



FULL VISITATION REPORT

To the Faculty of Veterinary Medicine of the University of Lisbon, Lisbon, Portugal

On 23-27 September 2024

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Introduction

The Royal Military Veterinary School was founded in Lisbon in 1830. Later, it was denominated School of Veterinary Medicine (1886), Higher Education School of Veterinary Medicine (1930) and finally Faculty of Veterinary Medicine (called the VEE in this report) (1989). The VEE has been part of the University of Lisbon (ULisboa) since 2013.

The VEE is a founding member of EAEVE. EAEVE has positively evaluated it in 2007 and 2017. The VEE has also been positively assessed by the National Council for the Evaluation of Higher Education (2004) and the Portuguese Agency for Assessment and Accreditation of Higher Education (2015 & 2021).

The VEE is the oldest veterinary school in Portugal and is part of the biggest University. The VEE hosts the Centre for Interdisciplinary Research in Animal Health (CIISA), which is granted the highest rate by the national public agency that supports and funds research, technology and innovation.

The main developments since the last visitation are:

-) Increased public budget allocated to the VEE;
-) Rehabilitation of several facilities;
-) Building of a Biosafety Level 3 (BSL-3) laboratory;
-) Reorganisation of the VTH into 6 units: 3 Hospitals (Companion Animals, Equine and Food-Producing Animals), Diagnostic Centre, Pharmaceutical Services, and Biological Isolation and Containment Unit (BICU);
-) Hiring of additional veterinarians, nurses and a new Practice Manager;
-) Purchase of new equipment in the VTH;
-) Implementation of a new electronic patient record system and data management (QVET);
-) Revision of the curriculum;
-) Reinforcement on the Clinical Skills Training Centre (CSTC);

-) Introduction of a digital version of the logbook for the assessment of the acquisition of Day One Competences.

The Visitation was completed in agreement with SOP 2023.

Area 1. Objectives, Organisation and Quality Assurance Policy

Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of 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.

The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.

1.1.1. Findings

The VEE's mission statement in the Statutes and the Strategic Plan covers the creation, transmission and dissemination of science, technology and culture in Veterinary Sciences through the development of high-standard teaching, research, and extension (service) activities for the benefit of society. Its vision is to be among the best veterinary schools in Europe. Objectives include granting bachelor, master and doctorate degrees (of which the integrated master's degree in Veterinary Medicine (IMVM) is the most important one with 86% of the students); development of research and technology; promotion of knowledge dissemination and qualified services; encouraging continuous improvement of staff and appropriate evaluation of their performance; providing specialisation and preparing students for lifelong learning; cooperation with a wide range of institutions and participation in international exchange programmes; internationalisation through student and staff mobility; recognition and support of student and alumni associations. The veterinary degree programme has been based on Day One Competences since 2000 and this is the guarantee that all students are capable of entering all commonly recognised branches of the veterinary profession.

1.1.2. Analysis of the findings/Comments

The mission statement and the vision of the VEE as well as its main objectives embrace all ESEVT standards, and their realisation ensures that graduates enter the profession equipped with the necessary competences. The VEE follows the guidelines of the national accreditation agency and EAEVE.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

Standard 1.2: The VEE 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.

The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings

The VEE is one of the 18 faculties/institutes of the ULisboa and offers an integrated master's degree for veterinary students. Like all universities, the ULisboa belongs under the auspices of the Ministry of Education, Science and Innovation and is supervised by the Portuguese Agency for Assessment and Accreditation of Higher Education (A3ES). Faculties have scientific, cultural, pedagogic, administrative, and financial autonomy. The VEE's president, the person responsible for the curriculum and the head of the VTH are all veterinarians, and at the moment the rector of the university is also a veterinarian.

The decisions concerning the *numerus clausus* and the annual budget of the universities are made at the ministerial level with A3ES responsible for evaluating, accreditation and feedback to the ministry influencing public financing. The Rector Service is responsible for the implementation and management of university-level systems including finances and quality management. The Rector is elected and his activity is supervised by the General Council. The Rector assigns the budget to faculties, authorises calls for hiring staff, signs degree certificates, approves new courses or changes in the curriculum, and approves all university regulations.

At the VEE level, the President makes the final decisions after consulting the School Council, the Scientific Council and the Pedagogical Council on strategic matters. The School Council (ScC) elects the President, supervises his activity, approves the VEE Strategic Plan and the annual activity plans and reports, and proposes the tuition fees to the General Council. The ScC consists of 9 teachers/researchers, 1 non-teaching staff, 2 student representatives and 3 co-opted external Council members. The Scientific Council (SC) is responsible for the VEE's scientific policy; it is involved in the hiring of human resources, the appointment of juries of academic calls, and the creation or alteration of study cycles. The SC consists of 12 teachers with PhD degrees and 3 representatives of the research unit. The Pedagogical Council (PC) is responsible for the pedagogic policy of the VEE concerning the evaluation of guidelines, methods, actions, and the results of teaching activities, as well as the proper functioning of study programmes and career opportunities. It is also involved in the creation or alteration of study cycles but mainly from the pedagogical point of view, such as the compilation of the school calendars, and the Knowledge and Competency Assessment Regulation. It consists of 5 full-time teachers with PhDs and 5 students, from both the masters and PhD programmes. Members of the councils are elected by the different categories of staff and students from a candidacy list, which respects gender balance. The Management Council is responsible for the administrative, financial and property management of the VEE and consists of the President, the Vice-Presidents, the Executive Director and the head of the Financial Division. The School Assembly, composed of all teachers, researchers, other staff and student delegates, is an advisory body assembled in situations of major importance or complexity. The Advisory Board communicates with society and stakeholders. It comprises the Presidents of the VEE's bodies and departments, that of the Alumni Association and the Students' Association and 20 individuals, from social, economic and professional sectors, appointed by the President. The Advisory Body meets when the VEE faces an issue which may require their input.

The Council for Quality Assurance (CQA) is responsible for the coordination and management of the Integrated System QA system of the VEE. It is chaired by the President and includes the

SC, PC and Clinics Department Presidents, the Executive Director, three teachers appointed by the President, and the President of the Students' Association.

There are also subordinate committees of the Councils.

There are four Departments (Morphology and Function, Animal Production and Food Safety, Animal Health, Clinics) as operative units. Each department has its own Department Council including all teachers and researchers with PhD degrees who elect a President and an Executive Committee every four years. Each scientific area elects one Study Coordinator. The Veterinary Teaching Hospital (VTH) also has its own board chaired by the President and includes the heads of each subunit, the SC and PC presidents, the presidents of departments of Clinics and Animal Health and a Practice Manager.

The Centre for Interdisciplinary Research in Animal Health (CIISA) was formed in 1992 and develops and coordinates R&D activities.

1.2.2. Analysis of the findings/Comments

The VEE is part of a university offering a master's degree after its integrated 11-semester veterinary study program. The organisation structure is clear, and powers and responsibilities are well defined. The VEE has enough autonomy to develop its own QA system focusing on the fulfilment of ESEVT standards. It ensures the achievement of strategic goals and the implementation and continuous improvement of the study programme.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Standard 1.2.

Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.3.1. Findings

The strategic plan 2023–2026 (dated October 2022) was prepared by the President as part of the application for the position and was approved by the School Council. It has an in-depth overview of the achievements of the VEE, and a detailed SWOT analysis covering the main aspects of the operation of the VEE: teaching, research and extension (services), technical and administrative services and facilities. The plans also cover these fields with extensive plans for improving financing, renewing teaching, extending research, improving services, increasing internalisation, providing better management, technical and administrative support, and ensuring better communication of the achievements. There is no operational plan in the Strategic Plan itself, but annual action plans and reports can be found on the website of the VEE and there is an extensive list of indicators (172) which are monitored continuously within the framework of the quality improvement plans and reports (also annual)

1.3.2. Analysis of the findings/Comments

The strategic plan was prepared for four years upon a detailed analysis of the present and past

achievements of the VEE. It has a formal status and can be found on the website of the VEE. The SWOT analysis offers a good basis for planning which is concrete regarding the financial and technical/facility issues, and more value-oriented concerning teaching, research and extension services. It mentions the system of QA as a fundamental and mandatory part of management.

1.3.3. Suggestions for improvement

None.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.

The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The foundations of the culture of quality were laid long ago when the PC started to inquire about the functioning of study units and the performance of teachers in 1991. The formal system of QA was established in 2011 when the VEE still belonged to the Technical University of Lisbon, and it was integrated into the QA system of the ULisboa after the merger of the two universities in 2013. The Integrated System of Quality Assurance (ISQA) of the ULisboa was approved at the end of 2015 and was adapted to each faculty. The Quality Policy of the VEE was formulated in 2016. The Quality Manual (2021) was elaborated by the CQA and approved by the President of the VEE. It includes all relevant information on the quality system of the VEE such as the role of internal and external partners, organisation, document hierarchy, QA processes and responsibilities, and communication. The VEE has a Quality Plan along with annual action plans which cover all the processes. The report includes an updated table of the 172 indicators which include the ESEVT indicators as well. A thorough analysis of deviations is provided in the report with the latest data from 2023.

Academic integrity and conduct as well as good operating practices are regulated by three documents approved by the General Council of the ULisboa: Disciplinary Students' Rules and Regulations, Code of Conduct and Good Practice, and the Charter of Rights and Guarantees. There is also a Student Ombudsman at the University appointed by the General Council defending and promoting students' rights and interests and considering students' complaints.

1.4.2. Analysis of the findings/Comments

The VEE is commended for the development, maintenance and implementation of a cohesive system of QA which serves the continuous improvement of the main processes of the VEE.

The VEE has a long history of quality improvement which now fits into the framework of the QA system of the ULisboa but has enough autonomy to provide for the special features of veterinary training. It has a strong Quality Policy to be followed by all members of the VEE, a detailed Quality Manual, and a Quality Plan with 172 indicators. The Quality Plan covers all the processes and provides an analysis of the attainment of the goals and suggestions for

improvements. University regulations and provisions ensure academic integrity.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Standard 1.4.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.

The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings

The VEE's website contains up-to-date information on study programmes, research and external services. It publishes its accreditation status (EAEVE and local) and reports on its website, too. The study programme is also advertised at educational fairs. The General Directorate of Higher Education also publicises information about the study programme through the National Higher Education Access Contest with much supplementary information orienting potential applicants. The FénixEdu and the Moodle platforms are available for students. The former serves the administration of the students' educational process, while Moodle is a learning system in which relevant information on the organisation of the educational process is shared besides study materials.

The VEE has close contact with stakeholders who are represented in the Advisory Board (President of the Alumni and 20 other external stakeholders). The VEE fosters good relationships with the other VEEs of Portugal, and research institutes, agricultural plants, etc. Cooperation and internationalisation are strategic goals. International partners and the conditions of exchange or visitations are mentioned on the website. It also has the strategic goal to interact more closely with local society primarily through its services, but also by participation at forums or events related to the VEE's areas of expertise.

Communication was enhanced by creating the Image and Communication Office in 2020 promoting the image of the VEE and using modern forms of communication adjusted to target audiences.

1.5.2. Analysis of the findings/Comments

The VEE provides correct information on its study programmes, research projects and services on its website. Its rich international and Portuguese relations can also be followed on the website. Stakeholders are represented on the Advisory Board. The VEE's strategic goals include the leading role among VEEs in Portugal and close interaction with local society. The ESEVT status and reports are easily available on the website.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

The Integrated System of Quality Assurance is coordinated and managed by the CQA. The annual reports are compiled and coordinated by the President and the Executive Director. A Quality Report (see 1.4) is approved by CQA and the annual Activity Report, coordinated by the President and Executive Director, is approved by the ScC. Activity reports are communicated through the website.

Information on the academic performance of students can be accessed in a new module of FenixEdu by the responsible persons of each study unit and by the PC and the SC who analyse the data. There are regular surveys on the functioning of study programmes and units of study and the performance of teachers organised by the PC and SC. The input of students provides a significant part of the assessment of teachers, whose performance is evaluated in all fields of activity (teaching, research, services, participation in university management) within the framework of a multi-criteria system. Non-teaching staff members are also evaluated within this framework. Good performance leads to benefits, and if goals are not achieved, corrective measures are implemented.

Staff and students are involved in the QA processes as members of the councils, and there is regular contact with the Students' Association. They participated in the preparation of the self-evaluation report, which is a process involving deep analysis, reflection and improvements.

Research is regularly assessed in competitive applications. CIISA gradually improved in the third-party assessment and gained the 'Excellent' classification in 2019. Internally CIISA's achievements are monitored by the CIISA coordination and the Presidency and SC of the VEE. The VTH is evaluated based on different indicators, and satisfaction surveys carried out among students, customers and technicians.

The results of satisfaction surveys are shared at special staff and student meetings.

1.6.2. Analysis of the findings/Comments

The regular quantitative and qualitative monitoring of the performance in all of the strategic areas of the VEE is a routine activity which feeds the analysis and planning of corrective actions performed by the Presidency or the adequate councils. Results and plans are communicated to staff and students who are also involved in the analysis and corrections.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Standard 1.6.

Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1. Findings

The VEE is a founding member of EAEVE and has undergone several visitations since 1989. The last visit in 2017 identified 3 minor deficiencies two of which have been corrected (improved funding, mandatory pedagogical training of the teaching staff, and veterinarians and nurses at the VTH) while the third is in progress (maintaining and upgrading buildings and equipment).

The VEE – as part of ULisboa – is regularly accredited by the Portuguese accrediting agency (A3ES). The last time this accreditation took place in 2021 and was passed successfully, the ULisboa was accredited for 6 years.

Research is assessed about competitive applications. CIISA was classified as ‘excellent’ in 2019.

1.7.2. Analysis of the findings/Comments

The VEE regularly undergoes national and EAEVE accreditation with success.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Standard 1.7.

Area 2. Finances

Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

2.1.1. Findings

Financial Management for the VEE lies under the control of the Executive Director and the Head of the Financial Resources Division, who answers to the Management Council chaired by the Dean (President) and contains the functions of Accountancy, Provision and Patrimony and Project Management.

Revenue

The VEE receives €7.9m, over 40% of its revenue, from the public authorities annually. The figure has increased significantly, by 40%, since 2016 when the VEE was successful in convincing the Rectory of Lisbon University that the VEE should be funded at the highest level, in line with the schools of medicine and dentistry. This decision was ratified by the government, the Ministry of Higher Education, Science and Technology, earlier this year.

The VEE has also received €2.5m, about 10% of revenue, in government grants, from the Portuguese Recovery and Resilience Plan (PRRP), for the installation of solar panels and other energy-saving measures, for the modernisation of teaching conditions and methodologies, and

a unit for the recovery of organic waste produced by our resident animals and those from the VTH.

A total of €5.5m, 20% of revenue, is generated by services offered by the VTH, administered through a separate budget line and €2.3m, 10% of revenue, through research grant funding.

Tuition fees generate €750k, 4% of revenue, and have been decreased over recent years due to government policy with recompense being provided to the University through an increase in general funding. There are only a few, up to six international students, paying a full fee.

Expenditure

Approximately €10m is spent on salaries with €5m on utilities, €2m on equipment and €300k on maintenance.

The stability provided by the increase in public authority funding has allowed a greater investment in infrastructures and an increase in teaching staff with there now being 56 veterinarians in post, 24 nurses and 10 auxiliaries compared with 25, 12 and 4 in 2017. These numbers have had to increase gradually as a government rule prohibits an increase of staff funding greater than 3% of the previous year's wage bill.

As a result of the budget increase, with internal savings and financial assistance from the Rectory, it was possible to commence the necessary refurbishment of most buildings within the VEE.

The improvement of the ranking of the 'Centre For Interdisciplinary Research in Animal Health' by the 'Foundation for Science and Technology' from Very Good to Excellent (2018) resulted in an increase in research funding, and an additional 600,000€, already invested in equipment.

2.1.2. Analysis of the findings/Comments

Management of the finances of the VEE is effective and prudent.

The expenditure of €300k on maintenance seems modest for an asset of this complexity, particularly with the poor quality of construction outlined in the SER. However, this may be offset by the current refurbishment project which is planned.

The VEE considers that the public financial funding is still insufficient to support desirable developments in teaching and research, compared to the budgets of most European Schools.

The Strategic Plan lists several opportunities through which additional revenue could be generated including increasing the supply of the services offered by the VEE abroad, diversification of funding sources into areas such as technology transfer, 'space naming' and patronage. Offering new study cycles leading to degrees and an update of fees should, it is suggested, also be considered.

2.1.3. Suggestions for improvement

The expenditure on maintenance of the current asset and its refurbishment should be carried out in line with the financial plan.

The suggestions within the strategic plan to raise additional revenue should be subjected to economic appraisal.

2.1.4. Decision

The VEE is compliant with Standard 2.1.

Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.

The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings

According to VEE Statutes, the primary goal of the VTH is to provide students with hands-on, real-time training, as well as enable clinical research. It has total autonomy in VTH management, does not receive any public or private funding to meet its direct costs and consequently has the independence to manage the business flexibly through a private, non-profit association, the Association for the Development of Veterinary Sciences (ACIVET).

Although financial independence is pursued, through a pricing policy similar to commercial veterinary hospitals in the Lisbon area, the VTH does depend upon additional financial support from the VEE to meet the higher costs of teaching i.e. the longer duration of consultations and clinical procedures and the greater expenditure on materials. Apart from the assistance provided by its teachers, the VEE also supports all the facilities, provision of electricity, water, and gas, as well as the purchase of the most expensive equipment and IT support.

2.2.2. Analysis of the findings/Comments

The VEE has sufficient autonomy in order to use the resources to implement its strategic plan and to meet ESEVT Standards.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Standard 2.2.

Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

2.3.1. Findings

The annual budget allocated to the University is debated by the Rector with the Deans of the 18 Schools, of which the VEE is one, and the resource allocated is debated and agreed upon, taking into consideration the past budgets and the official public formula.

The VEE management board then prepares an overall budget which following evaluation by the Government financial services an official proposal by the Management Council is discussed by the School Council of the VEE, the body responsible for the approval of all strategic decisions, where teachers, technical and administrative workers, students, and stakeholders are represented.

The overall financial process is audited on a regular basis by the statutory auditor and several public entities. Each year, the previous year's budget outcome is described in the VEE Activity Report, which is discussed and approved by the ScC and published on VEE's website.

The revenue and expenditures of the VTH are governed through the Board of ACIVET, chaired by the Dean.

2.3.2. Analysis of the findings/Comments

The public financing of the VEE is dependent on the support of the Rector and the vagaries of government financing of the University. This annual budgeting process does not appear to match the multi-year strategic plan of the VEE for both staff costs, capital building costs and maintenance. However, the VEE has demonstrated that it has sufficient autonomy to manage its own finances on a multi-year basis.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Standard 2.3.

Area 3. Curriculum

Standard 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. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.

This concerns:

- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.

Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1. General findings

3.1.1.1. Findings

The curriculum includes units of study (US) organised in a logical sequence to allow students

to acquire the Day One Competences and a list of competences (Appendix 7) that have been approved by the SC in the year 2000 and that have been revised in 2014 and in 2024. The curriculum's general structure and organisation is reported in the IMVM Regulation (Appendix 8).

According to the Portuguese legislation (Decree-Law No. 74/2006, amended by Decree-Law No. 65/2018), the curriculum of Veterinary Medicine was adapted to 330 ECTS and 11 semesters of duration (5.5 years). The VEE has total autonomy to change the curriculum. Specific councils/boards/committees and procedures are responsible for managing and revising the curriculum. Several individuals and committees are responsible for the identification and correction of curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum, and students are involved as members of some committees. Depending on the type of changes that are made, the new curriculum is approved by the Rector or by the national agency A3ES. There is not a tracking system in the curriculum, but students must obtain 15 ECTS credits, corresponding to 168 hours, by choosing a total of 6 elective Units of study among all proposed by the VEE in each semester of the 3rd, 4th and 5th year (two elective courses per year). A minimum of 10 students is required to activate an elective course. The procedures for the selection and activation of elective courses are published and communicated to students. Several Lifelong Learning Courses are organised annually in various fields of Veterinary Sciences and some of them are open to students depending on their contents. These courses are considered as optional courses.

The achievement of clinical skills is ascertained by recording them in a student logbook, which since the second semester of the Academic Year 2023/2024, is now available as a digital tool. The curriculum is composed of several core units of study (Appendix 4) that cover all EU-listed subjects, and 6 elective Units of study that encourage students to explore specialised areas of study. A total of 3851 hours of supervised activities (3683 for core Units of study and 168 for elective Units of study) are taught in the first five years. The last semester is devoted to the Units of study "Veterinary Medical Profession and Science Communication" (14 hours) and to EPT (812 hours), consisting of a traineeship including the preparation of a master thesis and its discussion in a public defence. Practical rotations under academic staff supervision are carried out for a total of 28 hours in the 3rd year, 278 hours in the 4th year and 338 in the 5th year (Table 3.1.3). Curriculum hours in EU-listed subjects taken by each student are 232 (6.3%) in Basic subjects and 3462 (93.7%) in Specific veterinary subjects, these latter including 1393 (37.7%) hours in Basic sciences, 1166 (31.5%) hours in Clinical Sciences in companion animals (including equine and exotic pets), 581 (15.7%) in Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), and 324 (8.8%) in Veterinary Public Health (including FSQ), for a total of 3696 hours of core training (Table 3.1.2).

The revision of the curriculum was formally approved by the Scientific Council in 2022 and then in 2024 and is scheduled to start in the Academic Year 2025/2026. The new curriculum (Appendix 10) is planned to address comments made by the SC and the Advisory Board.

3.1.1.2. Analysis of the findings/Comments

The aims of the IMVM curriculum are well-defined. A total of 330 ECTS in 11 semesters are adequate to reach the objectives. The Curriculum (Table 3.1.2.) covers all EU-listed subjects and all subjects listed on the D1C in Annex 2 of ESEVT SOP 2023. Individual course learning outcomes are properly equated to Day One Competences in a table (Appendix 4) that is also available on the web page of the IMVM (<https://www.fmv.ulisboa.pt/en/study/veterinary-medicine>). A wide range of elective Units of study is offered to students, giving them the opportunity to be an active part in their learning process, although the limit of ten students for

the activation of an elective course could disadvantage students selecting some “niche” courses, e.g. in VPH.

Overall, the curriculum is strongly oriented to practical activity and excellent hands-on training is carried out in most animal species.

The contents of Table 3.1.2 cannot be easily verified and rely on what the teaching staff responsible for each subject had communicated during the SER redaction. Some tables and contents of the first version of the SER are not written according to the SOP 2023.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

Together, basic subjects (232 hours) and basic sciences (1393 hours) comprise 44% (1625 hours) of total curriculum hours. All subjects are delivered in the first three years of the curriculum except Toxicology. Several practical activities are carried out in most USs. Laboratory and desk-based work is the main practical work carried out by students except the Units of study Anatomy, histology and embryology, Epidemiology and Animal ethology, in which non-clinical animal work is equal (Anatomy, histology and embryology) or prevalent to laboratory and desk-based work. A pharmacology skills lab is used for several practical activities for students.

3.1.2.2. Analysis of the findings/Comments

The hours devoted to basic subjects and sciences are adequate and cover all EU-listed subjects and all subjects listed on the DIC in Annex 2 of ESEVT SOP 2023. A few hours are devoted to Chemistry because students must pass an exam on Chemistry after having finished high school and before being enrolled at the VEE.

The unique initiative through which the students prepare artistic and interpretative models of the anatomy of animals, their body parts and organs which are then displayed in the library is to be commended as an intellectual and socially interesting enterprise.

3.1.2.3. Suggestions for improvement

None.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

The curriculum for Clinical Sciences in companion animals, including equine and exotic pets, is structured to ensure comprehensive coverage of all relevant clinical subjects and spans 1166

hours. The curriculum covers subjects such as Obstetrics, Reproduction, and Reproductive Disorders; Diagnostic Pathology; Medicine; Surgery; Anaesthesiology and Analgesia; Clinical Practical Training in Common Companion Animals; Infectious Diseases; Preventive Medicine; Diagnostic Imaging; and Therapy in Common Companion Animals. From the total 1166 curriculum hours, 380 hours are dedicated to lectures, 130 hours are allocated to laboratory and desk work, and 517 hours are focused on practical work.

Students receive comprehensive theoretical and practical training, including physical examinations, surgical skills, and species-specific medical procedures, progressively developing these skills throughout their third year. In addition, they are trained in communication, medication administration, reproductive exams, and diagnostics, and participate in group seminars that prepare them for real-world veterinary practice.

In the VTH, students are grouped in rotations, progressively gaining more responsibility over the years. By their fifth year, students are actively involved in administering treatments, performing procedures, and documenting clinical cases. Equine ambulatory clinics expose students to real-world clinical work, often involving emergency cases, with students performing a range of diagnostic and treatment procedures under supervision.

3.1.3.2. Analysis of the findings/Comments

All the required subjects are included in the curriculum. The proportion of practical work hours is well-balanced in relation to theoretical instruction (lectures and seminars). The majority of practical work hours are concentrated in the 4th and 5th years of study.

3.1.3.3. Suggestions for improvement

It is suggested to continue to enhance clinical training in exotic pets.

3.1.3.4 Decision

The VEE is compliant with Standard 3.1.3.

3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

3.1.4.1. Findings

581 hours of compulsory teaching are devoted to clinical sciences in food-producing animals (FPA) including Animal Production and Herd Health Management. Lectures account for 40% of this amount.

The training is taught from the 1st to the 5th year. All the subjects and species are covered.

Pre-clinical training includes lectures and practical activities such as clinical examination (medical propaedeutics, 5th and 6th semester), pain management (anaesthesia and analgesia, 5th semester), and basic surgery procedures (surgical semiology and operative techniques, 6th semester). During practical sessions, students are asked to perform basic procedures such as physical examination of cattle and sheep and skin sutures. Moreover, students are exposed to herd health topics during the 4th year.

Clinical training is given exclusively through ambulatory clinics under the supervision of academic staff. Groups of 6 to 7 students visit 9 farms located at a maximum distance of 80 km from the VEE with which the VEE has signed a cooperation agreement. Several large dairy cattle farms, a large beef-producing farm, a small ruminants farm and a pig farm are routinely visited within this framework.

Normal ambulatory clinical services with FPA occur on Mondays and Wednesdays (from 8.30 am to around 6 pm) and also on Thursday mornings (8.30 am to 1 pm). Each group visits farms or attends referral cases accompanied by one or two teachers or by the hired practitioner. During the clinical activities on farms, students are asked to perform almost all procedures. All activities are reported in a clinical or a necropsy report that is revised by teaching staff and graded. Additionally, each group has to prepare, present and discuss the clinical cases followed during the week. Moreover, students must also select and do a bibliographic review of one case or one topic related to their weekly clinical work.

Students can supplement their training through elective courses: 4 to 8 have been offered over the last 3 academic years. Moreover, the Elective Practical Training (curricular traineeship) that is carried out intra or extra-murally in the areas of Animal Production, Clinical or Animal Health helps to deepen students' knowledge.

3.1.4.2. Analysis of the findings/Comments

The variety and characteristics of the farms that collaborate with the VEE provide relevant support for student training. They can develop their hands-on skills under the constant supervision of the teachers. Clinical case reports are uploaded onto Moodle to enable all students to familiarise themselves with the clinical cases seen during the week. The course is supplemented by an approach to collective medicine (Herd Management) for ruminants and monogastric animals.

However, the time devoted to clinical rotations is considered too little: Food Producing Animal (FPA) clinics for ruminants and pigs represent two incomplete weeks (i.e. 36 hours of clinical work and 2 hours of clinical case discussion) in the 5th year. More advanced training only involves a limited number of students who choose the EPT FPA intramurally or extramurally. The limited time devoted to clinical rotations in individual medicine is partially compensated for by relevant activities in the clinical skills lab (especially in reproduction and obstetrics) and the extensive theoretical and practical contents in Herd Management and Animal production for all species.

3.1.4.3. Suggestions for improvement

It is suggested that the number of weeks of clinical rotations dedicated to FPA be increased. In addition, a more integrated approach during ambulatory clinics could be developed, so that students could use the knowledge and skills they have acquired in different disciplines e.g. reproduction, nutrition, individual medicine, herd health management, etc, in order to achieve a better understanding and competency.

3.1.4.4. Decision

The VEE is partially compliant with Substandard 3.1.4 because of suboptimal core training in food-producing animal individual medicine.

3.1.5. Veterinary Public Health (including Food Safety and Quality)

3.1.5.1. Findings

The training in VPH including FSQ comprises core training of 175 hours of lectures and 85 hours of laboratory and desk-based training. This teaching is delivered and examined in the third and fifth year which allows for some integration with the teaching of the basic science subjects. Further development of the links between VPH/FSQ, the basic sciences and food-

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producing animal medicine should be pursued through the changes currently proposed to the curriculum.

Under the headings of ‘Veterinary legislation (including official controls and regulatory veterinary services, forensic veterinary medicines and certification), Control of food, feed and animal by-products, Zoonoses and their prevention and Food hygiene and environmental health the essential subject matter is comprehensively taught.

Consolidation of theoretical training is through intra-mural and extra-mural practicals with every student experiencing veterinary inspection of cattle, (observed SANTACARNES, in Santarém) pigs, poultry and rabbits in commercial slaughterhouses, fish inspection at a fishing port, (DOCAPESCA, located in Setubal) and food process control at a food market and at a canteen - each visit is for four hours. Other extra-mural practical visits, to cover the production of honey and eggs are planned this year - again for every student.

The facilities available, the small group size and the material available to the students to directly experience official inspection within the commercial establishments provide very good learning opportunities. The opportunities for hands-on training for all students in classical inspection are commended.

Intra-mural practical training on official meat hygiene inspection involves a four-hour explanation and discussion focused on a video, produced by the VEE, of the cattle slaughter process and in addition, tutorials on poultry, rabbit and fish slaughter and processing.

The subject of Basic Food Technology is presented in a practical manner covering, in particular, those processes most relevant to Portuguese consumers. Pilot facilities to demonstrate the manufacture of sausage, (fresh and fermented), milk products and preservation through canning, curing and smoking are available for student practicals. The provision of a facility for the sensory evaluation of foods would complete a well-developed food technology curriculum relevant to the veterinary food inspector.

Exotic and endemic diseases of VPH significance are taught in the ‘Infectious Disease’ subject. Intra-mural practicals build on this teaching, with a food-borne disease outbreak investigation, (4 hours) and a number of practicals led by invited speakers on VPH topics.

Electives in food biochemistry, food complementary analysis, food quality from the consumer point of view & risk analysis and management are provided. Between 10% and 14% of students, from 3rd to 5th year select food-related electives each year - 37 out of 367 students (10.1%) during 2022/23, 51 out of 380 students (13.4%) during 2021/22 and 86 out of 401 students (21.4%) during 2020/21. The exceptionally high number for 20/21 was due to other clinical options not being available due to COVID-19.

Approximately 10 students, most external to the VEE, complete a Masters Degree in Food Safety at the VEE each year.

3.1.5.2. Analysis of the findings/Comments

The quantity of hours, and the quality of both theoretical and practical training, described for each of the topics within the VPH subjects is to be commended.

3.1.5.3. Suggestions for improvement

It is suggested that the provision of a facility for food sensory evaluation would enhance the current food technology offering.

Further integration of VPH & FSQ into the teaching of basic sciences and Food Producing Animal Medicine should be actively pursued and facilitated by the proposed changes to the curriculum.

3.1.5.4. Decision

The VEE is compliant with Standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

As listed in Table 3.1.2. of the SER, as part of the Basic Sciences training, in the form of lectures, seminars, supervised self-learning or desk-based work, 24 hours are dedicated to biomedical statistics, 16 hours to information literacy and data management, 52 hours to professional ethics and communication and 44 hours to animal health economics and practice management.

The hours devoted to these subjects meet the necessary minimum requirements and all subjects listed on the D1C in Annex 2 of ESEVT SOP 2023 are included.

The teaching of team-working skills is spread across many curricular units of the Veterinary curriculum, from 1st to 5th year, as students are asked to carry out group essays, and group reports, for their assessment, for example in Anatomy, Anatomical Pathology, Technology of Animal Products or Veterinary Public Health. Students learn the dynamics of working as a team at the intra-mural clinics, and ambulatory clinics, from 3rd to 5th year. These team activities mainly take place in groups of 5-6 students.

3.1.6.2. Analysis of the findings/Comments

The hours devoted to these subjects meet the necessary minimum requirements and all subjects listed on the D1C in Annex 2 of ESEVT SOP 2023 are included.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4 Decision

The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must 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.

The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1. Findings

The description of each unit of study contains ESEVT Day One Competences and the VEE's Day One Competences aligned with learning outcomes. The indicators of the QA system, and the assessment of students' knowledge and skills ensure that the programme objectives are met. Surveys of graduates also confirm the success of the training. The Rectory annually carries out Employability Surveys one year after graduation. The following results characterised the graduates of the VEE in the latest survey: response rate 56%; employment rate 97%, 95% within this area of training getting a job within 1 year after graduation; gross monthly salary 1484 EUR. 10 years after graduation a similar survey of the Rectory showed (with 43% response rate): 100% were in paid employment, 92% in the area of training. 72% worked within the country, 24% worked outside the country but returned, 4% outside the country with more than one job experience. 85% are employees; the average gross monthly income is 1833 EUR. 69% continued studies and 62% intended to pursue studies. 80% felt prepared to respond to the demands of the profession, but 40% would have opted for another area of professional activity. 33% were very satisfied, 50% satisfied, 17% somewhat satisfied with the study programme, and 0% were dissatisfied. From among the acquired skills technical skills (89%) and problem solving (86%) were on the top, while self-motivation (39%) and negotiation (31%) were the least developed. The contents/programmes (57%), practical/technical training (53%) and facilities/equipment (50%) were mentioned as the strengths of the programme.

Weaknesses included the transition to employment (67%), the organisation of the course/school (37%) and the assessment methodology (33%). 43% remained connected to the VEE. The external members of the Advisory Board also give feedback that the graduates of the VEE are well-prepared technically, but their social skills require improvement. The new study plan makes efforts to mitigate these negative features.

Students' surveys of the pedagogical performance of teachers and the organisation and operation of units of study averaged 4.09 and 3.97 during the past four years (out of 5).

The qualification (integrated master's degree) fits into the national and European system of qualifications. Detailed information about the study programme can be found on the website.

The relevance of an environment conducive to learning and the preparation of students for lifelong learning is formulated in the Vision of the VEE as well as its strategic plan in which modernising the methods of teaching/supervising the learning of students (PBL, CBL, case discussion, seminars, field trips, etc.) is a priority. Students have close and easy contact with teachers, and the Students' Association collaborates and is in permanent dialogue with the VEE's Presidency. The Association offers a wide range of activities. The VEE has created study spaces including a 24-hour space, a new study space, and remodelling bars and the terrace of Building C. The VEE provides good working conditions for the staff, supports pedagogical training, and creates opportunities for career progression.

Students are made aware of the need to constantly update their knowledge. The form of teaching/learning which requires bibliographic research, and the preparation of the final dissertation stimulates self-learning and shows the need for lifelong learning.

3.2.2. Analysis of the findings/Comments

The description of the units of study evidence that the D1Cs required by EAEVE belong to the learning outcomes and are met. The success of the training and the actual achievement of learning outcomes is measured by alumni surveys one year and 10 years after graduation which also include questions regarding the strengths and weaknesses of the training.

The VEE has made efforts to create attractive learning spaces and to introduce modern teaching/learning methods which build on the active participation of students and prove the need for lifelong learning.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of Day One Competences**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1. Findings

The current study plan was developed taking into account EU directives, ESEVT Day One Competences and the conclusions drawn from the study of other VEE study plans, opinions of national and international panels, and teachers and students.

Each unit of study has a file prepared by the scientific and pedagogical coordinator of the given field. It is reviewed by the study coordinator and approved by the SC and PC. The description includes all details of the unit of study including the learning outcomes. An abbreviated version of each file can be found on the website arranged according to semesters. The principal teacher of each Unit of study is expected to inform students about the syllabi during the first lecture. There is a document on the website in which the learning outcomes are matched with the relevant ESEVT and VEE Day One Competences. The list of D1Cs used by the VEE and matched with those of ESEVT was elaborated first in 2000, then in 2014, and last updated in 2024. The logbook is also a means of assessing the achievement of learning outcomes.

National and international accreditation is an opportunity for the general assessment of updating of the curriculum, the syllabus and the outcomes.

3.3.2. Analysis of the findings/Comments

Learning outcomes are formulated for each study unit, and a table indicating the D1Cs of ESEVT and those of the VEE are enumerated under each unit in a table. They are updated every 6 years when the national evaluation is due. However, there is no indication of the date of the preparation/updating of the syllabus.

3.3.3. Suggestions for improvement

Dates of preparing the syllabi should be indicated on the documents on the website.

3.3.4. Decision

The VEE is compliant with Standard 3.3.

Standard 3.4: The VEE 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**
- **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

The curriculum has evolved during the past decades to follow the development of knowledge, to accommodate EU directives and QA standards, ESG, and recommendations following national and international assessments. The present curriculum is based on the one implemented in 2007–2008 which was based on the 2005 version following the Bologna Process in accordance with national legislation.

The revision and approval of D1Cs took place by the SC in 2024. Curriculum revisions are discussed and approved by the SC and PC, approved by the President and the Rector, published in the official government journal and advertised through the VEE's website.

The curriculum is regularly revised by the Scientific and Pedagogic Coordinator (SPC) responsible for coordinating the curriculum and units of study in a highly connected area. The Study Coordinator of the five scientific areas is responsible for the coherence, sequence and interaction of syllabi throughout the programme. The Scientific Committee of the IMVM is responsible for the evaluation of the operation of the study programme, for the general coordination and harmonisation of the IMVM programme, the proposition of changes in the curriculum and in regulations. The Scientific Committee meets at the end of the academic year to evaluate the year and prepare for the next academic cycle. The SC and the PC ensure the overall scientific and pedagogical quality of education, establish the curriculum, and approve the syllabi. The PC organises and supervises the pedagogical training of teachers and other personnel, assesses the guidelines and methods of teaching and assessment, assesses the functioning of study programmes and teachers' performance, etc. Students participate in the PC (5 students) and SC of the IMVM (1 student). Their contribution is crucial to the monitoring of the system.

A revision of the curriculum was begun in 2020, managed by a Curricular Revision Committee that comprises the President, Presidents of the SC and PC, the coordinator of CTC, one teacher of the five scientific areas, and a student member of the PC. Suggestions from EAEVE, A3ES and the Advisory Board, SC, PC, CTC, or individual teachers of students are considered. The new curriculum focuses on improving students' skills and competences.

3.4.2. Analysis of the findings/Comments

The VEE is commended for the introduction of prizes for pedagogical projects.

There is a clear-cut committee structure for the continuous monitoring, development and periodical renewal of the curriculum. The VEE enjoys great autonomy in this respect and needs

the approval of the national agency only if the ECTs scheme is affected by the change. Students are represented in the bodies preparing and approving curricular changes.

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.

EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.

EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ))). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings

Elective Professional Training (EPT) covers a minimum of 500 hours in the sixth academic year. The training is compulsory, but the subject of the training can be chosen freely by the students in the fields of companion or production animals (pre-clinical or clinical), VPH (including FSQ) or at other veterinary medicine related organisations (eg Zoos, National Parks, VPH (including FSQ)).

The EPT is designed to enhance the practical knowledge of students, to prepare students for a regular working environment and ideally to create working opportunities post-graduation. Moreover, the EPT should aid with the delivery of the master's thesis at the end of the course. The EPT is organised extra-murally under the supervision of a qualified person or in the form of an intramural internship at the VEE, following approval by the SC. The EPT system at the VEE is well organised and circa 80% of students elect to have an extramural EPT placement. If the supervisor does not work at the VEE, a co-supervisor of the teaching staff of the VEE, holding a PhD, will be appointed.

A Traineeship agreement needs to be signed by the student, the supervisor and the co-supervisor and has to be submitted for approval by the Academic Office and the Curricular Traineeships' Committee (CTC) before 30th July of the preceding academic year.

3.5.2. Analysis of the findings/Comments

It is commended that the VEE accepts a large variety of EPT placements and that students receive excellent support from their supervisors during their placements.

The rules for the EPT are clearly defined and the supervision of the EPT is at all times in the hands of a PhD holder.

If a student is unable to find a suitable EPT placement extramurally or at the VEE, the CTC is prepared to support the student in finding an acceptable placement.

A written agreement is in place between the EPT provider and the student.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Standard 3.5.

Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 VEE on the EPT programme.

There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1. Findings

The Veterinary Practice Standard of all EPT providers is controlled by the Veterinary Surgeons Association and by the General Directorate for Food and Veterinary.

A written agreement for the placement is in place and has to be signed by the student, the supervisor and the co-supervisor (if appointed).

The agreement contains all relevant professional details of the student, the supervisor and co-supervisor, the scientific area of science, the period of the placement and a provisional theme for the concluding thesis. Moreover, the VEE department responsible for the EPT and the personal insurance cover of the student are confirmed and listed in this document.

The EPT providers do not submit a standardised evaluation of the students' performance during their placement, because of the large variation of EPT options which makes a standardised assessment difficult. This is compensated for by an assessment from the supervisor of the student's performance during the EPT. The supervisor participates in the jury of the public defence of the dissertation.

At the VEE, the member of staff responsible for the supervision of the EPT programme and for the communication with the EPT providers is Professor José Henrique Duarte Correia.

3.6.2. Analysis of the findings/Comments

The EPT providers are meeting relevant national practice standards, an agreement between the VEE, the EPT provider and the student is in place and an evaluation of students' performance is provided by the supervisor, who is part of the jury for the public defence of the dissertation. A suitably qualified member of staff has been appointed for the overall supervision of the EPT.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Standard 3.6.

Standard 3.7: 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 VEE and evaluating the EPT.

Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings

Due to the large variety of EPT placements, the VEE considers it not practical to keep a proper record of their experience during EPT using the logbook system. To compensate for this, the record of the experience during the EPT is provided in the form of a summarised description of the activities carried out at the EPT as part of the master's thesis.

The CTC is monitoring all phases of the EPT.

Students can complain officially and/or anonymously to their appointed supervisor, to the overall supervisor of the EPT programme or to the CTC about any issues occurring during the EPT. If there is reason for concern, appropriate action, including a possible change of the EPT provider, will be taken and the EPT provider may no longer be considered for future EPT placements by the VEE.

Additionally, all students have to answer a survey about their EPT experience before submitting their thesis.

3.7.2. Analysis of the findings/Comments

Students have to describe their experience during the EPT in the form of a summary, in the front section as part of their final thesis. Throughout any stage of the EPT, students have the opportunity to raise officially and/or anonymously a complaint about any issues arising during their EPT.

The CTC is monitoring all phases of the EPT, and students have to answer a survey about their EPT experience before submitting their thesis.

3.7.3. Suggestions for improvement

None.

3.7.4. Decision

The VEE is compliant with Standard 3.7.

Area 4. Facilities and equipment

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

4.1.1. Findings

VEE is strategically located within the ULisboa Campus of Ajuda, Lisbon, covering a total area of 47,297 m², adjacent to Monsanto Forest Park. VEE comprises nine buildings, each dedicated to specific educational, administrative, and clinical functions, with facilities

including modern auditoriums, specialised laboratories, a Veterinary Teaching Hospital (VTH), and animal stables. VEE's infrastructure supports high-quality, research-based veterinary education aligned with societal and market demands. However, financial constraints limit systematic planning for maintenance and upgrades. Despite these challenges, recent budget increases since 2016 have enabled significant facility refurbishment and modern equipment acquisitions, particularly for the VTH. All facilities meet relevant Portuguese and EU regulations regarding health, safety, biosecurity, accessibility, and animal welfare. Continued improvements are planned for the remaining buildings to further enhance capabilities.

4.1.2. Analysis of the findings/Comments

VEE demonstrates a strong commitment to maintaining high standards in veterinary education through its well-organised and specialised facilities. However, the lack of formal financial support for infrastructure maintenance presents challenges, though recent budget increases have allowed significant improvements.

4.1.3. Suggestions for improvement

It is suggested that continued efforts are necessary to ensure all facilities meet modern standards and support the institution's educational objectives.

4.1.4. Decision

The VEE is compliant with Standard 4.1.

Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.

Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

4.2.1. Findings

VEE provides a diverse and well-equipped set of premises tailored to support various aspects of veterinary education. The facilities for lecturing include modern auditoriums and lecture halls, all equipped with advanced technological tools such as computers, data shows, and e-learning systems, ensuring an interactive and efficient learning environment. The campus also offers dedicated spaces for group work and practical training, with laboratories furnished with essential scientific equipment like microscopes, incubators, and biosafety stations, vital for hands-on learning experiences.

VEE's infrastructure also includes a Clinical Skills Training Centre, which is designed to provide students with practical experience through the use of dummies, cadavers, and organs. In addition to academic facilities, the campus offers extensive amenities for student study and leisure, including study rooms, cafeterias, locker rooms, and accommodation options for on-call students. These spaces are all equipped with Wi-Fi access and are designed to be flexible to meet various student needs.

Furthermore, the proximity to Monsanto Forest Park allows students to engage in outdoor activities that complement their academic pursuits, fostering a well-rounded educational experience. VEE also supports its staff with well-equipped offices and modern research

laboratories, which facilitate high-level research and collaboration. Overall, the FMV's facilities are designed to create an optimal environment for both learning and community life.

4.2.2. Analysis of the findings/Comments

The numerous and well-equipped clinical facilities for companion animals are commended. VEE demonstrates a strong commitment to providing a well-rounded educational environment through its extensive and modern facilities. The lecture halls, laboratories, and Clinical Skills Training Centre are equipped with up-to-date technology and tools that align with contemporary educational needs, ensuring that students receive both theoretical knowledge and practical experience. However, while the facilities are comprehensive, the effectiveness of these resources depends heavily on continued investment in maintenance and technological upgrades.

4.2.3. Suggestions for improvement

None.

4.2.4. Decision

The VEE is compliant with Standard 4.2.

Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:

- **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **be of a high standard, well maintained and fit for the purpose**
- **promote best husbandry, welfare and management practices**
- **ensure relevant biosecurity**
- **take into account environmental sustainability**
- **be designed to enhance learning.**

4.3.1. Findings

VEE provides state-of-the-art facilities and equipment for livestock housing, clinical teaching, and research, ensuring that all operations comply with legal and biosecurity standards. The facilities prioritise animal welfare and environmental sustainability, with robust waste management processes and a dedicated team overseeing compliance. The VEE's diverse premises cater to various animal species, including specialised areas for healthy, hospitalised, and research animals, ensuring that students gain comprehensive, hands-on experience in animal care and management. The Vivarium, a key facility licensed by the national authority, exemplifies VEE's commitment to ethical research, adhering to the 3Rs principles—Replacement, Reduction, and Refinement—when using laboratory animals. The clinical teaching facilities are well-equipped with advanced consultation rooms, surgery theatres, and diagnostic services such as MRI and CT scanners, providing students with cutting-edge tools and environments for learning. Additionally, VEE's focus on practical teaching in FSQ and VPH is reflected in the well-maintained intra- and extra-mural facilities, including laboratories and slaughterhouse partnerships. VEE's extensive range of specialised equipment, from imaging systems to surgical tools, further supports its mission to deliver a modern veterinary education. These resources ensure that students are not only well-versed in current veterinary practices but also prepared for future challenges in the field. The integration of research into the educational framework, particularly through the Vivarium and associated laboratories,

enriches the academic experience and contributes to the advancement of veterinary science. Overall, the VEE's facilities and equipment reflect a strong commitment to excellence in veterinary education, research, and sustainability.

4.3.2 Analysis of the findings/Comments

The findings highlight the VEE's dedication to providing high-quality veterinary education through state-of-the-art facilities and equipment. The specialised facilities for various animal species, along with advanced clinical and diagnostic tools, ensure that students receive hands-on, practical experience. VEE's commitment to ethical research, as exemplified by the Vivarium and the application of the 3Rs principles, underscores its role in advancing veterinary science. Overall, these strengths should position VEE as a leader in modern veterinary education and research.

4.3.3. Suggestions for improvement

None.

4.3.4. Decision

The VEE is compliant with Standard 4.3.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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, on-call service must be available if emergency services do not exist for those species in a VTH.

The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings

The Veterinary Teaching Hospital (VTH) of VEE is a comprehensive facility composed of multiple specialised units, including the Companion Animals Hospital (CAH), Equine Hospital (EH), Food-Producing Animals Hospital, Diagnostic Centre, Biological Isolation and Containment Unit, and Pharmaceutical Services. The VTH is overseen by a Hospital Council, ensuring coordinated management across all departments. CAH operates round-the-clock, providing extensive services such as general practice, specialised consultations, and emergency care. The hospital's structure, with separate inpatient facilities for different species and a dedicated isolation unit for infectious cases, underscores its commitment to high standards of care for small animal patients. Regular clinical rounds, emergency response protocols, and quality assurance measures contribute to effective patient management and provide students with an excellent learning environment. Weekly staff meetings and journal clubs promote continuous professional development and knowledge sharing, further enhancing the educational experience. The EH offers 24/7 services and is known for its expertise in internal

medicine, surgery, and orthopaedics. It provides students with hands-on experience through an ambulatory clinic, diagnostic imaging services, and surgery, ensuring comprehensive training. The hospital's collaboration with national institutions and protocols with students enriches student exposure to real-world equine cases. Overall, the VTH exemplifies a well-structured, high-functioning clinical teaching facility that prioritises excellence in veterinary education and patient care.

Regarding FPA, the VEE's web page announces that farmers and vets can call through emergency contacts whenever necessary. At the beginning of each week, students are told that they may be called up for emergency calls, but this seldom happens.

4.4.2. Analysis of the findings/Comments

The findings highlight the Veterinary Teaching Hospital's (VTH) comprehensive organisation and management, ensuring a robust learning environment for students while maintaining high standards of veterinary care. The clear division of specialised units, such as the Companion Animals Hospital and Equine Hospital, reflects a well-structured system that allows for targeted clinical training and efficient patient management. The continuous operation of facilities and structured protocols, particularly in emergency care and infectious disease management, demonstrates a strong commitment to both animal welfare and student education.

4.4.3. Suggestions for improvement

It is suggested that the VEE should further develop training for students in emergency cases.

4.4.4. Decision

The VEE is compliant with Standard 4.4.

Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

4.5.1. Findings

Starting in the 2nd and 3rd years, students are introduced to necropsies, clinical pathology laboratories, and various diagnostic tools such as X-rays, CT scans, and MRIs. As they progress, their involvement deepens, particularly in the 4th and 5th years, where they actively participate in surgical procedures, from patient admission to post-operative care. The structured progression ensures that students not only observe but also perform essential tasks, enhancing their practical skills and confidence. Additionally, the curriculum includes comprehensive training in professional communication, crucial for effective interaction with pet owners and colleagues.

4.5.2. Analysis of the findings/Comments

Practical training is provided to students, ensuring they gain comprehensive hands-on experience with diagnostic and therapeutic facilities throughout their education. The gradual increase in responsibility, from observation in the early years to active participation in surgical procedures, effectively prepares students for real-world veterinary practice. This structured

approach not only enhances technical skills but also fosters critical soft skills through communication training with clients and colleagues. The integration of diverse diagnostic tools and procedures ensures students are well-equipped to handle various clinical situations. Overall, these findings reflect a well-rounded educational experience that prioritises both practical competence and professional development.

4.5.3. Suggestions for improvement

It is suggested to support teachers extend their diagnostic equipment to help animals countrywide e.g. radiotherapy.

4.5.4. Decision

The VEE is compliant with Standard 4.5.

Standard 4.6: 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 the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

4.6.1. Findings

Since October 2013, the Veterinary Teaching Hospital (VTH) has operated a Biological Isolation and Containment Unit (BICU) for animals with infectious diseases or those awaiting diagnosis. The Small animal BICU consists of two wards each for dogs and cats, with a capacity of four patients per room. The BICU is equipped with negative pressure systems, HEPA filters, and video surveillance, along with comprehensive PPE and Standard Operating Procedures (SOPs). Advanced medical equipment, including a precision incubator, an anaesthesia machine, and an oxygen concentrator, supports cardiopulmonary resuscitation and surgical procedures. The workspace also features a desktop equipped with QVET software, Internet access, and tools for efficient cleaning and disinfection.

Additionally, the Equine BICU can accommodate two horses in separate stalls. Access to the Equine BICU is through an external passage shared with small animal patients and their accompanying persons, with no clear division for crossing paths. A visible sign at the entrance is missing. The isolation units have concrete floors, which show some cracking, and the stalls are covered with square pads. Inside the isolation room, there is no designated area for changing clothes, nor is there a clear and proper division between clean and dirty areas. Equipment (protective clothes and shoe cover) for the equine unit is currently borrowed from the small animal unit (see also Standard 4.9).

4.6.2. Analysis of the findings/Comments

The companion animal BICU is well organised and applies a high standard in isolation and handling of sick animals.

There is a suboptimal separation between the paths for companion animals and equines, which poses a low biosecurity risk. The absence of signage at the entrance also affects clarity for both staff and visitors to the equine BICU.

Structural issues such as cracked concrete floors and inadequate equipment specific to equine needs (borrowed from the small animal unit) suggest that the facility is suboptimal for equine care. Additionally, the area for changing clothes or maintaining hygiene between clean and dirty zones compromises infection control measures and is also suboptimal.

The biosecurity issues are also analysed in Standard 4.9.

4.6.3. Suggestions for improvement

It is suggested to improve the Equine BICU, clear divisions should be established between pathways for equines and companion animals to enhance biosecurity. Additionally, the installation of signage at the entrance and the creation of separate changing areas for clean and dirty zones would improve operational efficiency and hygiene standards. Lastly, addressing the structural issues, such as repairing the cracked floors and equipping the unit with dedicated equipment for equine care, will optimise the facility for its intended purpose.

4.6.4. Decision

The VEE is partially compliant with Standard 4.6 because of suboptimal separation of clean and potentially infected routes in the isolation units.

Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

4.7.1. Findings

The Food-Producing Animals Hospital (FPAH) team consists of four teaching staff members, including two ECBHM diplomates, and one resident, along with two to three 6th-year students annually. Each week, two groups of 6-7 students, supervised by a staff member, conduct fieldwork using 9-seat vans equipped with clinical examination and treatment tools. Clinical work at collaborative farms is not charged, with drugs typically supplied by the farms due to national regulations. The FPAH operates daily for emergency calls and primarily services farms with established collaboration protocols or referrals. Routine farm visits include dairy cattle, beef-producing farms, dairy sheep, goats, and pigs, located within 80 km of Lisbon. On-farm clinical work is preferred for its effectiveness in herd health management and student education. Students perform hands-on activities including physical exams, sampling, and surgeries, and are graded on their reports and presentations of clinical cases.

4.7.2. Analysis of the findings/Comments

The integration of fieldwork with in-depth hands-on experience at the FPAH significantly enhances students' practical skills and understanding of herd health management. The approach of combining on-farm clinical work with in-hospital procedures ensures comprehensive training and effective service delivery for diverse production animals.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Standard 4.7.

Standard 4.8: 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 animal welfare, and to prevent the spread of infectious agents.

4.8.1. Findings

Students are transported using a 28-seater Nissan bus, three 9-passenger Mercedes vans, and a 5-passenger car. For ambulatory clinics, transport is provided by three 9-passenger Mercedes vans, one 9-passenger Hyundai van, and one 9-passenger Jeep Land Rover, totalling 45 seats. Horses arriving at the VTH are either transported by their owners or using the VEE's jeep with a trailer. Pet animals needing urgent transportation are carried in a licensed van. Cadaver transport is handled by a certified company, while other teaching materials are transported using the VEE's vehicles. All transport procedures adhere to Portuguese Veterinary Practice Standards.

4.8.2. Analysis of the findings/Comments

The diverse and specialised transportation options for students, animals, and teaching materials ensure efficient and compliant handling of various needs within the VTH. Adherence to national standards highlights the commitment to maintaining high-quality and safe transport practices.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Standard 4.8.

Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment to the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

Proposals for changes in facilities, equipment, and biosecurity procedures are first presented by the SPC of Units of study to the relevant Department and, if approved, forwarded to the Dean's office. Improvements are communicated to staff and students through management meetings, emails, and the webpage. The Management Council implements procedures, which are then assessed and revised by various committees including the SC, PC, ScC, and Advisory Board. The QA system ensures the monitoring and assurance of clinical and laboratory services, incorporating feedback from students, staff, and clients.

The Hygiene and Biosafety Committee, chaired by a Vice-Dean and comprising representatives from key areas, is responsible for updating and implementing the Manual of General Procedures for Biosecurity, Health, and Safety, with compliance monitored by the

Occupational Health and Safety Technician. Biosecurity is taught in the Units of study “Complementary Activities III” (10 hours) and “Complementary Activities IV” (28 hours) in the 2nd year. The content mainly concerns laboratory activities. In addition, the rules to be observed during practical and clinical activities are explained by the training staff at the start of the activities.

Students using the dissection and necropsy rooms have a very small and inconvenient place for dressing and depositing their bags and coats. The separation of clean and dirty areas in these rooms is confusing and the routes to be followed are not marked. Similar findings are present in the Equine isolation unit (see standard 4.6.). Potentially contaminated boots and clothes are washed on-site by students but taken out in plastic bags to their lockers, in which they may also keep food items. There are no signs or displays, listing the safety and hygiene procedures to be followed. In one of the skill labs, dummies, models as well as organs of animals are handled and stored. Disinfection barriers and hand disinfection facilities are missing on site.

4.9.2. Analysis of the findings/Comments

VEE has a structured process for managing changes in biosecurity and facilities, with proposals moving through the SPC, relevant departments, and the Dean’s office. Improvements are communicated to staff and students, while the Management Council oversees the implementation of procedures, which are reviewed by various committees. There are notable/significant gaps in student facilities and biosecurity practices. Dissection and necropsy rooms provide insufficient space for students to change, and the separation of clean and contaminated areas is unclear, raising the risk of cross-contamination. Similar issues are evident in the Equine isolation unit. Safety and hygiene protocols are not clearly displayed, resulting in improper handling of potentially contaminated personal protection clothing and equipment. Students wash these items on-site but transport them to lockers where they also store food, posing a biosecurity risk. Additionally, some skills labs (handling cadavers’ part) lack disinfection barriers and hand sanitation facilities, compromising hygiene and safety.

4.9.3. Suggestions for improvement

It is suggested to:

- Strengthen the teaching of biosecurity procedures for both staff and students to ensure comprehensive understanding and effective implementation
- Enhance Student Changing and Storage Facilities
- Provide students with adequate, well-designed spaces for changing clothes and storing personal items
- Separate areas for clean and contaminated clothing should be established to minimise cross-contamination
- Clear separation of clean and potentially infected areas: implement clear, visible floor markings to designate clean and potentially contaminated areas in dissection and necropsy rooms. Clearly defined pathways will ensure safe and hygienic movement of people, equipment and samples and reduce the risk of cross-contamination. This can be achieved by using coloured floor lines, signs, barriers and benches that are easy to follow
- Post Biosecurity Signage at the entrance of all potentially contaminated rooms via pictograms and/or QR codes referring to the relevant part of the Biosecurity Manual: display clear signs listing safety and hygiene protocols in all relevant areas, including dissection rooms, necropsy rooms, equine isolation unit and skills labs using material of animal origin. These signs should be regularly updated and placed in highly visible

- locations to ensure compliance with biosecurity and health procedures
- Provide disinfection and hand sanitation stations: ensure that all skills labs, dissection rooms, and necropsy rooms have adequate hand sanitation stations and disinfection barriers. These should be strategically placed at entry and exit points and near workstations where potentially hazardous materials are handled
 - Improve Oversight and Practical Enforcement: The Biosecurity Committee should work more closely with staff to ensure that biosecurity protocols are not only outlined but actively enforced
 - Regular inspections and feedback loops should be established to address any issues promptly
 - Additional suggestions on biosecurity procedures are available on the EA EVE website (<https://www.eaeve.org/externalpublications>)

4.9.4. Decision

The VEE is not compliant with Standard 4.9 because of insufficient posting and implementation of the biosecurity procedures in several facilities, e.g. dissection room, necropsy room and equine isolation unit.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

In 2023-2024, the balance between individual and population medicines was 77% vs. 23%. The balance between first opinion and referral cases is 65.1% vs. 34.9% for companion animals and exotics, and 53.7% vs. 46.3% for equines.

Hands-on involvement in clinical procedures begins in the 2nd year and progresses to more complex tasks by the 5th year. Students perform necropsies, collect samples, assist in surgeries, and participate in clinical rounds and case discussions. All procedures are supervised by teachers, practitioners, and veterinary nurses.

The VEE maintains 51 animals for training and demonstrating various techniques: 4 dogs and a permanent herd of farm animals (18 horses, 20 cows, 4 sheep, 3 goats). Students also visit farms in small groups to observe and participate in procedures under VEE teacher supervision, such as preparing animals for parturition, assisting births, caring for neonates, performing routine procedures...

The VEE obtains animal cadavers from three sources: culled ewes and goats from brucellosis-free flocks, companion animal and horse cadavers donated by VTH clients, and cadavers from private veterinary hospitals. Annually, about 98 ewes and goats, 359 companion animal cadavers, and 15 horse cadavers are used for teaching and assessments in various units, including Anatomy, Pathology and Clinics of Parasitic Diseases. Additional materials include organs from abattoirs, markets, slaughterhouses, and animals bought from markets.

The number of necropsies in ruminants and pigs per student is decreasing over the period and the average number per student (I15) is slightly below the minimum value (-0.111). Most of

them are performed in the field due to national regulations.

The VEE adopts procedures to ensure the welfare of animals used for educational and research activities, respecting the 3Rs (Replacement, Reduction, and Refinement) philosophy. The VEE opened a Clinical Skills Training Centre in 2017, featuring self-made and realistic animal dummies and models, providing students with risk-free, hands-on experience in simulation training.

5.1.2. Analysis of the findings/Comments

To compensate for the low number of ruminant and pig necropsies, the VEE provides students with anatomical pieces of these species as well as videos. Moreover, the low number is partially compensated by a higher number of necropsies than expected for other species (companion animals).

5.1.3. Suggestions for improvement

It is suggested that a strategy be put in place to increase the number of autopsies carried out on ruminants and pigs, either intra or extramurally.

5.1.4. Decision

The VEE is partially compliant with Standard 5.1 because of the suboptimal number of necropsies in food-producing animals.

Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.

5.2.1. Findings

See 3.1.4.

Practical training and ambulatory clinics are organised for equine and food-producing animal clinics and VPH training (slaughterhouses) in the core curriculum.

5.2.2. Analysis of the findings/Comments

Students gain excellent hands-on experience both in Food-Producing Animals and Equine in very well-equipped facilities (large dairy or sheep farms, Guarda Nacional Republicana (GNR) mounted police headquarters facilities, Portuguese School of Equestrian Arts...) under the supervision of teaching staff.

5.2.3. Suggestions for improvement

None.

5.2.4. Decision

The VEE is compliant with Standard 5.2.

Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

The VEE implements nursing care skills for undergraduate veterinary students through a combination of clinical experience and simulations led by VTH nurses. Students gain hands-on experience through rotations at the VTH, participating in patient admissions, pre- and post-surgical care, anaesthesia monitoring, emergency response, and client communication. They learn animal handling, sample collection, drug administration, and patient triaging, with mentors providing personalised guidance and immediate feedback.

5.3.2. Analysis of the findings/Comments

Nursing care is taught, and students actively participate in the clinical activities.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Standard 5.3.

Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

5.4.1. Findings

The VEE uses the QVET electronic patient record system to store and process data for dogs, cats, exotic species, and horses, while food animal records are kept in Excel files. Students access QVET starting in their 3rd year, using it for practical assignments, exam preparation, and curricular traineeships. Teachers use these records for practical classes, Problem-Based Learning and Clinical Based Learning sessions, and exams. Additionally, CIISA researchers and PhD students use the systems for clinical research projects, and teachers and veterinarians in residency-training programs use them to meet log requirements.

5.4.2. Analysis of the findings/Comments

Students are trained and able to use the QVET system. Excel files used for FPA provide an effective record of clinical cases seen by students.

5.4.3. Suggestions for improvement

It is suggested that the activities carried out by students during ambulatory clinics in FPA be recorded in the QVET system to facilitate data management.

5.4.4. Decision

The VEE is compliant with Standard 5.4.

Area 6. Learning resources

Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first

time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. 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, together with basic English teaching if necessary.

6.1.1. Findings

The main campus was purpose-built, less than 30 years ago and features auditoriums, labs, stables, a dedicated library, a veterinary teaching hospital (VTH) as well as a clinical skills training centre (CSTC) and a number of resident animals for the second phase of practical training. The CSTC (which is planned to be extended further with suitable models and dummies, subject to funding) is aimed to follow the “never the first time on a live animal” concept as far as possible.

Access to the VEE's library is possible from 9:30 AM until 6:30 PM Monday to Friday. The Library features 24 desktop computers, 1 laptop and 58 access points for laptops for the use of students. The physical, as well as the electronic library catalogue, is kept up to date through the cooperation of a full-time qualified librarian, supported by an assistant and a technician, with a full-time professor as the coordinator for the library and the document centre. Proposals for additions to the library are made by the SPC and by the individual US.

In the 1st semester, students are introduced to the practical use of all learning resources through the Units of study “Biomathematics, Computing and Documentation”, with the help of 2 computer rooms with 15 desktop terminals in each room. During these classes, terminals are usually shared by two students.

The VEE has an “IT Commission” consisting of an executive director, 4 teachers and 1 IT technician. All software and hardware are coordinated and maintained by an external IT company.

Online access to learning resources is available at all times, both through access to the e-learning “Moodle” platform, as well as through free access to all of the VEE's online resources through the “EDUROAM” wireless network.

Basic English teaching facilities are not provided, and students throughout the visit were found to have an excellent command of the English language, which they have already acquired at primary and at secondary school level. Moreover, teaching at the VEE is frequently making use of both Portuguese as well as English terminology.

6.1.2. Analysis of the findings/Comments

Students have good access to written learning resources in hard-copy journals and books, as well as in digital form. Independent from normal opening hours of the academic library, all relevant resources, including e-books and e-journals can be accessed at any time through the Moodle platform or via the website of the library.

Clinical Skills Training Centres in three different buildings, give students the opportunity to practise clinical procedures for the first time without the use of a living animal.

Procedures for bibliographic searches and access to databases and learning resources are taught

in the first year of the IMVM course in the form of practical classes and online video tutorials.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.

The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

The VEE's Library features 24 desktop computers, 1 laptop and 58 access points for laptops for the use of students. The physical, as well as the electronic library catalogue, is kept up to date through the cooperation of a full-time qualified librarian, supported by an assistant and a technician, with a full-time professor as the coordinator for the library and the document centre. Proposals for additions to the library are made by the SPC and by the individual US.

The VEE has an "IT Commission" consisting of an executive director, 4 teachers and 1 IT technician. All software and hardware are coordinated and maintained by an IT outsourcing company.

Online access to learning resources is available at all times, both through access to the e-learning "Moodle" platform, through FenixEdu, a ULisboa-based academic communication platform, as well as through free access to all VEE online resources through the "EDUROAM" wireless network.

6.2.2. Analysis of the findings/Comments

Staff and students have access to a comprehensive academic library, an IT unit managed by a qualified person and access to the Moodle e-learning platform.

An easily accessible wireless connection is available throughout the VEE facilities and outside the facilities through a virtual private network.

6.2.3. Suggestions for improvement

None.

6.2.4. Decision

The VEE is compliant with Standard 6.2.

Standard 6.3: The VEE must provide students with unimpeded access to learning

resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). 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 changes in learning resources.

6.3.1. Findings

Students have continuous access to learning resources through Online access to the e-learning “Moodle” platform, as well as through free access to all VEE online resources through the “EDUROAM” wireless network.

The VEE features dedicated Clinical Skills Training Centres (CSTC) in four different rooms, to allow the practising of a range of procedural skills on a model, rather than on a living animal during scheduled classes under the supervision of a teacher.

Learning resources are continuously evaluated through communication and the review of user data with the library team, through regular communication with the teaching staff and as part of an annual questionnaire filled out by all students.

6.3.2. Analysis of the findings/Comments

The experimental surgery CSTC in room D1.17 should be commended for an exemplary range of different suturing and wound closure models, supported by the visual enhancement of these procedures with the help of two large video screens.

Students have unimpeded access to online learning resources, both inside as well as away from the VEE facilities. They have access to the CSTC, to practise procedural skills during classes and to the VEE’s academic library during opening hours.

6.3.3. Suggestions for improvement

Free access to some of the CSTC learning resources (e.g. to the suturing room), not limited to scheduled classes and supported by tutorial videos, might be helpful to further improve the clinical skills of students, especially in the clinical part of the IMVM course.

Additional dummies would further enhance the educational value of the CSTC and would reduce the requirements for cadavers or the use of live animals to practice these procedures.

6.3.4. Decision

The VEE is compliant with Standard 6.3.

Area 7. Student admission, progression and welfare

Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.

In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.

Formal cooperation with other VEEs must also be clearly advertised.

7.1.1. Findings

The student “life cycle” is regulated in the document “Integrated Master in Veterinary Medicine – Regulation” available on the website. Here detailed information can also be found about the programme which leads to the degree where its description and the detailed study plan are also available. The course is advertised in the press, at public events organised by the ULisboa or others, the open day of the VEE, visits to secondary schools and PetFestivals. As a matter of course, information is also available on the homepage of the General Directorate of Higher Education responsible for the admission procedure at the national level.

The VEE has good relationships with other Portuguese VEEs in the public sector and with different research institutes. There is also a national Erasmus+ Programme under the auspices of the Council of Rectors of Portuguese Universities. Mobility has a dedicated chapter on the website just like networking in the field of research.

7.1.2. Analysis of the findings/Comments

The regulations of the student life cycle are clear and correct information is provided on the study programme at several websites. The rich international and national relationships of the VEE are also made visible.

7.1.3. Suggestions for improvement

None.

7.1.4. Decision

The VEE is compliant with Standard 7.1.

Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

7.2.1. Findings

The number of students admitted was calculated according to the size of facilities and the availability of equipment, teaching and auxiliary staff, animals and consumables and taking international recommendations into account. The suggested number of students to be admitted and any change in that number must be approved by the national accrediting agency. The number of undergraduate students has been constant (109 + 6 full fee) and the average number of students admitted was 133 during the last three years of whom 121 registered. (There are special cases admitted by legal imposition besides the ones admitted after the National Higher Education Access Contest.) An average of 102.7 students graduated in the given period. There were three master programmes in which 46, 16, and 18.3 were the mean number of participants, while 8 interns, 5.33 residents and 46 PhD attended the VEE annually.

The number of students admitted annually declined between 2014 and 2022, since then it has been constant.

7.2.2. Analysis of the findings/Comments

The number of students admitted is fairly even and adequate in relation to the facilities, equipment and staff. There are some indicators by means of which facilities, equipment, staff and services may be monitored which – in relation to the number of students – serve as signals of discrepancies.

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Standard 7.2.

Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings

The selection process is fully accomplished by the General Directorate of Higher Education through a National Higher Education Access Contest. Selection criteria, determined by the President after consultation with the SC and PC, are the following: completed secondary education; approval at national exams (biology and chemistry) with a result equal or higher than the required minimum for the programme; application rating equal or higher than the minimum for the programme set by the institution. The VEE participates in the selection process by making propositions for the *numerus clausus*, for the national exams (biology, geology, physics, chemistry), weighting applied to the final classification of secondary education (50%) and that of grades at national exams (50%), minimum grades in national exams and the final result (12 in 20), prerequisite to access IMVM (Group B – Interpersonal Communication – absence of psychic, sensory or motor deficiencies that seriously interfere with the functional capacity and interpersonal communication to the point of preventing learning). These criteria and rules including the appeal processes are discussed in the SC, proposed by the President to the ScC, and if accepted they are forwarded for final approval by the national authority. If accepted, they are advertised on the VEE's and the General Directorate of Higher Education's websites.

A tuition fee of 697 EUR/year is paid by all integrated master's degree students. Until 2021–2022 full-fee international students were not allowed to enrol in the veterinary programme. The VEE has set a full fee of 12,500 EUR/year and opened 6 places which have not been filled yet. The application requirements are the same for international students, and they must be on level B1 in the Portuguese language.

Student numbers varied over time. However, priority is given to student safety and welfare and the quality of education. Thus, the number (113+6 full-fee) set for 2021–2022 will be retained for the next 3 academic years.

7.3.2. Analysis of the findings/Comments

The VEE is able to determine key points and criteria of the admission process (number of students, entry requirements) with the approval of A3ES but the selection procedure is carried out by the General Directorate of Higher Education thus there is no need for training at the

VEE.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Standard 7.3.

Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are 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.

7.4.1. Findings

The requirement of a prerequisite medical examination prevents the entry of candidates with serious disabilities. Some students may become ill or disabled during their studies in which case the VEE seeks to find support. All buildings are accessible including lecture halls, library, community areas, canteens, bathrooms, dormitories, sports facilities, etc. There is a special emergency evacuation plan for individuals with disabilities.

7.4.2. Analysis of the findings/Comments

Students with serious disabilities are excluded from the veterinary programme by a preliminary examination. Mild disabilities do not hinder the studies.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Standard 7.4.

Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE 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.

The VEE 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.

7.5.1. Findings

Progression criteria including enrolment in the curricular traineeship are described in Article 6 of the IMVM – Regulation. Students with overdue units must first enrol in those units and they are allowed to enrol in subsequent courses not exceeding 80 ECTS only following this. Curricular traineeship may only be started after having passed all units of the first 10 semesters, and having the logbook completely filled.

Students not performing adequately are monitored by the PC and coached by their “godmother” or “godfather”. Coaching usually involves methods of study, needs to improve previous

knowledge, relational thinking and reasoning, and time management during exam periods. A Student Support Group was created by the PC in 2018 comprising teachers from the PC, others co-opted and volunteers. Its mission is to deal with the physical and emotional well-being of students. In the same year, a Mentors Group was formed of volunteer students to help their 1st year fellows. Today 100 members belong to this group. The logbook also proved to be a good mechanism for self-support and the prevention of academic failure.

Psychological support is provided by ULisboa or at the Medical Services of the University Stadium. However, there are long waiting times for this service. With special permission of the PC, it is possible to postpone exams during the Special Exams Period in September up to 20 ECTS.

The rules and possibilities for remediation are included in the IMVM Regulation, and are also presented on the webpage, at the first registration in the VEE in a brochure entitled 'Student Guide'. The assessment methodologies to be followed and the general exclusion and appeal procedures are explained by the SPC of each unit of study in the first theoretical class.

The main causes of attrition may be the content of the programme not matching expectations; feeling injustice because of exam results; economic problems; family disturbances; and persistent depression disorders.

The VEE monitors student progression through several indicators in its quality improvement. In 2023 the educational efficiency indicator (the proportion of students finishing their studies in 6 years) was below the expectations, but the drop-out rate met the goals. Between 2019 and 2022 the dropout rate was 4.39% mainly in the first two years where students decided to start Human Medicine programmes. The average time needed to complete the programme was 6.9 years mainly due to the students extending their traineeship to gain more experience or self-confidence. 41% of the students accomplish the programme within 6 years.

7.5.2. Analysis of the findings/Comments

The regulations related to progression are clear. Dropout is not very high, but the average duration of studies is 6.9 years. Causes of attrition are monitored and there are tutorial means provided by academic staff and students for the remediation of inadequate performance.

7.5.3. Suggestions for improvement

Since veterinary studies are especially challenging, the provision of a mental health support service, more readily available for students, could be considered.

7.5.4. Decision

The VEE is compliant with Standard 7.5.

Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings

The criteria for exclusion are established by national legislation. The enrolment of students ceases after 8 registrations, but after a year they can apply for re-admission, twice.

The appeal procedure after exams is explained in Article 10 of the Regulation for the Assessment of Knowledge and Competences and Admission to the Final Exam... (Appendix

12). Students who fail more than 3 times may address an appeal to the PC President asking for a special jury to repeat the exam. The PC President with the Study Coordinator of the area and the SC President make the decision which must be communicated to the student within 10 days. Disciplinary matters are regulated in the Disciplinary Students Rules and Regulations.

7.6.2. Analysis of the findings/Comments

The regulations for exclusion and disciplinary matters are clear, and there are different levels of appeals.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Standard 7.6.

Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.

There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings

The academic career of students is managed by the Academic Office in close collaboration with the PC and SC. They manage enrolment, registration, and teaching administration. Mentoring and tutoring are offered to those who do not perform adequately by the Student Support Group and the Mentors' Group (see 7.5). The Traineeship Committee follows students' performance during the traineeship.

Career guidance sessions are promoted once a year by the Students' Association for which they invite professionals from different areas of the profession. A new Alumni Mentoring Program will start in October 2024 to assist 6th-year students in the transition to the professional world, establish networks, write CVs, prepare for job interviews, etc.

Personal counselling is mainly performed by the PC and the Support and Mentors' Group. Students may turn to them with any problem related to their studies. The Mobility Office helps in finding opportunities in the Erasmus+ Programme and exchange programmes. The Students' Association has a representative to support the physical, emotional and welfare needs of students.

Assistance for the ill, impaired or disabled is provided by the ULisboa Health Centre which includes an Office of Psychological Support working at two locations. Students with serious episodes of diseases may enrol part-time with a proportional reduction of fees or suspend their academic activity for 1 year.

Clubs and organisations managed by the Students' Association are: Medicine and conservation of wild and exotic species; Buiatrics, Equidae; Academic tradition; Vetuna (music); Sevillian dances; Group of friends of faculty animals; sports teams. The Association – supported by the VEE – strives to improve the conditions of students. The integration of new students and provision of psychological support are important elements. There are new and renovated study

places also available for socialising, parties, etc.

There are college residencies, especially for students from lower-income families run by the Social Services of ULisboa. The Students' Association of the VEE and the Mentor Group help students find apartments or rooms for rent.

The Social Services of ULisboa also offer scholarships (Study, Social and Social Consciousness Scholarship) and support (Aid of Emergency, Annual Transport Subvention, Accommodation Supplement) for students under financial constraints.

There are several mechanisms for the resolution of student grievances. Students may turn to the PC and the President as well as the Student Ombudsman of ULisboa which is an independent body to defend the rights and interests of students. The remediation is governed by the Disciplinary Students Rules and Regulations, the Code of Conduct and Good Practice, and the Charter of Rights and Guarantees. Any formal complaint triggers an investigation process.

7.7.2. Analysis of the findings/Comments

The VEE together with the Student Association make efforts to improve student welfare and to provide students with many possibilities for socialising, cultural events, sports, etc. Student grievances are handled according to the disciplinary regulations and the code of conduct, and trigger investigation.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Standard 7.7.

Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.

7.8.1. Findings

Students have three levels for submitting their complaints: sending it to the Student Support Group (SSG-GAPE) by email, presenting the complaint orally during formal meetings through the IMVM year representative, and sending a letter to the PC Secretariat. Complaints are always investigated, and necessary action is taken. There is a box for suggestions or complaints and the forms which serve for the conveyance of needs, suggestions, etc. may also be submitted without a name.

7.8.2. Analysis of the findings/Comments

Most of the problems of students are solved through personal, informal routes, but formal channels are also open also for anonymous submission of complaints, comments or suggestions.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE 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.

8.1.1. Findings

The body responsible for defining and pursuing pedagogical policies is the PC, according to the Statutes for this VEE.

According to the national legislation, the examination periods are three. The Normal and Resit periods occur at the end of each semester and cover Units of Study of the relevant semester. The Special period takes place in September and covers Units of study of 1st and 2nd semesters. During the Normal and Resit periods there are no limitations in the number of exams and of ECTS credits that students can take. Only students with special statuses, as defined by the Portuguese legislation or by the ULisboa regulations, can take exams during the Special period, with some limits depending on the status of the students (e.g. working students, final-year students, high-performance athletes, etc.). During the regular class periods examinations on theoretical topics are not held.

The Department proposes an examination panel for each Unit of Study which includes at least three teachers and is chaired by SPC. The proposed examination panels are approved by PC. The acquisition of theoretical knowledge is assessed through a final exam. Practical skills are acquired through daily activities are recorded continuously in an online logbook and are formally evaluated through final practical exams, which are scheduled before or after the theoretical exam. Multiple methodologies are used for assessing the acquisition of different knowledge and skills (e.g. written exams with true-false, multiple choice, short-answer questions or open-ended questions, logbook and practical exams, peer tutoring, group assignments, etc.).

8.1.2. Analysis of the findings/Comments

The line of responsibility for the assessment strategy is clearly identified. The use of multiple methodologies for assessing theoretical knowledge, pre-clinical and clinical practical skills, and soft skills is considered adequate to assess that students have acquired different types of knowledge and skills. The VEE demonstrated progressive development across the programme towards entry-level competence.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must

be explicit.

The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

The examination periods are announced in July of the previous academic year. The exam calendar for compulsory Units of study in the Normal and Resit periods is disclosed in September, while the exam calendar of the Special period is published in July. The evaluation of the elective Units of study takes place on the last day of classes. The exam calendars are uploaded to the VEE website and Moodle and are posted on a notice board next to the Academic Office. The assessment criteria and procedures for each Unit of study are presented to students in the first theoretical class of each Unit of study and are stated in the short syllabus of each Unit of study on the VEE's website. Only students who have attended at least 4/5 of practical and theoretical-practical classes in the Units of study are admitted to the final exam. All written and oral examinations are evaluated on a 20-point scale and the minimum passing rate is 10.

Detailed procedures and deadlines are used for providing students feedback post-assessment and guidance for requested improvement in fixed periods. The web tool "Moodle" is used to publish provisional results and the academic electronic system FenixEdu is used for registering the final classifications. The grades obtained by students in theoretical exams are published in a provisional list, while the results of oral practical exams are communicated at the end of each day of the practical exam. Students may consult their written examinations. During these sessions, the Senior Teacher for each subject gives guidance to students if requested on how improvement can be achieved. Up to three days after the end of the consultation period the final classification is officially registered unless students disagree with the final grade. In this latter case, students can present a complaint to the PC President. A specific commission evaluates the complaint and provides information about its decision within 10 days. If students fail an examination more than three times, they may appeal for the constitution of a Special Jury to repeat that exam. A specific commission must take a decision within 10 days. In case of repetition of the exam, the Special Jury includes not only the previously appointed examination panel but also the Coordinator of Studies of the scientific area and a member of PC of that Scientific Area. It is not reported what happens if a student also fails this last exam.

8.2.2. Analysis of the findings/Comments

Procedures about assessment tasks and grading criteria are reported in Order no. 3522/2024 "Amendment and republication of the Regulation for the assessment of knowledge and skills and admission to the final exam of the 1st, 2nd, and 3rd study cycles at FMV-ULisboa" (Appendix 12).

The assessment tasks and grading criteria for each Unit of study are published and available to students in a timely manner. Grading criteria for most of the Units of study are clearly identified. Procedures for examination are clear and applied consistently. Requirements to pass are communicated through different methods. The results of assessment are properly documented, and students receive feedback about their assessment. Procedures for students to appeal against assessment outcomes are clear. The assessment tasks and grading criteria for EPT, for the final master thesis discussed in a public defence and assignment of final classification, are reported in Appendix 8, Articles 15 to 17.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Standard 8.2.

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. 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.

8.3.1. Findings

At the end of each semester the PC analyses and discusses the indicators of Units of study (approval and failure rates, average grades of theoretical and practical exams, etc.). Outlying or unusual outcomes are discussed and, if necessary, remedial measures are proposed, implemented, and monitored in the following academic year. Different academics and students' delegates are involved in this process. The learning outcomes are discussed among VEE members and appropriate assessment methods are defined. Different assessment methods are used to select the best one for evaluating theoretical knowledge and practical skills. There is a continuous feedback mechanism to verify the alignment between learning outcomes and assessment strategies. Student surveys include inquiries about the assessment process and the PC is responsible for cyclical review of assessment matrices.

8.3.2. Analysis of the findings/Comments

Committees and procedures are in place to review assessment outcomes and verify the quality of assessment and their alignment with the learning outcomes. Questionnaires are used to collect feedback from students on the quality of the exams.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE 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.

8.4.1. Findings

Student achievement of learning objectives is certified through registration of final grades in the academic electronic system (FenixEdu), accumulation of clinical skills in the online logbook, registration of EPT final training and master dissertation.

Several elective Units of study are available starting from the third year. Students are encouraged to actively seek out and participate in various educational opportunities by documenting their daily activities. Students can take on increasing levels of responsibility

during clinical rotations.

8.4.2. Analysis of the findings/Comments

The VEE demonstrated the use of different methods to certify student achievement of learning objectives. Students are encouraged in different ways to take an active role in creating their learning process, for example by choosing among several elective Units of study and by EPT, which encourage them to explore specialised areas of study. Clinical rotations give the opportunity to gradually introduce the concept of student-led clinics and to promote active participation in clinical settings. The VEE demonstrated that the programmes are delivered in a way that encourages students to take an active role in creating the learning process.

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Standard 8.4.

Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

8.5.1. Findings

Different methods are used to assess the acquisition of clinical skills and Day One Competences in different scientific areas (listed in Annex 2 of the ESEVT SOP 2023).

Different coordinators of Units of study in different areas (e.g. Basic Sciences and Animal Health and Clinical scientific areas) and the Study Coordinator are responsible for monitoring the syllabus and evaluating methods to achieve the objectives. The acquisition of clinical competences is monitored and evaluated daily, during clinical rotations at VTH and in Ambulatory Clinics, where teaching staff and veterinarians record in the logbook of each student the successful accomplishment of clinical competences. As reported in Standard 3.3, compliance with all activities set out in the logbook is a requirement for starting the EPT. As reported in the Standard 3.7, skills acquired during EPT are not yet recorded in a logbook due to the difficulty of preparing a logbook covering all possible areas of EPT.

8.5.2. Analysis of the findings/Comments

The VEE demonstrated to be aware of the necessity that all FMV graduates have the knowledge and skills to accomplish the ESEVT Day One Competences. The digital logbook is a useful tool for recording the clinical competences acquired continuously and in different environments by students.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.

Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

The SPC of the Units of Study Coordinator, Departments, and PC are in charge of the detection of shortcomings in teaching resources. The SC assesses the adequacy of human resources annually, reviews proposals for recruitment and, if approved, sends it to the Dean. Recruitment is promoted through public calls with rules defined by legislation. The Management Council establishes the terms of the call based on departmental proposals.

The hiring process may start with an invited part-time teacher to demonstrate suitability. For full-time positions, the area proposes an international call for assistant teachers, specifying selection criteria and panel composition.

For support staff, departments manage resources, requesting changes or reinforcements from the Dean.

New teachers join the Units of Study teaching team, with support from the Scientific and Pedagogic Coordinator (SPC) of each Unit of study and the Study Coordinator of the scientific area to which this Unit belongs. They attend mandatory pedagogic courses organised by ULisboa. In the first year, the SPC assists the new teacher in various tasks, integrating them into the teaching environment and identifying necessary training.

From the second to the fifth year, the SPC continues support and supervision, allowing the new teacher to gain empowerment. After 4.5 years, the teacher submits an activity report evaluated by the SC. If approved, the teacher signs an indefinite period contract. If not, the contract is not renewed. The SPC of the Units of study, the Head of the Department, and the Pedagogical Council (PC) President also participate in this decision.

Finally, 96% of the teaching staff are veterinarians.

9.1.2. Analysis of the findings/Comments

The process of recruitment is public, fair, and transparent.

A programme of training teachers has been fully implemented and compulsory, since 2019, for all teachers.

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.

A procedure must be in place to assess if the staff involved with teaching 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, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings

In 2022-2023, the academic staff is composed of 61 full-time employed people including 11 full professors, 17 associate professors and 33 auxiliary professors. Support staff included 132 full-time employees.

The teaching staff (academic staff, practitioners involved in the VTH, and researchers) have a PhD. 77.5% are employed full-time and 71.3% work exclusively in the VEE. 91.2% are veterinarians.

VTH staff is currently composed of 56 veterinarians, 24 nurses, and 10 auxiliaries (vs 25 veterinarians, 12 nurses, and 4 auxiliaries in 2017).

9.2.2. Analysis of the findings/Comments

The VEE is implementing an action plan to recruit new teaching staff to cover the large number of retirements in the coming years.

In addition, significant efforts have been made to increase the number of qualified veterinarians working at the VTH, in particular by recruiting European specialists and interns.

9.2.3. Suggestions for improvement

It is suggested to continue efforts to recruit interns who will be able to take part in European specialisation programmes in the coming years.

9.2.4. Decision

The VEE is compliant with Standard 9.2.

Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for

didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.

Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings

Since 2019, VTH has mandated pedagogical training for all academic staff, veterinarians, and nurses lasting between 6 and 12 hours every three years, depending on professional experience and type of contract. VTH veterinarians and nurses must also attend 6 hours of specific training per three-year period.

Moreover, the Rector and the VEE have promoted teacher training, especially for early-career persons, through various initiatives (financial support for a postgraduate course in Higher Education Pedagogy, Early Career Teachers Program, Observe and Learn program for cross-disciplinary class attendance, Annual Pedagogical Days at ULisboa, funding of pedagogical innovation projects).

9.3.2. Analysis of the findings/Comments

The implemented policy has significantly boosted training attendance in average hours attended (from 15.8 in 2020-2021 to 31.0 in 2022-2023). The University of Lisboa provides useful and appreciated initiatives for teaching staff training.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for teaching 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.

9.4.1. Findings

Performance is assessed through official evaluation systems (see Standard 9.5), recognising merit through wage progression. The SC promotes regular analysis of the 5 scientific areas, considering the number of internal candidates, the number of Full and Associate professors, and the period without any 'opening calls'. When financial support is available, the SC proposes opening calls for Associate or Full professors.

9.4.2. Analysis of the findings/Comments

The VEE is fully committed to promoting teaching as soon as financial resources allow it.

9.4.3. Suggestions for improvement

None.

9.4.4. Decision

The VEE is compliant with Standard 9.4.

Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

9.5.1. Findings

Academic staff are evaluated based on national and local legislation and regulations, aiming to improve performance and skills since 2010. The system defines evaluation criteria (such as assiduity, punctuality, clarity, and ability to stimulate interest), performance benchmarks, and the methodology for estimating final grades. Results are analysed by the IMVM Scientific Committee, PC, SC, and Dean, and are key for internal control of teaching quality. The PC, along with student representatives and the Students' Association, addresses identified issues. Excellent performance in two successive 3-year periods results in a salary increase.

Support staff is evaluated using the SIADAP (Integrated System of Management and Performance Assessment in Public Administration) system, which focuses on performance results and defined objectives, leading to remunerative position changes based on performance.

9.5.2. Analysis of the findings/Comments

A system for assessment of teaching and teaching staff is fully established, has been implemented for a long time and is well accepted. The rules are clearly set out and include individual evaluations of teachers by students. The results of the assessments are used to promote the teaching staff.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision

The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

10.1.1. Findings

In 1992, in order to develop and coordinate R&D activities conducted at the VEE, an interdepartmental research centre was formed, the Centre for Interdisciplinary Research in Animal Health (CIISA). CIISA currently has 171 members, which include 105 PhD titled researchers, 57 PhD students and 9 technicians.

The CIISA attracts funding for national and international projects providing the opportunity for students to experience laboratory work on a voluntary basis. The institute provides support to students carrying out studies towards a master's degree during their EPT.

During their second-year studies, students of this VEE visit research labs in small groups and meet CIISA researchers.

Teachers integrate the outcomes of their research activities into their teaching activities utilising the expertise of CIISA researchers and VPH veterinarians. The average teaching load varies between 6 and 12 hours per week, leaving enough time available for research, and services.

During the 3rd, 4th, and 5th years at this VEE, students have the opportunity to perform research activities and, retrospectively or prospectively, use VTH cases that will be the core of their pre-graduation Master thesis. At VTH, students' best works are submitted in posters or oral communications at national and international veterinary congresses, with the support of teachers and VTH veterinarians.

All parts of the curriculum, including basic and clinical science, are involved in the VEE research programme. This includes teachers in basic science and the VTH.

From their first semester, students are exposed to biomathematics, computing and documentation as the fundamental building blocks of scientific methodology. This is formalised during the second year where there is formal preparation for experience and practice of laboratory procedures.

From the first year, students are required to prepare individual or group work where literature searches are required to prepare scientific reports.

Of the academic staff, 76.3% are actively involved in research. From the teaching staff, the ratio is lower, about 50%. Most of the guest lecturers are VTH veterinarians and do not hold a PhD so cannot be integrated as CIISA members. However, some of these teachers have an interest in participating in clinically based research projects.

10.1.2. Analysis of the findings/Comments

Research activities are fully integrated into teaching of undergraduates.

10.1.3. Suggestions for improvement

None.

10.1.4. Decision

The VEE is compliant with Standard 10.1.

Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

10.2.1. Findings

All students are trained in the scientific method from early on in their undergraduate training. All students have the opportunity to participate in research programmes from early on in their undergraduate training.

The requirement for an undergraduate pre-graduation thesis ensures that all students have carried out a practical component of research personally, performed a literature search, completed a write-up and defended their work through public viva.

10.2.2. Analysis of the findings/Comments

All students have the opportunity to participate in research throughout their undergraduate studies which culminates with the compulsory undergraduate thesis.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision

The VEE is compliant with Standard 10.2.

Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.

10.3.1. Findings

The number of post-graduate degree programmes offered by the VEE over the last three academic years is described in Table 7.2.5 of the SER. This consists of an average, over the last three years of 46.3 PhD students with 53 during 2022-23 with an increasing trend, eight Interns and 5.33 residencies.

Over 20 master's students enrol annually with a new master's programme in Equine Science under development.

PhD students involved in clinical PhD programmes and/or research projects collaborate with the VTH teaching staff in specific clinical cases that are related to the research objectives. With regard to interaction with undergraduates, PhD students deliver seminars on their research work, particularly in elective studies and integrate students into their clinical and laboratory work.

Continuing education programmes:

The provision of certified specialisation and updating education in the perspective of lifelong learning and professional training is one of the eight primary objectives of this VEE.

Continuing education programmes are organised taking into consideration the requirements and requests of the professional bodies, scientific organisations, colleagues or alumni and the initiatives of the teachers and these suggestions are then discussed in the Scientific Committee and implemented through the departments, which organise the annual offer of courses and stimulate teachers and researchers to bring up new courses, in collaboration with students and the external organisations.

The CPD program considers areas where knowledge is advancing faster and, therefore, where the need for professional updates is more urgent. In addition, an effort is made to offer courses in all main areas of employment, Clinics, Animal Health, Animal Production, and Food Safety. The limiting factor of the CPD programme is the capacity of the VEE teaching staff. All

courses attract fees which are reported within the financial report as ‘fees.

The training of interns and residents was implemented in 2019, as part of a strategy to boost referral cases and thus, contributing to improving training quality. Currently, there are nine EBVS/ABVS specialists Teaching at the VEE (one in Internal Medicine of companion animals, one in Surgery of large animals, one in residents, two in Bovine Health Management; one in Dental, two in Veterinary Microbiology, and one in Animal Welfare and Behavioural Medicine) and eight active residencies.

10.3.2. Analysis of the findings/Comments

The marginal negative figure for the ratio of PhDs graduating annually as a proportion of students graduating annually, in comparison with the minimum value for the last three years, has already been corrected with an increase in the number of doctoral students by 42.5% over these years. In addition, the number of scholarships granted by the ‘Foundation for Science and Technology’ increased by twelve following the regrading of the science at the CIISA as excellent. Consequently, it can be predicted with confidence that the number of PhD graduates will increase significantly in future years.

The CPD programme is well integrated into the ‘market’ with the local professional bodies having input into the programme.

10.3.3. Suggestions for improvement

None.

10.3.4. Decision

The VEE is compliant with Standard 10.3.

Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.

10.4.1. Findings

QA of research to ensure student participation.

The Scientific Council has the overall responsibility for ensuring that teaching is research-based and that the students have contact with research.

The VEE’s Integrated Quality Assurance system includes a process relating to research, which provides for a set of indicators to control scientific activity and its success, namely:

- a) Classification of the Research Centre,
- b) Applications for external competitive funded projects and their success, active R&D projects and attracted funding,
- c) Members integrated into the Centre and PhD students,
- d) Publications indexed on the main scientific platforms and their percentiles,
- e) Scholarships or research initiation projects for graduates.,
- f) Dissemination to society and transfer of knowledge.

10.4.2. Analysis of the findings/Comments

The VEE has an integrated QA system which evaluates research activities. The undergraduate students are fully exposed to and involved in research activities.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Standard 10.4.

ESEVT Indicators



ESEVT Indicators

Name of the VEE:		Faculdade de Medicina Veterinária - Universidade de Lisboa				
Name & mail of the VEE's Head		Rui Caldeira - ruicaldeira@fmv.ulisboa.pt				
Date of the form filling:		15-juil-24				
Raw data from the last 3 complete academic years		2020-2021	2021-2022	2022-2023	Mean	
1	n° of FTE teaching staff involved in veterinary training	106,12	113,82	126,34	115,43	
2	n° of undergraduate students	853	847	837	845,67	
3	n° of FTE veterinarians involved in veterinary training	102,72	110,77	120,34	111,28	
4	n° of students graduating annually	99	97	112	102,67	
5	n° of FTE support staff involved in veterinary training	106,12	113,82	125,34	115,09	
6	n° of hours of practical (non-clinical) training	1068,46	1068,46	1068,46	1068,5	
7	n° of hours of Core Clinical Training (CCT)	774	774	774	774	
8	n° of hours of VPH (including FSQ) training	348	374	309	343,67	
9	n° of hours of extra-mural practical training in VPH (including FSQ)	16	40	40	32	
10	n° of companion animal patients seen intra-murally	12073	13155	14280	13169	
11	n° of individual ruminant and pig patients seen intra-murally	15	12	14	13,67	
12	n° of equine patients seen intra-murally	277	296	326	299,7	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	155	155	164	158,0	
14	n° of companion animal patients seen extra-murally	0	0	0	0,0	
15	n° of individual ruminants and pig patients seen extra-murally	5008	3049	3032	3696	
16	n° of equine patients seen extra-murally	268	197	378	281,0	
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	0	0	0	0,0	
18	n° of visits to ruminant and pig herds	192	165	145	167,4	
19	n° of visits to poultry and farmed rabbit units	5	5	5	4,7	
20	n° of companion animal necropsies	324	347	384	351,7	
21	n° of ruminant and pig necropsies	124	77	42	81,0	
22	n° of equine necropsies	17	6	21	14,7	
23	n° of rabbit, rodent, bird and exotic pet necropsies	183	221	227	210,3	
24	n° of FTE specialised veterinarians involved in veterinary training	6,5	5,5	8,5	6,8	
25	n° of PhD graduating annually	5	7	7	6,3	



ESEVT Indicators

Name of the VEE:		Faculdade de Medicina Veterinária - Universidade de Lisboa			
Date of the form filling:		15-juil-24			
Calculated Indicators from raw data		VEE values	Median values¹	Minimal values²	Balance³
I11	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,136	0,15	0,13	0,010
I12	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1,084	0,84	0,63	0,454
I13	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,121	0,88	0,54	0,581
I14	n° of hours of practical (non-clinical) training	1068,5	953,50	700,59	367,9
I15	n° of hours of Core Clinical Training (CCT)	774,00	941,58	704,80	69,20
I16	n° of hours of VPH (including FSQ) training	343,67	293,50	191,80	151,9
I17	n° of hours of extra-mural practical training in VPH (including FSQ)	32,00	75,00	31,80	0,200
I18	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	128,27	67,37	44,01	84,26
I19	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	36,14	18,75	9,74	26,40
I110	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	5,656	5,96	2,15	3,506
I111	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	1,539	3,11	1,16	0,379
I112	n° of visits to ruminant and pig herds / n° of students graduating annually	1,631	1,29	0,54	1,091
I113	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,045	0,11	0,04	0,001
I114	n° of companion animal necropsies / n° of students graduating annually	3,425	2,11	1,40	2,025
I115	n° of ruminant and pig necropsies / n° of students graduating annually	0,789	1,36	0,90	-0,111
I116	n° of equine necropsies / n° of students graduating annually	0,143	0,18	0,10	0,043
I117	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,049	2,65	0,88	1,169
I118	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,067	0,27	0,06	0,007
I119	n° of PhD graduating annually / n° of students graduating annually	0,062	0,15	0,07	-0,008
¹	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
²	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
³	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

11.1. Findings

All Indicators are above the minimal value, except I15 and I19 which are slightly below the minimal values.

11.2. Analysis of the findings/Comments

A strategy is in place to increase the number of necropsies in FPA (see Standard 5.1) and the number of PhD (see Standard 10.3).

11.3. Suggestions for improvement

None.

ESEVT Rubrics (summary of the Decisions regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Area 1. Objectives, Organisation and Quality Assurance Policy	C	P C	N C
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of 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. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.	X		
Standard 1.2: The VEE 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. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	X		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.	X		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.	X		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Area 3. Curriculum			
Standard 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. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.	X		

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<p>This concerns:</p> <ul style="list-style-type: none"> • Basic Sciences • Clinical Sciences in companion animals (including equine and exotic pets) • Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) • Veterinary Public Health (including Food Safety and Quality) • Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills). <p>When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</p> <p>If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.</p> <p>Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.</p> <p>3.1.1. General findings</p>			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)		X	
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
<p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must 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.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	X		
<p>Standard 3.4: The VEE 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:</p> <ul style="list-style-type: none"> • 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 • perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 	X		
<p>Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.</p> <p>EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.</p> <p>EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food</p>	X		

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Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.			
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 VEE on the EPT programme. There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
Standard 3.7: 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 VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	X		
Area 4. Facilities and equipment			
Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.	X		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.	X		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: <ul style="list-style-type: none"> • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity • take into account environmental sustainability • be designed to enhance learning 	X		
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.	X		
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	X		
Standard 4.6: 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 the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.		X	
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
Standard 4.8: 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 animal welfare, and to prevent the spread of infectious agents.	X		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.			X

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Area 5. Animal resources and teaching material of animal origin			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.		X	
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	X		
Area 6. Learning resources			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. 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, together with basic English teaching if necessary.	X		
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). 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 changes in learning resources.	X		
Area 7. Student admission, progression and welfare			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.	X		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. 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		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are 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		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE 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. The VEE 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		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.	X		

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There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).			
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	X		
Area 8. Student assessment			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE 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		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. 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		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE 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		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.	X		
Area 9. Teaching and support staff			
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching 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, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.	X		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.	X		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching 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 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to	X		

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the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.			
Area 10. Research programmes, continuing and postgraduate education			
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	X		
Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	X		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	X		
<i>C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance</i>			

Executive Summary

The Royal Military Veterinary School was founded in Lisbon in 1830. Later, it was denominated School of Veterinary Medicine (1886), Higher Education School of Veterinary Medicine (1930) and finally Faculty of Veterinary Medicine (called the VEE in this report) (1989). The VEE has been part of the University of Lisbon (ULisboa) since 2013.

The VEE has been positively evaluated by EAEVE in 2007 and 2017. The VEE has also been positively evaluated by the National Council for the Evaluation of Higher Education (2004) and by the Portuguese Agency for Assessment and Accreditation of Higher Education (2015 & 2021).

The SER was provided on time and written in agreement with the SOP 2023, although some data had to be corrected or added during the visitation process. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation. The Liaison Officer did an excellent job adapting the Visitation schedule, searching for the requested information, organising relevant meetings and ensuring the health and safety of the visitors.

Several areas worthy of praise have been identified.:

- Collegiate environment between staff and students
- Motivation of teaching staff for intramural and extramural collaborative activities
- Efficient involvement of students in the VEE committees
- Well-implemented Integrated System of Quality Assurance
- Well-developed experimental surgery skill lab
- Excellent hands-on training in most species
- Excellent intramural and extramural patient caseload and clinical training in the equine species
- Numerous and well-equipped clinical facilities for companion animals
- Numerous and well-equipped research laboratories
- Well-developed Centre for Interdisciplinary Research in Animal Health.

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards. However, some areas of concern have been identified.

Several Minor Deficiencies have been identified:

- The VEE is partially compliant with Substandard 3.1.4 because of suboptimal core training in food-producing animal individual medicine.
- The VEE is partially compliant with Standard 4.6 because of suboptimal separation of clean and potentially infected routes in the isolation units.
- The VEE is partially compliant with Standard 5.1 because of suboptimal number of necropsies in food-producing animals.

One Major Deficiency has been identified:

- The VEE is not compliant with Standard 4.9 because of insufficient posting and implementation of the biosecurity procedures in several facilities, e.g. dissection room, necropsy room and equine isolation unit.

Additional suggestions for improvement are described in this Visitation Report.

Glossary

CCT: Core Clinical Training

CIISA: Centre for Interdisciplinary Research in Animal Health

D1C: ESEVT Day One Competences

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECOVE: European Committee on Veterinary Education

EPT: Elective Practical Training

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area

FSQ: Food Safety and Quality

FTE: Full-Time Equivalent

IT: Information Technology

OSCE: Objective Structured Clinical Examination

PDCA: Plan Do Check Adjust

QA: Quality Assurance

SER: Self Evaluation Report

SOP: 2023b Standard Operating Procedure

ULisboa: University of Lisbon

US: Unit of study

VEE: Veterinary Education Establishment

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that one Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the University of Lisbon is therefore classified as holding the status of: **PENDING ACCREDITATION**.