Faculty is compliant with ESG standards and Guidelines.

11.3. Suggestions for improvement

None.

11.3. Decision

The Establishment is compliant with Standard 11.

12. ESEVT Indicators ([see Annex 4](#))

Comments on indicators Bern and Zürich

- 1 Most indicators are well above the requested values. The number of intramural cases compensate for the lack of extramural ones.
- 2 The hours of VPH/FSQ are below the minimum for the students only taking core in this subject but all subject areas are covered at a sufficient level.
- 3 The values for poultry and rabbits are below the minimum level.

Indicators Bern



ESEVT Indicators

Name of the Establishment:		Vetsuisse Faculty Berne				
Name & mail of the Head:		Dean - Prof. Dr. A. Zurbriggen & susanne.portner@vetsuisse.unibe				
Date of the form filling:		18.10.2017				
Raw data from the last 3 full academic years		2016	2015	2014	Mean	
1	n° of FTE academic staff involved in veterinary training	159	149	148	152	
2	n° of undergraduate students	367	354	342	354	
3	n° of FTE veterinarians involved in veterinary training	120	111	115	115	
4	n° of students graduating annually	60	52	48	53	
5	n° of FTE support staff involved in veterinary training	104	93	91	96	
6	n° of hours of practical (non-clinical) training (mean over all tracks)	822	822	822	822	
7	n° of hours of clinical training (mean over all tracks)	1049	1049	1049	1049	
7a	n° of hours of clinical training (mean over clinical tracks)	1261	1261	1261	1261	
7b	n° of hours of clinical training (mean over VPH/Pathobiology)	732	732	732	732	
8	n° of hours of FSQ & VPH training all tracks other than VPH	143	143	143	143	
8b	n° of hours of FSQ & VPH training for VPH track	463	463	463	463	
9	n° of hours of extra-mural practical training in FSQ & VPH	160	160	160	160	
10	n° of companion animal patients seen intra-murally	7394	7042	6889	7108	
11	n° of ruminant and pig patients seen intra-murally	1468	1723	1684	1625	
12	n° of equine patients seen intra-murally	1553	1795	1591	1646	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	n.a	n.a	n.a		
14	n° of companion animal patients seen extra-murally	n.a	n.a	n.a		
15	n° of individual ruminants and pig patients seen extra-murally	18672	13676	9405	13918	
16	n° of equine patients seen extra-murally	n.a	n.a	n.a		
17	n° of visits to ruminant and pig herds	91	110	125	109	
18	n° of visits of poultry and farmed rabbit units	n.a	n.a	n.a		
19	n° of companion animal necropsies	213	226	323	254	
20	n° of ruminant and pig necropsies	596	576	484	552	
21	n° of equine necropsies	65	83	56	68	
22	n° of rabbit, rodent, bird and exotic pet necropsies	386	367	333	362	
23	n° of FTE specialised veterinarians involved in veterinary training	112	104	112	109	
24	n° of PhD graduating annually	13	11	12	12	



ESEVT Indicators

Name of the Establishment:		Vetsuisse Faculty Berne				
Date of the form filling:		18.10.2017				
Calculated Indicators from raw data		Establishment values	Median values ¹	Minimal values ²	Balance ³	
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.43	0.16	0.13	0.30	
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	2.16	0.87	0.59	1.57	
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.80	0.94	0.57	1.23	
I4	n° of hours of practical (non-clinical) training (mean over all tracks)	822.00	905.67	595.00	227.00	
I5	n° of hours of clinical training (mean over all tracks)	1049.00	932.92	670.00	379.00	
I6	n° of hours of FSQ & VPH training	143.00	287.00	174.40	-31.40	
I7	n° of hours of extra-mural practical training in FSQ & VPH	160.00	68.00	28.80	131.20	
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	133.28	70.48	42.01	91.27	
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	30.47	2.69	0.46	30.01	
I10	n° of equine patients seen intra-murally / n° of students graduating annually	30.87	5.05	1.30	29.57	
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	0.00	3.35	1.55	-1.55	
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	n.a	6.80	0.22	#VALUE!	
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annual	260.96	15.95	6.29	254.66	
I14	n° of equine patients seen extra-murally / n° of students graduating annually	n.a	2.11	0.60	#VALUE!	
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	2.04	1.33	0.55	1.49	
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.00	0.12	0.04	-0.04	
I17	n° of companion animal necropsies / n° of students graduating annually	4.76	2.07	1.40	3.36	
I18	n° of ruminant and pig necropsies / n° of students graduating annually	10.35	2.32	0.97	9.38	
I19	n° of equine necropsies / n° of students graduating annually	1.28	0.30	0.09	1.18	
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	6.79	2.05	0.69	6.09	
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating an	2.05	0.20	0.06	1.99	
I22*	n° of PhD graduating annually / n° of students graduating annually	0.23	0.15	0.09	0.14	
1	Median values defined by data from Establishments with Approval status in April 2016					
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016					
3	A negative balance indicates that the Indicator is below the recommended minimal value					
*	Indicators used only for statistical purpose					

Indicators Zürich



ESEVT Indicators

Name of the Establishment:		Vetsuisse Faculty University of Zurich				
Name & mail of the Head:		Prof. Dr. Brigitte von Rechenberg, bvonrechenberg@vetclinics.uzh.ch				
Date of the form filling:		18.10.2017				
Raw data from the last 3 full academic years		2016	2015	2014	Mean	
1	n° of FTE academic staff involved in veterinary training	181	178	177	178.67	
2	n° of undergraduate students	397	391	384	390.67	
3	n° of FTE veterinarians involved in veterinary training	154	150	151	151.67	
4	n° of students graduating annually	64	58	46	56	
5	n° of FTE support staff involved in veterinary training	106	107	100	104.333333	
6	n° of hours of practical (non-clinical) training	633	633	633	633	
does not include lab work in non-clinical tracks (approx. 450h)						
7	n° of hours of clinical training (mean over all tracks)	1193	1193	1193	1193	
7a	n° of hours of clinical training (mean over clinical tracks)	1469	1469	1469	1469	
7b	n° of hours of clinical training (mean over non-clinical tracks)	918	918	918	918	
8	n° of hours of FSQ & VPH training	143	143	143	143	
9	n° of hours of extra-mural practical training in FSQ & VPH (track st	160	160	160	160	
10	n° of companion animal patients seen intra-murally	10830	10644	11239	10904.3333	
11	n° of ruminant and pig patients seen intra-murally	1780	1664	1838	1760.66667	
12	n° of equine patients seen intra-murally	1494	1441	1579	1504.66667	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	4100	4200	3800	4033.3	
14	n° of companion animal patients seen extra-murally	2799	2897	2940	2878.7	
15	n° of individual ruminants and pig patients seen extra-murally	1635	1482	1714	1610.3	
16	n° of equine patients seen extra-murally	996	961	1052	1003.0	
17	n° of visits to ruminant and pig herds	45	53	37	45.0	
18	n° of visits of poultry and farmed rabbit units	N/A	N/A	N/A	#DIV/0!	
19	n° of companion animal necropsies	532	495	450	492.3	
20	n° of ruminant and pig necropsies	885	916	718	839.7	
21	n° of equine necropsies	145	130	144	139.7	
22	n° of rabbit, rodent, bird and exotic pet necropsies	2738	1541	792	1690.3	
23	n° of FTE specialised veterinarians involved in veterinary training	130	125	132	129.0	
24	n° of PhD graduating annually	17	16	18	17.0	



ESEVT Indicators

Name of the Establishment:					
Date of the form filling:					
Calculated Indicators from raw data		Establishment values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.457	0.16	0.13	0.331
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	2.708	0.87	0.59	2.119
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.863	0.94	0.57	1.297
I4	n° of hours of practical (non-clinical) training	633.000	905.67	595.00	38.000
I5	n° of hours of clinical training	1193.000	932.92	670.00	523.000
I6	n° of hours of FSQ & VPH training	143.000	287.00	174.40	-31.400
I7	n° of hours of extra-mural practical training in FSQ & VPH	160.000	68.00	28.80	131.200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	194.720	70.48	42.01	152.711
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	31.440	2.69	0.46	30.977
I10	n° of equine patients seen intra-murally / n° of students graduating annually	26.869	5.05	1.30	25.571
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	72.024	3.35	1.55	70.479
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	51.405	6.80	0.22	51.181
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	28.756	15.95	6.29	22.461
I14	n° of equine patients seen extra-murally / n° of students graduating annually	17.911	2.11	0.60	17.316
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	0.804	1.33	0.55	0.256
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	#DIV/0!	0.12	0.04	#DIV/0!
I17	n° of companion animal necropsies / n° of students graduating annually	8.792	2.07	1.40	7.392
I18	n° of ruminant and pig necropsies / n° of students graduating annually	14.994	2.32	0.97	14.024
I19	n° of equine necropsies / n° of students graduating annually	2.494	0.30	0.09	2.401
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	30.185	2.05	0.69	29.492
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	2.304	0.20	0.06	2.240
I22*	n° of PhD graduating annually / n° of students graduating annually	0.304	0.15	0.09	0.216
1 Median values defined by data from Establishments with Approval status in April 2016					
2 Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016					
3 A negative balance indicates that the Indicator is below the recommended minimal value					
* Indicators used only for statistical purpose					

13. ESEVT Rubrics (summary of the decision of the Visitation Team of the Establishment for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Rubrics Bern

Standard 1: Objectives and Organisation	C	PC	NC
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.	x		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	x		
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.	x		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	x		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.	x		
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	x		
Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	x		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	x		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	x		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	x		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	x		
Standard 3: Curriculum			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.	x		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	x		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	x		
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	x		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.		x	
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	x		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	x		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.	x		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	x		
3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each	x		

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placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.			
Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	x		
4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	x		
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.	x		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	x		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	x		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.	x		
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.	x		
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.	x		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	x		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	x		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	x		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.	x		
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.	x		
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.		x	
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	x		
Standard 5: Animal resources and teaching material of animal origin			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.	x		
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.	x		
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	x		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	x		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	x		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	x		
Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	x		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	x		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural	x		

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skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.			
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	x		
Standard 7: Student admission, progression and welfare			
7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	x		
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	x		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public. Not applicable.	x		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	x		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	x		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	x		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	x		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	x		
7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	x		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	x		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	x		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	x		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	x		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	x		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	x		
Standard 8: Student assessment			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.	x		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	x		
8.3. Requirements to pass must be explicit.	x		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	x		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	x		
8.6. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	x		
8.7. Students must receive timely feedback on their assessments.	x		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.	x		
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	x		
Standard 9: Academic and support staff			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.	x		

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Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.			
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	x		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	x		
9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	x		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.	x		
9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	x		
Standard 10: Research programmes, continuing and postgraduate education			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	x		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	x		
10.3. All students must have opportunities to participate in research programmes.	x		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	x		
Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	x		
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	x		
11.3. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	x		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	x		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	x		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	x		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	x		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	x		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	x		
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	x		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Rubrics Zürich

Standard 1: Objectives and Organisation	C	PC	NC
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.	x		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	x		
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.	x		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	x		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.	x		
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	x		
Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	x		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	x		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	x		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	x		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	x		
Standard 3: Curriculum			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.	x		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	x		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	x		
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	x		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.		x	
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	x		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	x		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.	x		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	x		
3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.	x		
Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	x		
4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its	x		

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buildings and equipment.			
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.	x		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	x		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	x		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.	x		
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.	x		
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.	x		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	x		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	x		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	x		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.	x		
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.	x		
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	x		
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	x		
Standard 5: Animal resources and teaching material of animal origin			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.	x		
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.	x		
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	x		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	x		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	x		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	x		
Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	x		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	x		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.	x		
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	x		

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Standard 7: Student admission, progression and welfare			
7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	x		
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	x		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public. Not applicable.	x		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	x		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	x		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	x		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	x		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	x		
7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	x		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	x		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	x		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	x		
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8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	x		
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9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	x		

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9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	x		
9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	x		
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11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	x		
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Executive Summary

Brief history of the Establishment and its previous EAEVE Visitations

The Swiss Veterinary Faculties of Bern and Zürich were independently founded in 1900 and 1902, respectively. In 2003 the two faculties merged to form the Vetsuisse Faculty Switzerland. The parliaments in the Swiss Cantons of Bern and Zürich adopted the plan (the Vetsuisse Concordat) and officially the Vetsuisse was “opened” 1st September 2006.

Vetsuisse was ordinarily visited by EAEVE 4 – 11 November 2007 and with the aim of EAEVE Accreditation visited again 20 – 24 September 2010. Very few issues were raised (2007: facilitate clinical research; access to modern farm facilities; horse clinic and anatomy laboratory in Bern and swine facilities in Zürich should be adapted to modern standards; few tenure track positions (none of them adding up to Major Deficiency). 2010: no Category 1 or 2 deficiencies). Since the 2010 visitation the anatomy facilities have been completely renovated, the Bern equine clinic has been completely reconstructed; the swine facilities in Zürich have been renovated and extended; Agrovet campus has been inaugurated for student training and research in farm animals.

Brief comment on the SER

The SER was short and concise. However, some issues were not mentioned in greater detail (e.g. students and external stakeholders’ participation in committees; details of VPH-teaching; details of the indicators). But the Vetsuisse immediately made up in a very satisfactory way for these issues when prompted.

Brief comment on the Visitation

The Visitation was performed in a very friendly and informative atmosphere and the team met open doors in both locations with a strong emphasis on demonstrating exactly what the team wished to see.

Generally a Visitation in 2 distant geographical locations is difficult to perform during the 5 days scheduled in the SOP. However, it was feasible in Vetsuisse due to the elaborate preparation both at the Establishment and for the team.

Commendations (areas worth of praise identified by the Team)

1. the strategic plan is clear and transparent, and well described in text and a PDCA-graphics
2. there is a clear communication strategy
3. Vetsuisse plans to introduce a 12-semester DVM-programme to let students focus on research and professional skills
4. Vetsuisse has a commendable, huge and well-used potential due to its high quality research and research-based teaching, a well-organised curriculum and a stable financial situation.
5. extra funding for extramural clinical training is considered part of the Curriculum 2020-plans
6. most Indicators exceed minimum requirements, standing out are the high level of veterinary qualified (and specialised) academics and the high case load across equine, small and farm animals

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List of the Minor Deficiencies :

1. The Establishment is partially compliant with Standard 3 because of insufficient number of hours of food safety and quality in VPH training in all tracks other than VPH track.
2. The Establishment is partially compliant with Standard 4 because of insufficient training of the Bern students in field veterinary medicine and Herd Health Management.

List of Major Deficiencies:

None.

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been found.

The 'Vetsuisse Faculty, Universities Bern and Zürich' is therefore classified as holding the status of: **ACCREDITATION**.