

Name of Degree Programme (single-cycle degree) in: VETERINARY MEDICINE

Class: LM-42

Location: University of Padova - Campus of Agripolis - Legnaro

Reference Department: Animal Medicine, Production and Health - MAPS

School: Agricultural Sciences and Veterinary Medicine

First academic year of activation: 1992-93

GROUP FOR ACCREDITATION AND EVALUATION (GAV)

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INVITED

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The GAV met to discuss the topics described in the sections of this Review Report, operating as follows:

- **14th December 2015**
- **08th January 2016**
and then continued via email.

Presented, discussed and approved by the Council of the Study Programme on 19th January 2016
Summary of the outcome of the discussion of the Programme Board.

After presenting the 2016 Review Report, the Chairperson opened the discussion. Once the meeting had finished, the Programme Board considered it appropriate to highlight the following:

In 2015 the main strengths were:

- *Provision of up to date information relating to the labour market;*
- *A continuous relationship with the labour market.*

The Council highlights the importance of placing particular attention on the following activities, among which the following are planned for 2016:

- *facilitate the training path;*
- *incentive participation in the Erasmus Programme;*
- *analyse and revise the training regulation;*
- *verify the educational contents/syllabus;*
- *advertise work and post-graduation opportunities;*
- *continue with the activities conducted in collaboration with the Technical Table of Venetian Veterinarians.*

The Board approved, by majority, the 2016 Review Report of the single-cycle Master Degree Programme in Veterinary Medicine prepared by the Accreditation and Evaluation Group (GAV).

I - Annual Study Review Report on the Degree Programme

1 - ENTRY, ROUTE, EXIT FROM THE DEGREE PROGRAMME

a. CORRECTIVE ACTIONS ALREADY UNDERTAKEN AND RESULTS

The following corrective actions were identified in the 2015 Review Report:

Objective no. 1: Facilitate the training path

Actions taken:

The amendments adopted by the Degree Course Council (DCC) on 12th February 2014 led to the shift in some courses to the first-year quarters and allowed enrolment in the second year to students who had not passed the block previously in force, whilst maintaining the impossibility to take exams before having completed the prerequisites indicated in the Degree Course Regulations. The change in structure of the quarters of the first-year courses started in the A.Y. 2014-15.

Progress of corrective action:

It is not yet possible to draw definitive conclusions on the effects of the action taken. The initial data, however, seems to indicate that there is an appreciable improvement in terms of the number of ECTS acquired by students at the end of the first year. In fact, taking into consideration the 2 cohorts pre- and post- shift in some of the courses within the first year's quarters (A.Y. 2013/14 vs A.Y. 2014/15), the number of students who acquired a number of ECTS included between 46 and 60 rose from 56% to 68%. In addition, there are only 5 (<10%) students who have acquired less than 30 ECTS, who certainly did not pass the exams indicated as mandatory in the previous condition (13 ECTS biochemistry, Veterinary Anatomy 1 and 2, for a total of 16 ECTS)

Objective no. 2: Reduce the teaching load in the third year

Actions taken:

Following the student reports presented during the Assembly held during the 2013 Week for the Improvement of Teaching, we tried to reduce the teaching load of the third year, which was considered excessive. It was decided to move the Course of Infectious Diseases of Animals and Avian Pathology (13 ECTS) from the third to the fourth year, with a consequent decrease in the third year's number of ECTS. At the same time, the training activities related to Infectious Diseases were also moved to the fourth year.

Progress of corrective action:

It is not yet possible to draw conclusions on the effects of the action taken since this type of corrective action can only be applied starting from the 1st year of the cohort. The first available data regarding the effects of this action will be available at the end of the A.Y. 2016-17.

Objective no. 3: Check the teaching loads

Actions taken:

Transition to the electronic register

Progress of corrective action:

The compilation of the electronic register was proposed to a selected group of professors, with the aim of allowing a detailed check of the programmes and any shortcomings and/or overlaps.

The electronic register is practical and simple to complete and professors who have adopted it have found it useful. Its compilation will be extended to the whole teaching body. It should be noted that during the November 9th and December 14th, 2015 sessions, the Academic Senate approved the procedure for the electronic register for all degree programmes. The deadline provided for its adoption is the A.Y. 2016/17, recommending its use from the current A.Y. 2015/16.

From the 18th December 2015, the educational register is *on line*, available on Uniweb and all professors who teach bachelor and master degree courses in the academic year 2015/16 can thus access it from their personal page.

b. ANALYSIS OF THE SITUATION ON THE DATA BASE

• **Entry**

During the academic year 2015-16, access to the Degree Programme in VM was based on a maximum number of 65 eligible Italian students (the total number of places available in Italy was 717). The highest average score at university level was obtained in Padova - 32.01 - as was the highest score - 71.10. In Padova, 767 students applied and 669 were present at the admission test.

67.3% of the students came from the Veneto region. The percentage of participants from outside the region represents about 1/3 of the total, an increase when compared to the previous two years, probably due to the introduction of the national ranking system.

91.8% come from Lyceums and the remaining 8.2% from technical institutes.

The situation related to academic debits (OFA) is as follows: BIOLOGY 35 out of 65 (53.84%); CHEMISTRY 49 out of 65 (75.38%); PHYSICS-MATHEMATICS 35 out of 65 (53.84%). All students of the academic year 2015/16 have cleared the academic debits (OFA).

• **Route**

The data provided for the academic year 2014/15 indicate 63 students in the 1st year, 81 in the 2nd, 68 in the 3rd, 51 in the 4th and 141 in the 5th. In comparison to previous years, there is an increase in the enrolment in the 2nd year (see also 1-a) and in the 3rd. The high number of students enrolled in the 5th year is in line with previous years.

The number of working students remained unchanged (5 in the academic year 2014/15).

The number of drop-outs in the A.Y. 2013/14 remains low (4 in the 1st year, sporadic drop-outs at later years). For the following academic years, the information is not available.

• **Exit**

In 2015, the fourth cohort of the new system was completed. The complete available data (updated with the graduation session of December) indicate an increase in the average duration of the course compared to the previous year (6.31 vs. 5.94 years).

The careers under the **previous system** are sporadically concluding (3 graduates out of 26 in 2015).

As for the final degree mark (the figure refers to 55 graduates in 2015, 73 in 2014), this shows the same frequency distribution from the previous year (71% of students graduating with a mark higher than 100/110 and of these 1/3 with a vote between 106 and 110/110 cum laude).

• **Internationalisation**

After the 2013 revision which involved the elimination of 2 Erasmus Plus locations (Berne and Zurich), the new locations of Budapest and Toulouse were added. Each of these locations were chosen this year by a student of our degree programme.

At the moment, the outgoing students are a total of 18 (the highest value of the last 5 years, to find an equal number we must go back to 2010/11). Unfortunately, only 4 are those incoming, a very low value on which we should reflect. The total number of students who have used the Erasmus mobility programme is 22 (18 incoming, 4 outgoing), in any case higher than the previous year (11 incoming, 7 outgoing).

During the academic year 2015/16, a new biennial educational project with the University of Texas A&M (USA) began, also involving the Faculty of Veterinary Medicine Tufts of Boston.

Compared to the previous project (2014-15) the number of students rose from 8 to 10 for both the Italian and American side (8 students from Texas A&M and 2 from Tufts). As in the previous edition, the project was funded by the University of Padova and the Departments BCA and MAPS.

c. CORRECTIVE INTERVENTIONS

Objective no. 1: *Facilitate the training path*

Actions to take:

The evaluation of the recent changes in the first and third year is still in the early stages. It is necessary to continue monitoring the situation to assess whether such changes will have a beneficial effect on the number of ECTS achieved by students at the end of the first, second and third year.

Modalities, resources, deadlines, responsibilities:

The above data will be monitored by the GAV and reported in the next Review Report.

Objective no. 2: Encourage participation in the Erasmus programme**Actions to take:**

The number of incoming students has decreased in the last year. The reasons for this reduction need to be investigated with the representatives of the foreign locations.

Modalities, resources, deadlines, responsibilities:

During 2016, the new Erasmus reference person will coordinate the discussion with foreign offices.

2 – STUDENT'S EXPERIENCE**a. CORRECTIVE ACTIONS ALREADY UNDERTAKEN AND RESULTS****Objective no. 1: Improve information flow****Actions taken:**

In this context, the planned actions focus on meetings between professors and students in order to identify ways to improve the flow of information between the structures students interact with (Secretariat, School, Departments, Degree Course).

Progress of corrective action:

The complexity of the network of interactions between these structures, associated with the renewal of numerous executive positions (i.e. the President of the School, of the Degree Programme and Directors of Departments) has generated an overall change in the organisation that are reflected in the flow of information. In light of this, it was decided to wait for consolidation of the current situation and therefore to postpone this activity.

Objective no. 2: Verification of the educational contents/syllabus**Actions taken:**

The actions envisaged to reach this objective are aimed at elaborating and discussing the information relative to the educational contents of the courses obtained through the compilation of the syllabus, also considering the students' requests expressed during the Assembly for the Improvement of Teaching. These actions were subjected to the acquisition of information from the electronic register.

Progress of corrective action:

The pilot phase for the use of the electronic register, coordinated by the university, involved only a part of the courses provided in the second semester. To achieve the intended objective, it is therefore necessary to wait for all professors to adopt this tool.

Objective no. 3: Improve the quality of the teaching materials**Actions taken:**

The actions envisaged in this area have not been implemented in order to give priority to other aspects which are considered critical (see actions undertaken in the different chapters of this document).

Progress of corrective action:

The attention on the teaching materials remains despite no critical issues emerging in the evaluations presented by the students during the Assembly of 17th December 2015 (within the Week for the Improvement of Teaching). Some issues were raised, but mostly regarding the usability of the files.

b. ANALYSIS OF THE SITUATION ON THE BASIS OF DATA, WARNINGS AND OBSERVATIONS

The results of the student satisfaction questionnaires were presented in an aggregate form and discussed on 17th December 2015 during the "Week for the improvement of Teaching".

Data to be considered (questionnaires proposed to students in the academic year 2014-15):

Completion of the questionnaires. There was a reduction (-9%) in student participation in the expression of evaluations, which only achieved 70%; this figure is 6% less than the university average. The response rate is variable among the different programmes and tends to decrease starting from the second year.

General satisfaction. The general satisfaction of students on the Degree Programme for each course is

in line with the average of the university (7.6). The score average is equal to 7.5, with 92% positive evaluations, of which 36% with marks above 8.

Indicator of organisational aspects. The teaching organisation offered by the Degree Programme is positively evaluated by students (average score: 7.9) - in line with the university's average. Negative evaluations are 1%, while 47% have ratings above 8.

Indicator of the educational action. The teaching action is evaluated positively by students, with an average score of 7.7, similar to that of the university (7.6). The percentage of positive evaluations is 92%, of which 46% with scores higher than 8. Particular attention was given to the question concerning the balance between study load and assigned credits. This year the percentage of teachings with an evaluation inferior to 7 was high (34.2%), as was the previous year.

Traineeship activities. From the A.Y. 2013-14, the evaluation of both the student and the professor (internal and/or external) is active. During this second year of evaluations of the traineeships, the student response rate dropped to 30.9% when compared to 52.7% of the A.Y. 2013-14 and remains at levels lower than those of the course evaluation. The decrease in the percentage of response occurs starting from the third year.

Analysing the evaluations collected by the "Graduates' Profile - 2014" published on the Alma Laurea Consortium website, **it emerges that** 77% of the interviewees consider the teaching load of the Degree Programme sustainable (72% university average), 86% are satisfied with the Degree (university 86%), 87% are satisfied with the relationship with professors (university 71%) and 72% would re-enrol in the same degree programme, in the same university (university 65%).

Further observations surfaced from the presentation prepared by the student representatives during the Assembly of 17th December 2015, held as part of the "Week for the Improvement of Teaching". Comparing the reviews of 2013 and 2014, students found improvements or resolution for some of the critical issues, while others were considered only partially resolved. In particular, the lack or absence of some teachings remains, as does the need to complete the syllabus drafts and to perform cross-checks on the programmes of the different courses to avoid unnecessary repetitions and to favour the inclusion of untreated topics. Although the students found an improvement in the time organisation of trainings and lessons, the problem of overlapping classes remains.

C. CORRECTIVE INTERVENTIONS

Objective no. 1: *Analysis and revision of the educational system*

Actions to take:

During 2016, a special teaching commission will be set up within the **Degree Programme Board**, with the aim of evaluating and making the necessary changes to the educational system and training offer.

Modalities, resources, deadlines, responsibilities:

By 2016, the teaching commission will have to present the **Degree Programme Board** a proposal to revise the educational system, considering the indications of the EAEVE, the OIE and requests from the labour market.

Objective no. 2: *Verification of the educational contents/syllabus*

Actions to take:

The tools to be used to verify the adequacy of course contents will be:

- complete data collection via electronic register/syllabus;
- cross checks of data to highlight repeated topics;
- targeted meetings between professors to analyse the contents of the topics repeated;
- reports of students on critical points perceived in the contents of the courses.

Modalities, resources, deadlines, responsibilities:

These actions will be carried out during the entire academic year and will require a significant commitment

of the entire GAV. The deadlines of the various actions include:

- by February 2016, gathering student reports from the reference persons of that year;
- by June 2016 analyse the data of the first semester/first and second quarter and notify the professors in order to organise the targeted meetings;
- by November 2016 analyse the second semester/third quarter data and notify the professors in order to organise the targeted meetings;

3 – L'ACCOMPAGNAMENTO INTO THE LABOUR MARKET

a. CORRECTIVE ACTIONS ALREADY UNDERTAKEN AND RESULTS

Objective no. 1: Correct information on the labour market

Actions taken:

Throughout the year, we worked to provide students with the correct information on the labour market. This activity began during the orientation days "Choose your Tomorrow" (12th and 13th February 2015) thanks to the screening of the film "Life as a Veterinarian" produced by the Italian National Association of Veterinarians and continued with the Seminars "Boundaries of Education" organised in collaboration with the students' representatives, on 6th March, 27th March, 17th April, 15th May, 28th October and 2nd December 2015. Veterinarians took part in all the meetings, discussing job opportunities with the students in the different areas of the profession.

Progress of corrective action:

These initiatives will continue in 2016: some of these have already been scheduled. Others will be scheduled by February 2016.

Objective no. 2: Relationship with the professional world

Actions taken:

As far as the relationship with the professional world is concerned, in 2015 a Technical Table of the Venetian Veterinaries (TTVV) was established. This is based at the University of Padova and coordinated by the degree programme representatives. This Table aims at being an organisational structure that represents Veterinary Medicine in all the processes ranging from training, to work, to the protection and promotion of the profession.

Progress of corrective action:

During 2015 TTVV met on several occasions. Among the various topics discussed, particular attention was paid to the training of the veterinary surgeons, both pre- and post-graduation, and to the promotion of the figure and professionalism of the veterinary surgeon.

Objective no. 3: Specialisation Schools

Actions taken:

The non-activation of the Specialisation Schools depends on decisions taken at university level. During the campaign for the election of the new Rector, we tried to inform the candidates on the importance of this segment of post-graduate training for graduates in Veterinary Medicine.

Progress of corrective action:

The current Rector has given assurances that he wants to tackle the problem in the near future.

b. ANALYSIS OF THE SITUATION, COMMENT ON DATA

The data is taken from the "Graduates' Profile - 2014" published on the Alma Laurea Consortium website.

To capture the "Employment situation of graduates" (data updated in March 2015) interviews were conducted with graduates after 1 year (53 out of 62 graduates), 3 years (60 out of 70 graduates) and 5 years (44 out of 55 graduates) post-graduation.

The results indicate that one year post graduation 69% are in work, while after 3 and 5 years 94% are employed. The percentage of employees is above the university average for 1 year (62%) and 3 years (88%) post graduation, but below for 5 years post graduation (96%).

78%, 85% and 73% of those interviewed, respectively 1, 3 and 5 years post-graduation, said that they extensively use the skills acquired during their studies.

The data indicates that the profession generally guarantees rather low average monthly earnings: 1 year (689 Euro), 3 years (1,045 Euro) and 5 years (1,018 Euro) post graduation. The values are significantly lower than the average graduates of the University of Padova, who earn 1,277; 1,270 and 1,430 Euros, 1, 3 and 5 years post graduation.

7%, 8% and 6% of those interviewed, 1, 3 and 5 years post graduation, declare that they do not work but are involved in a post-graduate university course or placement / traineeship.

Post-graduate training takes place mainly in other universities due to the lack of activation at the University of Padova of the Postgraduate School, a fundamental step to access and/or carry out activities within the Italian National Health Service.

c. **CORRECTIVE INTERVENTIONS**

Objective no. 1: *Correct information on the labour market*

Actions to take:

During the A.Y. 2015-16, it will be necessary to continue with the organisation of meetings with veterinary professionals, to provide students in their last year of Degree with the correct information on prospective work and information on sectors in which the graduates can find further opportunities.

On the website for the School of Agriculture and Veterinary Medicine the link, Vet-Job, will be added with on-line announcements. The link to the website of the National Association of Italian Veterinary Doctors will also be included. This is a website where students and graduates can find job offers in the veterinarian field.

Modalities, resources, deadlines, responsibilities:

This action will be promoted and implemented by the President of the Degree Programme, in collaboration with the GAV and the Regional Federation of the Veterinarians' Association (FROV). The outcome of these actions will be reported in the next Review Report.

Objective no. 2: *Relationship with the Professional world*

Actions to take:

During the A.Y. 2015-16 it will be necessary to continue the activities in collaboration with the TTVV.

Modalities, resources, deadlines, responsibilities:

This action will be coordinated by the President of the Degree Programme and by the President of the FROV, in agreement with the GAV. The outcome of these actions will be reported in the next Review Report.

Objective no. 3: *Specialisation Schools*

Actions to take:

The Degree Programme will become an active part in the interaction with the highest institutional positions of the university to reiterate the importance of post-graduate training for graduates in Veterinary Medicine.

Modalities, resources, deadlines, responsibilities:

This action will be promoted and implemented by the President of the Degree Programme in collaboration with the GAV. The outcome of this action will depend mostly on the will of the university.