

2018 PERIODICAL REVIEW REPORT ON THE DEGREE PROGRAMME

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

Coordinating School: Agricultural Sciences and Veterinary Medicine

First academic year of activation: 1992-93

Group for Accreditation and Evaluation (GAV)

Members

Position	Names
President of Degree Programme	Prof. Matteo Giancesella
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The Group for Accreditation and Evaluation (GAV) acted as follows in order to discuss and draft the topics reported in the sections of this Review Report:

- prepared a special section within the Moodle platform dedicated to the GAV (visible to all the interested parties of the Degree Programme), by the President of the Degree Programme, containing all the documents necessary for the drafting of the Periodical Review Reports;
- 12 February 2018, GAV meeting: reading and discussion of the Periodical Review Reports guidelines, document definition, organization and subdivision of work in sub-groups for each section;
- following meetings between the sub-groups involved in the drafting of the individual sections;
- 26 February 2018, GAV meeting: reading and revision of the sections prepared by the individual work sub-groups;
- subsequent review phase (by e-mail) of the overall document.

Approved by the Study Programme Board on **14 March 2018**

Approved by the Board of the Reference Department on **20 March 2018**

1 - DEFINITION OF THE CULTURAL AND PROFESSIONAL PROFILES AND STRUCTURE OF THE DEGREE PROGRAMME

1- a SUMMARY OF THE MAIN CHANGES OBSERVED FROM THE A.Y. 2013/14

Describe the main changes that have occurred since the A.Y. 2013/14, also in relation to the enhancement actions implemented in the Degree Programme.

In these fields an analysis of the past must be conducted. In particular, it is necessary to:

- Consult the previous annual reviews*
- List the critical issues that have emerged over the years and which actions have been taken. Indicate any actions that did not lead to the desired results.*
- List the strengths of the Degree Programme and what actions have been implemented to make them further emerge.*

In the analysis of the situation and in the comments to the data, report only the data strictly essential for the analysis. Avoid inserting entire lists, data sets, tables and graphs.

Despite the positive feedback and evaluations related to the training of the veterinarians at the University of Padova (see Sections 2-a and 3-b) during the last A.Y., the GAV of the Degree Programme focused its attention on those aspects that can be improved. These are mostly related to the cultural and professional profile of the veterinarian, starting from the training standards required to obtain the approval and accreditation of the Degree Programme by the *European Association of Establishments for Veterinary Education* (EAEVE) (www.eaeve.org).

In addition to these priority aspects, the educational framework of this Degree Programme must meet the guidelines of the *Office International des Epizooties* (OIE) and the inputs from a continuously evolving veterinary medical profession.

The critical issues emerged during the A.Y. are reported in various documents such as: meetings with the different parties (minutes 24/06/2016), annual reviews, joint commissions reports and results of students' opinions (as for those activities for which feedback is not compulsorily, such as traineeships), results of annual assemblies for the improvement of teaching. The critical issues concerned: the distribution of the teaching load; excessive training load; activities as a traineeship; problems (technical, cultural, contingent, training) connected to the Y path ("Clinical" path and "Food safety" path); timetable overlaps between frontal teaching activities and traineeship; lack of specific training activities for certain courses (especially clinical areas).

On the basis of these considerations, the entire Degree Programme has been revised, within the limits established by current legislation, thus establishing a new educational system active from the A.Y. 2017-18. The procedures for review, data analysis, objectives and improvement actions will be detailed in Section (4) of this periodical Review Report.

To maximize the number of students who can take advantage of the enhancements made thanks to the new system, the first three years are allowed to be enrolled from the first year of its activation. In this way, starting from the A.Y. 2019-20 the new system will be fully operational for all the five years of the Degree Programme. This is furthermore the year in which the EAEVE has scheduled its visit for the evaluation and accreditation of the Degree Programme.

1-b ANALYSIS OF THE SITUATION ON THE BASIS OF THE DATA

Describe the main problems identified, the challenges, the strengths and the areas to be improved based on the analysis of the period under review and on the perspectives of the following period (no constraints on the length of the text).

Main elements to be observed:

- Form SUA-CdS: sections A1.a, A1.b, A2, A2.a, A2.b, A4.a, A4.b, A4.c, B1.a*

Recommended points for reflection:

1. Are the premises - cultural and professional aspects - that led to the declaration of the type of the Degree Programme still valid?
2. Are the needs and potentials of development (humanistic, scientific, technological, health or socio-economic) of the relevant sectors satisfied, in relation to the subsequent study cycles, if any?

3. Have the main parties interested in the outgoing cultural/professional profiles (students, teachers, scientific and professional organizations, representatives of the world of culture, of production, including at international level, in particular in the case of universities for foreigners) been identified and consulted, both directly and through the use of sector studies?
4. Have the reflections that emerged from the consultations been taken into consideration in the planning of the Degree Programme, above all the reference to the employment potential of the graduates and to the possible continuation of studies in subsequent degrees?
5. Are the specific training objectives and the expected learning outcomes, in terms of knowledge, skills and competences - even if transversal - coherent with the outgoing cultural and professional profiles, also with regard to the methodological aspects related to the logical-linguistic elaboration? Have they been implemented clearly for the areas of learning?
6. Do the professional profiles, employment opportunities and prospects clearly take into account the different working destinies of graduates?
7. Is the training offer still considered adequate to achieve the objectives? Is it updated in its contents?

At that point it will be possible to make an adequate assessment of the effects of the improvements made. The new disciplines have been included in the new curriculum in the specific areas of learning, as reported in the 2017 SUA Form.

A growing demand for both cultural and operational exposure to the research world emerged from interviews with students. Consequence of this is the limited attractiveness of the doctoral school in Veterinary Sciences. A possible proposal, currently under discussion to overcome this limit, involves the design of a fourth optional path in "Scientific Research".

1-c OBJECTIVES AND IMPROVEMENT ACTIONS

Describe the interventions deemed necessary according to the changed conditions and the identified critical elements, the challenges and actions aimed at improving. The objectives should have a multi-year focus and refer to substantial aspects of the students' training and experience. Specify through which actions you believe you can reach your goals.

The positive effects of the redistribution of teaching loads in the five years are already visible, however the ability to assess the actual achievement of the set objectives, the improvements made and any critical issues can only occur after at least two cohorts will have completed the process.

2 – STUDENTS' EXPERIENCE

2- a SUMMARY OF THE MAIN CHANGES DETECTED FROM THE A.Y. 2013/14

Describe the main changes that have occurred since the A.Y. 2013/14, also in relation to the improvement actions implemented in the Degree Programme.

In these fields an analysis of the past must be conducted. In particular, it is necessary to:

- Consult the previous annual reviews.*
- List the critical issues that have emerged over the years and which actions have been taken.*
- Indicate any actions that did not lead to the desired results.*
- List the strengths of the Degree Programme and what actions have been implemented to make them further emerge.*

In the analysis of the situation and in the comments to the data, report only the data strictly essential for the analysis. Avoid inserting entire lists, data sets, tables and graphs.

The single-cycle Degree in Veterinary Medicine at the University of Padova has seen a steady increase in the number of pre-enrolled students enrolled in the admissions test, and is among the first to close the cohort of enrolment by academic year. These findings support the fact that for years the degree programme in Veterinary Medicine of Padova has been at the top of the national rankings (CENSIS evaluations, outcomes of the VQR evaluations). The majority of the indicators reveal a more than satisfactory overall trend, often similar to that of the geographical area and in many cases higher than the national average. The educational indicators all indicate an excellent level of career regularity with a high percentage of enrolled students graduating within the regular duration of the degree programme - higher than the average of the geographical area and the national average.

However, the specific nature of a degree programme remains, with a five-year duration, a significant teaching load and consequent repercussions on the timing of graduation. As detailed in Section 5-b, In the face of limited feedback, in terms of completed questionnaires (from the 2017/18 academic year evaluation is mandatory for students), the results of the evaluations indicate more than satisfactory values and a constant trend of improvement. The satisfaction of undergraduates and graduates (Alma Laurea data) shows to be significantly positive. The surveys conducted by Alma Laurea on single-cycle postgraduates in UniPd Veterinary Medicine at 3 and 5 years post-graduation indicate a high employment rate and a better economic condition than the national average. Despite the good performances of the Degree Programme, the possibility of optimizing the students' training path is crucial to the GAV. The aim is to allow students to complete their studies respecting the regular legal of the programme. For this reason, during the years corrective actions have been taken to facilitate the overcoming of the block in the transition from the first to the second year and to reduce the teaching load in the third year. The first measure came into force in A.Y. 2014-15. The first data available, relating to a single academic year (see RdR 2016) showed an improvement in the situation. The second measure was implemented in the A.Y. 2017-18. No data is yet available, thus definitive conclusions about its effects cannot be drawn. Over time the conviction that the Degree Programme as a whole needs restructuring matured, therefore a new system started in the A.Y. 2017-18 (see Sections 1 and 4).

With regard to the quality of teaching, over the years several measures have been taken with the aim of improving the flow of information, developing and standardizing the syllabi, verifying the teaching contents of the individual courses in order to avoid redundancy or fill in training shortages, and improve the quality of the teaching material made available to students (see RdR 2016). Some issues, i.e. flow of information and drafting of the syllabi, require considerable effort both from students and professors. Considering the review of the whole Degree Programme, no monitoring system has yet been standardized.

Although there is a website dedicated to the Degree Programme, it follows the standardized layout provided by the University, thus making it complex to present the programme's specific features (such as traineeship) and to disseminate new information (on courses, seminars, direct communications to students) through a news portal.

2-b ANALYSIS OF THE SITUATION ON THE BASIS OF THE DATA

Include the main problems identified, the challenges, the strengths and the areas to be improved as emerged from the analysis of the period under review and the prospects for the following period.

Main elements to be observed:

- Forms on the teachings
- SUA-CDS: sections A3, B1.b, B2.a, B2.b, B5

Recommended points for reflection:

Guidance and tutoring

1. *Are inbound and outbound orientation activities in line with the cultural and professional profiles drawn up by the Degree Programme? Examples: preparation of incoming orientation activities in line with the cultural and professional profiles drawn up by the Degree Programme; presence of effective tools for self-assessment of the recommended input knowledge. Do they promote student awareness of choices?*
2. *Do incoming and ongoing guidance activities take into account the results of career monitoring?*
3. *Do the initiatives to introduce students to the labour market take into account the results of the monitoring of outcomes and employment prospects?*

Knowledge required to enter and recovery of deficiencies

4. *Is the required or recommended knowledge clearly identified, described and advertised? Is the syllabus drawn up and properly advertised?*
5. *Has possession of the fundamental entry knowledge been effectively verified? Are any shortcomings identified on time and communicated to the students?*
6. *Are there any support activities planned or in progress? E.g. activities organized to integrate and consolidate the recommended entry knowledge, or, in the case of second level degrees, interventions to encourage the integration of students from different bachelor degrees and from different universities.*
7. *For the three-year and single-cycle degree programme: are the achievement gaps identified and communicated to the students? Are initiatives implemented to fulfill the achievement gaps?*
8. *For the second-cycle degree programmes, are the curricular requirements for access defined, publicized and verified? Is the adequacy of student's preparation verified?*

Organization of flexible paths and teaching methods

9. *Does the teaching organization create the conditions for student autonomy (for choice making, critical learning, in the organization of their study). Does the academic staff provide adequate guidance and support? (E.g. meetings are organized to assist in the choice between possible curricula, availability of professor-guide for the options related to career plan, locations and times for study or self-study activities self-managed by the students, etc.)*
10. *Do the curricular and support activities use flexible teaching methods and tools, tailored to the specific needs of different types of students? (E.g. there are support tutors, knowledge deepening courses, "honours" courses, creation of paths dedicated to particularly motivated students that foresee faster rhythms and greater in-depth analysis, etc.)*
11. *Are there any support initiatives for students with special needs? (E.g. off-site students, foreigners, workers, disabled people, students with young children, etc.)?*
12. *Is the programme accessible by disabled students?*

Internationalization of teaching

13. *Are initiatives planned to enhance student mobility, to support study periods and traineeships abroad (including those for Erasmus)?*
14. *With particular regard to international programmes, is the international dimension of teaching actually realized, with reference to foreign professors and/or foreign students and/or joint, double or multiple degrees in agreement with foreign universities?*

Learning assessment modality

15. *Does the degree programme clearly define the progress of the intermediate and final assessments?*
16. *Are the assessments methods adopted for the individual courses adequate to ascertain the achievement of the expected learning outcomes?*
17. *Are the methods of verification clearly described in the course forms? Are they clearly communicated to the students?*

Guidance and tutoring

Incoming guidance activities and tutoring

The School of Agricultural Sciences and Veterinary Medicine organizes the guidance and tutoring activities for the degree programmes it coordinates, in collaboration with people in charge of guidance and mentoring. In addition to the initiative "*Choose your tomorrow*", held every year in February, Open Days are scheduled in July. Information and activities are also provided at the request of high schools.

The Degree Programme exercises a strong attraction towards high school students, as indicated by the high number of candidates who sign up for the admission test (<http://www.agrariamedicinaveterinaria.unipd.it/corsi/mv>).

A critical aspect regarding the national recruitment system of the Degree Programme in Veterinary Medicine is that while it certainly selects the most prepared students, it is not able to evaluate the attitude and the motivation towards the veterinary medical profession. For this reason, the entry guidance and the one implemented during the first months of class is aimed at understanding the role and tasks that the veterinary surgeon performs in the professional life. With the same purpose, from the A.Y. 2013-14 during the orientation days "*Choose your tomorrow*", the president of the Order of Veterinarians of Padova was invited and on some occasions a film produced by FNOVI was shown: "*Life as vets*", to give a more complete and realistic view of the complexity of the veterinary profession.

Moreover, during the orientation days, students of the Degree Programme who perform tutoring activities are present at the info-point dedicated to the course itself.

Ongoing guidance activities and tutoring

In the last few years, in order to test the motivational level of the student, practical/demonstration day has been organized to make first-year students more aware of what they will do during their studies and on lesser-known aspects of the veterinary profession (e.g.: visit to the necroscopy room and farm). In recent years, this activity has been complex as students enrol on the basis of the ranking, from October to January, thus some may be unable to participate.

At the beginning of the lessons in October a welcome day is organized (Welcome Day) during which the President of the School, the President of the Degree and of the Departments involved together with the student representatives, explain to the freshmen the organization, the administrative management and the specificities of the programme (see fulfilment of the OFA or the peculiarities of the traineeship). During the week for the improvement of teaching, former students of the course, already entered in the labour market, are invited to bring their experience to their future young colleagues.

Within the scope of the traineeship, i.e. practical activity in small groups at the presence of the professor, activities that the student must perform with highly specialized external professionals are included. This grants them the opportunity to learn about the many areas of the veterinary profession. These contacts and experiences can be useful when choosing future employment. The same traineeship activities also allow the student to improve the dexterity considered very important during the assessment phase at the State Exam to obtain the professional qualification.

Students of the Degree Programme or PhD students carry out tutoring activities at the School of Agricultural Sciences and Veterinary Medicine with pre-established schedules. Among the tasks of the tutors, reception, organizational support for study groups and re-orientation on the choice made at the time of enrolment should be noted.

Outbound guidance activities

For the students of the 4th and 5th year, orientation meetings are organized on employment opportunities, mostly in the areas of the less-explored veterinary professions ("*At the borders of teaching*") and on post-graduate training

opportunities.

The experience of the post-graduate traineeship is also encouraged both in national and foreign structures through the Erasmus Plus programme.

Initiatives to introduce students to the labour market, such as Career Day and trainings on soft skills, are carried out on an annual basis taking into account the employment prospects of graduates and requests from the labour market.

A monitoring system has not yet been developed to connect the training activities provided and the type of employment the graduate in Veterinary Medicine will find. The Alma Laurea data, although not exhaustive, show a very high degree of satisfaction among graduates, and this indirectly confirms that the training provided is consistent with the future employment. In the planning of the training activities and the revision of the contents of the courses, the GAV and the interdepartmental teaching commission for the revision of the system (CDRO) have always taken into consideration the possible employment opportunities. Furthermore, using data from the Nomisma-FNOVI survey (<https://www.fnovi.it/sites/default/files/La%20professione%20medico%20veterinaria%20-%20FNOVI%20-%20Aprile%202014%20%20281%2029.pdf>), which highlighted the labour market demand of veterinarians in many sectors of the profession other than pet clinics (in particular those relating to the figure of the veterinarian in food safety), allowed many of the guidance activities to be carried out with the aim of increasing the sensitivity of students towards these professional fields.

The continuous discussion among the members of the GAV and the working groups with the stakeholders has allowed to organize many of the initiatives mentioned in the previous points to train veterinarians who can enter faster and with better economic gratification in the labour market. However, there is no objective tool to evaluate the result. In fact, the data collected by Alma Laurea does not allow this type of analysis, since it is a generic questionnaire to be used in all degree programmes (minutes meeting with stakeholders on 24/06/2016).

To enrol in the degree programme in Veterinary Medicine it is necessary to pass the admission test, managed by the MIUR, having the degree programmes a programmed number established at national level.

The knowledge required or recommended at the entrance is verified with an admission test, advertised on the websites well in advance. Students have the opportunity to practice on previous versions available online on the MOODLE platform after registering for the test itself.

Students who, in the admission test, do not answer correctly to the half plus one of the questions of Biology, Chemistry, Physics-Mathematics are assigned additional training obligations (OFA). To pass the OFA students have at their disposal various support tools: self-assessment quiz, teaching material, tutor after having contacted the tutoring service. The data analysed in the annual Review Report showed that the students succeed in overcoming all the OFAs in the foreseen period (see *Review Report 2016*) suggesting therefore that the support actions are effective.

Organization of flexible paths and teaching methods

The acquisition of the ECTS linked to the educational offer (optional courses and traineeship excluded) is organized in such a way that each of them corresponds to a part delivered in the classroom (10 hours) in the presence of a professor, while in the remaining part of hours (15) the student engages with autonomous in-depth studies. For the optional courses (see Section 4-b), awarded 15 ECTS, each individual ECTS consists of 15 hours in the presence of the professor and 10 of individual study. In the traineeship activity, the entire ECTS (25 hours) is carried out in the presence of the professor who supervises the activity of a group consisting of a maximum of 4 or 5 students. This management of teaching is in line with what required by EAEVE to recognise the Degree Programme.

With regard to the activity of guidance and support to students, the following activities are implemented:

- meeting of the President of the Degree Programme with the students to explain the training path and the

optional choices;

- meetings with student representatives to prepare the events of the week for the improvement of teaching;
- organization of the annual assemblies of students and professors during the teaching improvement week;
- provision of the tutoring service carried out exclusively by competent and trained students or PhD students.

Students with specific needs can ask first of all the tutors who work at the School.

Foreign students, as well as tutors, are supported by the School's staff and International Office.

Access to training materials is guaranteed by the use of the School's Moodle platform, as indicated by the syllabi of each course.

The Degree Programme is structured to give the same training opportunities to all students, in compliance with national requirements and EAEVE recognition. However, as part of the "I-moves" project, which involves a period of study abroad in very prestigious venues for veterinary medicine, a meritocratic selection of participants is made (acquired ECTS, proficiency in English) as the requests normally exceed the available spots. At University level, the most deserving students (in terms of registered ECTS and grades obtained) can receive scholarships of 1,000 Euros to study abroad (or integration to the Erasmus scholarship), internships and traineeships in Italy or abroad and tutoring activities (for 50 hours). There are usually 8 students who each year receive this award, called "*Mille e una lode*". For non-resident students, both Italians and foreigners, residences managed by ESU, a Regional Company for the Right to University Education, are also available.

The Degree Programme has compulsory attendance and, in some years of the course, the teaching load (both frontal and exercise and training) is very intense - limiting the enrolment of working students or those with young children. Registration of students with severe physical disabilities is certainly very difficult due to the fact that the Degree Programme in Veterinary Medicine, because of its specific characteristics, provides also very complex training activities (in terms of organization and commitment required) and in environments not always easily accessible (e.g.: stables, slaughterhouses, etc.). However, the educational facilities of Agripolis have been modified to grant access of students with physical disabilities.

The support activities for students with specific learning needs and disabilities (DSA) are managed by a central administration service and in each department a referent professor is nominated. He/she follows the support activities for the individual degree.

Students who present diseases that are incompatible with practical activities (e.g.: allergies towards some animals, etc.), following the presentation of a medical certificate, are exempted from the activity.

Internationalization of teaching

The School of Agricultural Sciences and Veterinary Medicine provides assistance to the Degrees for activities related to: publicizing the various international mobility initiatives; openings of new flows; administrative support linked to the reception of incoming students; administrative support for outgoing student recognition practices; administrative support for all EAEVE-related practices. The presence of an International Office is even more effective given that the headquarters of the Degree Programme are at the Campus of Agripolis, thus on-site services to students can be offered.

Furthermore, in order to encourage Erasmus mobility, regular meetings are held to present all the active flows for the Degree Programme. In the last editions of the Assembly held during the Week for the Improvement of Teaching, *ad hoc* meetings were organized on the topic, with a presentation of the responsible for the Erasmus service of the School of Agricultural Sciences and Veterinary Medicine and with talks from the students who had participated in the initiative.

After the conclusion in 2014 of a first four-year cycle of a transatlantic exchange training project (VILP - *Veterinary International Leadership Programme*), which involved the Texas A&M and Tufts University (USA), a new project started in 2014 (I-moves) with the same US partners, to which the Colorado State University (USA) and the

University of Sydney (AUS) have progressively been added. This project foresees a Workshop in Food Safety and Public Health carried out in Italy, while students participate in Clinical Rotations activities in the foreign branches. All these projects have been funded by the Departments of MAPS and BCA and co-financed by the University.

Modality learning assessment

The Degree Programme has prepared a perpetual calendar to clearly define the planning of the final checks (of modules and courses). The exam timetable is available on the School website as early as October, or at the beginning of the first semester/quarter classes.

As for ongoing checks, each professor can programme them, but they must be entered in the syllabus and communicated to the students at the beginning of the classes, to avoid overlapping with other courses.

2- c OBJECTIVES AND IMPROVEMENT ACTIONS

Include the interventions deemed necessary according to the changed conditions and the identified critical elements, to the challenges and actions aimed at improving. The objectives must have a multi-year focus and refer to substantial aspects of the students' training and experience. Specify through which actions you believe you can reach your goals.

3 - RESOURCES OF THE DEGREE PROGRAMME

3- a SUMMARY OF THE MAIN CHANGES OBSERVED FROM THE A.Y. 2013/14

Describe the main changes that have occurred since the A.Y. 2013/14, also in relation to the improvement actions implemented in the Degree Programme.

In these fields an analysis of the past must be conducted. In particular, it is necessary to:

- *Consult the previous annual reviews*
- *List the critical issues that have emerged over the years and which actions have been taken.*
- *Indicate any actions that did not lead to the desired results.*
- *List the strengths of the Degree Programme and what actions have been implemented to make them further emerge.*
- *In the analysis of the situation and in the comments on the data, report only the data strictly essential for the analysis. Avoid inserting entire lists, data sets, tables and graphs.*

Describe the main changes that have occurred since the A.Y. 2013/14, also in relation to the improvement actions implemented in the Degree Programme.

In the previous A.Y. critical issues were identified regarding the coverage of the wireless network of teaching facilities and, based on the reports of the joint committee, a lack of spaces dedicated to students' individual study and the limited space for teachers coming from other locations emerged.

The wireless network has been improved with the activation of the Agripolis Campus network and the Eduroam network.

As for the space issues, a partial resolution was achieved with the implementation of the new building plan - unfortunately not yet completed - while spaces at the Benedictine Court, located in a position adjacent to the Campus of Agripolis, were rented.

There were also shortages related to the number and capacity of laboratory spaces for the exercise activity connected to the degree programme, overcome by shifts and sequential changes to the new system.

The repetition of classes, whilst granting a better quality of teaching to the students, has led to an increase in teaching load provided by the professors.

The data taken from the 2016 graduates reported by Alma Laurea indicate general satisfaction for the following items: "Assessment of the classrooms", "Evaluation of the computer stations", "Evaluation of the equipment for the teaching activities", satisfaction above the University average.

There are however some deficiencies concerning the structures, the professors and the Technical Administrative Staff (PTA) for the carrying out of the traineeships.

As indicated in the previous sections, the Degree Programme in Veterinary Medicine is subject to a control of the quality of teaching by the EAEVE, whose approval is necessary for the MIUR to agree to activate the course.

In order to meet the European standards required by the EAEVE, the course must guarantee practical activities of traineeship to small groups of students, in relation to different SSDs involved in the Degree Programme.

The activation of the traineeship was possible thanks to the significant commitment of the teaching, administrative and technical staff. It has also been possible thanks to the use of structures such as:

- the necroscopy room;
- the health facilities of the University Centre called the Educational University Veterinary Hospital (OVUD), where a first aid service has been activated for small animals to which trainees have access;
- the educational stable of the Agricultural Research Farm L. Toniolo;
- laboratories for the single research areas.

The traineeship then led to various critical issues related to the staff involved and the necessary structures to carry out this activity, which was partly covered by the activation of agreements with various structures and professionals present in the territory.

The support provided by OVUD and the Experimental Agricultural Farm to the teaching activities of the Programme, despite having high standards, is lacking of some specific features, both in terms of structure and staff.

In particular, it is necessary to activate a 24-hour emergency service for horses, an intervention service on request for ruminants and pigs, with the relative adaptation of the structures and the identification of structures designed to accommodate large animals with infectious diseases.

The requests for structural adjustment plus teaching and administrative staff, essential for the maintenance of the Degree Programme, were submitted to the central administration of the University of Padova (letter sent in July 2017 to the Rector, Vice Rector, Vice Rector for Education and Vice Rector for Buildings and Safety).

3- b ANALYSIS OF THE SITUATION ON THE BASIS OF THE DATA

Include the main problems identified, the challenges, the strengths and the areas to be improved based on the analysis of the period under review and on the perspectives of the following period.

Main elements to be observed:

- Form SUA-Degree Programme: B3, B4, B5.
- Referent Professor.
- indicators on the qualification of the teaching staff (monitoring indicators iC8).
- student/teacher ratio of individual courses (monitoring indicators iC27 - iC28).
- Resources and services available to the Programme.

Recommended points for reflection:

Staffing and qualification of academic staff

1. Are the professors adequate, in terms of number and qualification, to support the needs of the Degree Programme, taking into account both the scientific contents and the teaching organization? For the evaluation of this aspect, for all the degrees, the share of full time professors belonging to the basic SSD or classified with a value of 2/3 is considered. For telematic Degrees only, it is also necessary to take into consideration the proportion of tutors in possession of a PhD, even with a reference value of 2/3. If these quotas are lower than the reference value, have the members of the Degree Programme promptly informed the University, and foreseen the application of corrective measures? Is the link between the scientific competences of professors (ascertained through the monitoring of the research activity of the SSD to which they belong) and their relevance to the teaching objectives enhanced? (E.g. favouring the continuity of teaching with Research Doctorates and the participation of students in the scientific activities of the Departments concerned, proposing introductory lessons on the most important research topics)
2. Are there problematic situations related to the student/professor ratio? For the evaluation of this aspect, the indicator for the hourly student/professor ratio is considered, in total and for the first year, considering twice the reference number of the class (standard cost). If this threshold is exceeded, have the members of the Degree Programme promptly informed the University, and foreseen the application of corrective measures? (E.g. It is to be considered good practice the splitting into several channels to achieve double the number of reference students enrolled in the module (DM 987/2016).
3. Is the link between the scientific competences of the professors (ascertained through the monitoring of the research activity of the SSD to which they belong) and their relevance to the educational objectives enhanced? Examples: care of the teaching continuity with the Research Doctorates, where present; presence of activities aimed at the participation of students in the scientific activities of the Departments concerned, proposal of introductory lessons on the research topics of major importance, etc.)
4. Are there initiatives to support the development of teaching skills in the various disciplines? (E.g. training for teaching, mentoring in the classroom, sharing of methods and materials for teaching and evaluation, etc.)

Staff provision, facilities and support services for teaching

5. Do the educational support services (Department, University) ensure effective support for the activities of the Degree Programme? [This point is not considered for the evaluation of the Degree Programme but serves as a confirmation of the requirement of Location R1.C.2]
6. Is there any activity to verify the quality of the support provided to professors, students and external interlocutors? [This point is not considered for the evaluation of the Degree Programme but serves as a confirmation of the requirement of Location R1.C.2]
7. Is there a planning of the work done by the technical-administrative staff, accompanied by responsibilities and objectives and that is consistent with the training offer of the Degree Programme?
8. Are the teaching facilities and resources available adequate? (E.g. libraries, teaching aids, IT infrastructures, etc.)
9. Are the services easily accessible by students?

During the Week for the Improvement of Teaching the School of Agricultural Sciences and Veterinary Medicine, in agreement with the Presidents of the Degree Programme of the School itself, organized a seminar on Experiential learning on the theme of innovation of teaching methodologies through the experiential approach the knowledge of learning processes and the transfer of acquired elements in one's professional context. During the academic year 2017/18 a Residential path, aimed at professors, as a contribution to the improvement and modernization of teaching was developed in order to create a community of teachers called Faculty Learning Community (FLC) to share experiences of good teaching practice and promote educational innovation among colleagues.

The 100% academic staff of the Degree Programme belongs to the basic SSD and characterizing the class with a total number of students/ professors per year, in line with the standard cost of the class. In addition, requests for compliance with European standards to which the course responds (EAEVE) require 70% of the teaching staff to have a degree in Veterinary Medicine and to evaluate their scientific competences. The qualification of the scientific competences of the professors with respect to the pre-established teaching objectives is pursued in all phases by the Degree Programme, with particular relevance in the provision of traineeship activities that provide highly qualified professional training, updated to the latest scientific standards. The scientific competences of the professors involved are evident from the results of the VQR evaluation, which sees the Departments MAPS and

BCA, (to which almost all the professors of the Veterinary Medicine course belong) classified among the departments of excellence. The relevance of the integration between scientific and teaching qualification of staff results in the presence of a Doctorate Course in Veterinary Sciences whose teaching staff guarantees the standards required for accreditation.

As further evidence of the link between scientific and teaching activities of academic staff, it is important to note that almost all the research activities at the base of the students' Final Tests are carried out within the Departments to which most of the Degree Programme professors belong (MAPS-BCA).

The teaching support activities of the Degree Programme see the planned involvement of several structures: the School Teaching Office (active since 2013), the Student Offices, the Department Offices, the Multifunctional Pole, the International Office, the Offer Office training and quality assurance.

After an initial phase of difficulty in identifying and integrating the various skills between the School, Departments and the University, the School's activity has reached the expected support and coordination.

The activities provided by the administrative staff related to the School are programmed following the programmatic indications coming from the Office offering training and quality assurance, consistent with the indications of the School Services Charter approved by the Departments concerned. In order to promptly inform the various parties of the planning of the activities, the School Council meets in an "extended form" involving all the Presidents of the Degree Programme.

In addition to these educational offices, the Degree Programme avails itself of the OVUD, the educational farm and the necroscopy room, to guarantee students practical activities in the veterinary field. The coordination of the administrative staff related is entrusted to the Directors of the aforementioned centres and to the Directors of the Departments of afference (the MAPS Department, engaged in the OVUD, has dedicated part of its administrative staff, due to the absence in OVUD of dedicated staff). A part of the activities is also carried out at affiliated structures, revalued and reduced in number following the modification of the regulations, on the basis of the problems highlighted by the students (results of the student evaluations and summarized at the meetings for the improvement of teaching).

The availability and appropriateness of classrooms and laboratories is part of the requirements verified annually in the SUA. The course uses, as reported in the SUA form - in specific item B4 Infrastructures - classrooms with adequate capacity for frontal teaching, spaces and structures to carry out training activities linked to the courses (classrooms: biology, microscopy, biotechnology, biological veterinary chemistry, 2 computer science rooms, anatomical museum), a necroscopy room and OVUD facilities (for the critical aspects regarding the structural aspects of OVUD and educational stable as mentioned above). The Agripolis campus also offers 7 study rooms and a freely accessible library.

The various services in support of students are detailed in the SUA and have never been identified as critical in any of the evaluations in our possession.

A criticality regarding the quality of the services offered to students lies in the facilities (e.g.: bar, library, study rooms, special classrooms) that are inaccessible to students outside of class time (e.g.: late afternoon, evenings, weekends and Holiday periods).

3- c OBJECTIVES AND IMPROVEMENT ACTIONS

Include the interventions deemed necessary according to the changed conditions and the identified critical elements, to the challenges and actions aimed at improving. The objectives must have a multi-year focus and refer to substantial aspects of the students' training and experience. Specify through which actions you believe you can reach your goals.

Initiatives have been taken to address the critical issues and we intend to proceed in such direction. In particular the requests presented to the University managers for the structural needs of administrative and academic staff, already submitted to the Central Administration of the University of Padova, will be reiterated. In relation to structural weaknesses, we are waiting for the new building plan to be implemented, which, with the construction of the new building, would heal part of the structural weaknesses highlighted.

Particularly critical are the needs of administrative/teaching staff and structures and for performance of the training activity required to meet the European standards set by the EAEVE for the international recognition of the Degree Programme. The non-formal and all-inclusive recognition of this training activity by the University represents a substantial weakness for the Degree Programme, which will be reiterated and emphasized in all relevant forms and to all institutional offices.

In order to increase the use of the Educational Stable of the Agricultural Farm, with the increase of the animals accessible to students, the Degree Programme is working jointly with other degree programmes of Agripolis to

reach a common educational project that could find partial financial coverage in the next calls of the University for educational initiatives.

A better evaluation of the need for study spaces is planned. It will be conducted by giving them questionnaires, on the basis of which the need such spaces to be open longer will be considered (evening hours, Saturdays).

4 – MONITORING AND REVISION OF THE DEGREE PROGRAMME

4- a SUMMARY OF THE MAIN CHANGES OBSERVED FROM THE A.Y. 2013/14

Describe the main changes that have occurred since the A.Y. 2013/14, also in relation to the improvement actions implemented in the Degree Programme.

In these fields an analysis of the past must be conducted. In particular, it is necessary to:

- Consult the previous annual reviews
- List the critical issues that have emerged over the years and which actions have been taken.
- Indicate any actions that did not lead to the desired results.
- List the strengths of the Degree Programme and what actions have been implemented to make them further emerge

In the analysis of the situation and in the comments to the data, report only the data strictly essential for the analysis. Avoid inserting entire lists, data sets, tables and graphs.

The monitoring and revision procedures of the Degree Programme take place in a context that is consistently oriented towards the implementation of an effective quality management and assurance system through assessment and self-assessment tools. In 2016, the primary monitoring and review bodies of the Degree Programme, represented by the GAV and the Council of the Degree Programme, were joined by a specific interdepartmental academic commission for the revision of the system (CDRO) which, starting from: 1) the contents of the annual review reports, 2) input from the numerous meetings with students, 3) the results of the analysis of students' opinions on teaching, 4) the contents of the reports of the Joint Commission of the School of Agricultural Sciences and Veterinary Medicine 5) input from the relevant labour market and 6) the results of the EAEVE visit in 2010 plus the updates of the new SOPs approved in 2017, was responsible, in light of the future EAEVE visit scheduled for 2020, to perform the analysis of the results relating to training, aimed at identifying the main critical issues and to formulate the proposed revision of the Degree Programme.

4- b ANALYSIS OF THE SITUATION ON THE BASIS OF THE DATA

Include the main problems identified, the challenges, the strengths and the areas to be improved based on the analysis of the period under review and on the perspectives of the following period.

Main elements to be observed:

- SUA-CDS: sections B1, B2, B4, B5, B6, B7, C1, C2, C3, D4.
- Reports of annual and periodical reviews, the reports from the student and graduating students questionnaires.
- the observations that emerged in meetings of the Degree Programme, of the Department or during other academic meetings.
- the last Annual Report of the CPDS.

Recommended points for reflection

Contributions from professors and students

1. Are there any collegiate activities dedicated to the review of the courses, the educational coordination between the teachings, the rationalization of the timetables, the temporal distribution of the exams and the support activities?
2. Are the problems detected and their causes analysed?
3. Do lecturers, students and support staff have the opportunity to easily make their own observations and suggestions?
4. Are the outcomes of the undergraduate and graduate student surveys adequately analysed and considered? Are the overall considerations of the CPDS (and of the other AQ bodies) granted credit and visibility?
5. Does the Degree Programme have procedures to manage student complaints and ensure that they are easily accessible?

Involvement of external interlocutors

6. Did interactions take place in course with the parties consulted during the planning phase of the Degree Programme or with new interlocutors, according to the different needs for periodic updating of the training profiles?

7. *The methods of interaction during the course were consistent with the character (if mainly cultural, scientific or professional), the objectives of the Degree Programme and the needs for periodic updating of the training profiles also, where appropriate, in relation to the subsequent study cycles, including the Research Doctorate?*
8. *If the employment outcomes of the graduates were unsatisfactory, has the Degree Programme increased the number of external interlocutors, in order to increase the opportunities of its graduates (e.g.: through the activation of new traineeships, apprenticeship contracts, internships or other interventions orientation to the labour market)?*

Revisions of the training courses

9. *Does the Degree Programme guarantee that the training offer is constantly updated and reflects the most advanced disciplinary knowledge? Also in relation to the following study cycles, including the Research Doctorate?*
10. *Have the study courses, the results of the exams and the employment outcomes (short, medium and long-term) of the graduates from the Degree Programme been analysed and monitored, also in relation to those of the same class on a national, macro-regional or regional basis?*
11. *Is there follow-up to proposals for improvement actions from professors, students and support staff (once their plausibility and feasibility has been assessed)?*
12. *Are the promoted interventions monitored and their efficacy assessed adequately?*

Contributions from professors and students

The collegiate activities related to the monitoring and revision of the Degree Programme are mainly carried out by the GAV and by the Council of the Degree Programme. The members of the GAV, coordinated by the president of the Council of the Degree Programme, are represented by 8 teachers, 2 students and 2 stakeholders belonging to the professional world of reference of the Degree Programme. For the specific case of special revision of the training path and modification of its legal system, undertaken in 2016, the Council of the Degree Programme has appointed an interdepartmental teaching commission for the revision of the legal system (CDRO). The commission was charged with analysing the training results obtained with the existing system, identifying the critical issues and formulating the proposed revision starting from: contents of the annual review reports; input purchases in the numerous meetings with students; analysis of the results of the evaluation of teaching and annual assemblies for the improvement of teaching; contents of the reports of the Joint Commission of the School of Agricultural Sciences and Veterinary Medicine; input from the relevant professional world; results of the 2010 EAEVE visit and updates of the new SOPs approved in 2017.

The results of the work of the CDRO and the proposed revision were discussed and approved by the Board of the Degree Programme.

The GAV has the function of collecting and examining all the elements necessary to guarantee the periodic analysis of the Degree Programme, including the observations coming from the Joint Commission of the School of Agricultural Sciences and Veterinary Medicine and from the University Evaluation Unit; those contained in the opinion of the students, organized and implemented every year by the University; those of undergraduates and graduates, and those coming from periodic meetings with exponents of the professional world, to which particular attention is granted. The main tool available to students to highlight any critical issues of the Degree Programme is the Survey on Students' Opinions. Lacking a specific University initiative related to the practical-applicational training activity, the Degree Programme has developed its own tools for collecting and analysing students' opinions on the training activities that represent key activities for the European veterinary surgeon training standard. The students' contribution to the monitoring and revision process of the Degree Programme is guaranteed by their representation in the GAV, in the Joint Commission of the School and in the Council of the Degree Programme. The Degree Programme organizes annually (end of November) a meeting to discuss and reflect on the quality of the training path through a general assembly attended by all the actors of the Degree Programme and to which stakeholders and graduates are invited.

Requests for information and any complaints coming from students regarding various topics (orientation, access requirements, study plans, examinations, prerequisites, achievement of qualifications, traineeship) are generally sent by email to the Educational Office of the School of Agricultural Sciences and Veterinary Medicine, which

responds if competent and/or forwards the request to the referent/competent structure.

Students, professors and administrative technical staff also confer directly with the President of the Degree Programme for any reports or complaints, which are taken into evaluation and subjected to the assessment of the bodies in charge.

Involvement of external interlocutors

The involvement of external interlocutors in the process of monitoring and review of the Degree Programme took place thanks to various kinds of initiatives, mainly unstructured, which allowed the various kinds to have continuous feedback on the consistency and timeliness of its training offer. These may include relationships with external professionals who actively contribute to the training activity of practical-applicative training and to exchanges in workshops and seminars, dedicated to the medical-veterinary profession, organized by the Regional and National Federation of Veterinary Orders. The involvement of professionals has recently been expanded and strengthened thanks to structured initiatives represented by:

- a) inclusion in the GAV of two representatives of the medical-veterinary profession, who have an integral task in the drafting of this document;
- b) establishment, at the regional level, of the Permanent Technical Table of Veterinary Profession which sees the participation of members of the various kinds and representatives of the Regional Federation of Veterinary Orders;
- c) establishment of a discussion table with stakeholders, aimed at reviewing the system of the Degree Programme, which saw the participation of 10 professional from the different areas of relevance. The table will also monitor the effects produced by the revision of the system.

Revisions of the training courses

The timeliness of the educational offer of the Degree Programme and its correspondence to the professional profile of reference, is verified in the review activity, both in terms of the topics of each course, and in terms of professional profile required by the territory, referring to the training standards defined by the EAEVE. It must be remembered, as indicated above, that the Degree Programme has recently completed the review of the System following the results of the review process which revealed critical issues concerning:

- a) absence or lack of certain courses required by the European veterinary surgeon's training standards (EAEVE, OIE) and updates following the developments of the profession;
- b) excessive load of the training activities foreseen in the practical training;
- c) activity provided as traineeship;
- d) problems related to the Y path ("Clinical" and "Food safety") with students having to choose from the 2nd year;
- e) timetable overlaps between frontal teaching activities and traineeship;
- f) lack of specific educational activities for certain courses (especially clinical areas).

In light of this revision process, starting from the academic year 2017-18, the new system was simultaneously activated for the cohorts enrolled in the first, second and third year of the degree.

The main changes undertaken, in order to compensate for the above mentioned criticalities, led to:

- reinforcement (or in some cases introduction) of some courses;
- reduction from 45 to 35 ECTS for traineeship activities, with the elimination of redundant activity or activities with unsatisfactory results in the teaching evaluation, in order to use this space in a more appropriate exercise, while optimizing the practical organization and training of the traineeship;
- elimination of the Y-path foreseen by the previous teaching system;
- introduction of three optional courses ("Pets", "Livestock Animals" and "Public Health") provided between the fourth and fifth year of the course, chosen by the student at the fourth year, and each comprising 15 ECTS. These courses involve the provision of teaching mainly practical (each single ECTS

consists of 15 hours in the presence of the professor and 10 of individual study) and will address the inclusion of new knowledge in ways that take into account the needs of the profession.

The Degree constantly monitors the results of the exams paying particular attention to those of the first year courses, which represents the most critical moment of the student's training path and where there are more frequent delays in careers. Before the revision of the legal system, the Degree Programme had already made interventions aimed at redistributing the lessons between the first year trimesters in order to make it easier to organize the students' work and pass the exams of the first year - preparatory to those of the following years.

As part of the review activity carried out by the GAV, the employment results of the graduates are also analysed, also compared to those of the same class on the basis of the national and macro-regional geographical area.

4- c OBJECTIVES AND IMPROVEMENT ACTIONS

Include the interventions deemed necessary according to the changed conditions and the identified critical elements, to the challenges and actions aimed at improving. The objectives must have a multi-year focus and refer to substantial aspects of the students' training and experience. Specify through which actions you believe you can reach your goals.

In the light of the revision of the Degree's system, an initiative specifically dedicated to new graduates under the new educational framework is being developed to evaluate the effects of the course review and to verify if the new structure actually reduces the overlaps of the educational activities.

5 - COMMENTS ON THE INDICATORS

5- a SUMMARY OF THE MAIN CHANGES SINCE THE LAST REVIEW

Describe the main changes that have occurred since the A.Y. 2013/14, also in relation to the improvement actions implemented in the Degree Programme.

In these fields an analysis of the past must be conducted. In particular, it is necessary to:

- Consult the previous annual reviews.
- List the critical issues that have emerged over the years and which actions have been taken.
- Indicate any actions that did not lead to the desired results.
- List the strengths of the Degree Programme and what actions have been implemented to make them further emerge.

In the analysis of the situation and in the comments to the data, report only the data strictly essential for the analysis. Avoid inserting entire lists, data sets, tables and graphs.

Starting from the academic year 2013-14 the single-cycle Degree in Veterinary Medicine of Padova, with the aim of improving the students' training path, making entry into the labour market more effective and consequently optimizing the degree indicators, has undertaken a series of changes (system, targeted interventions on content and coordination of syllabi, implementation of IT tools, activation of meetings with students, promotion of internationalization activities, introduction of initiatives to support the development of teaching skills) already fully described in the specific sections covered within this cyclical Review Report.

5- b ANALYSIS OF THE SITUATION ON THE BASIS OF THE DATA

Include the main problems identified, the challenges, the strengths and the areas to be improved based on the analysis of the period under review and on the perspectives of the following period.

Information and data to be taken into consideration:

The indicators of the annual monitoring forms are proposed for the main purpose of inducing a reflection on the achievements of the specific objectives. Therefore, each degree must recognize, among those proposed, the most significant goals and comment on their evolution (it is suggested over a period of at least three years). The indicators refer to the distribution of values on a national or macro-regional scale and by disciplinary class.

1. Indicators relative to education (group A, Annex E Italian Ministerial Decree 987/2016);
2. Internationalization Indicators (group B, Annex E Italian Ministerial Decree 987/2016)
3. Additional Indicators for Teaching Assessment (Group E, Annex E Italian Ministerial Decree 987/2016)
4. Indicators for the Educational Path and Career Regularity (in-depth indicators for experimentation);
5. Satisfaction and employability (in-depth indicators for experimentation);
6. Detailed Indicators for Experimentation (in-depth indicators for experimentation);

COMMENTS ON THE INDICATORS:

I. Section enrolled students

The number of students enrolled in the Single-Cycle Master Degree in Veterinary Medicine, both at national level and specific to individual universities, is programmed by the MIUR (Italian Ministry of University and Research). Such number has been in constant decline in recent years.

The indicator "first-time enrolled" does not take into account the students who transfer from other course of studies or from one location to another. In this way these students are lost. In fact, despite their year of cohort, they are not registered in the accounting of the course of study they leave, nor in the arriving one.

The use of this data is misleading and not without consequences:

1) At the present, even simple transfers are considered as withdrawals (see the case of courses with a national programmed number - Veterinary Medicine, in particular where transfers between centres are quite frequent).

It would therefore be useful to disaggregate the data, distinguishing the actual withdrawals from the transfers.

2) Acceptance of the transfer applications is disincentivized because the indicator worsens, penalizing mostly the most attractive locations.

II. Group A - Teaching Assessment Index

In Padova, the percentage of students enrolled within the normal length of the course of studies, who have acquired at least 40 ECTS credits in the calendar year (iC01) is definitely higher than the national average (60.2% vs. 46% in the three-year period 2013-15). If we consider the percentage of graduates within the regular length of the Degree (iC02), we observe a decreasing trend (36.2% in 2013, 32.9% in 2014, 28.3% in 2015), even if the average is similar to the national one (26.6% in 2013, 42.5% in 2014, 35.1% in 2015). According to the 2017 Alma Laurea report, in 2016 the number of graduates increased (63) compared to 2015 (55). It should also be considered that the index of graduation delays for the course of studies in Padova is the lowest (0.21) at the national level (0.51). In addition, observing the percentage of enrolled students that graduate one year after the regular duration of the course in the same course of studies (iC17), there is a growing trend (60.2% in 2013, 62% in 2014, 66.7% in 2015), definitely higher than the average of

III. Group B - Internationalization Indicators

The percentage of ECTS credits earned abroad by regular students out of the total ECTS credits achieved by students within the regular duration of the course (iC10) has definitely increased in 2015 (2.41%) compared to the years 2013 (0.95%) and 2014 (0.62%), recording average values similar to those of the geographical area (2.16% in 2013, 1.26% in 2014, 2.52% in 2015) and national (1.98% in 2013, 1.90% in 2014, 2.78% in 2015).

IV. Group E - Additional Indicators for Teaching Assessment

The values, generally similar to the geographical area averages and higher than the national averages, confirm an excellent level of regularity of careers.

V. Detailed Indicators for experimentation

Since 2014, all first-time enrolled students (100%) continue their career to the second year within the university system (iC21). With regard to the percentage of first-time enrolled students in the course of studies within the normal duration of the course (iC22), although the trend is slightly fluctuating (48% in 2013, 56.4% in 2014, 45.7% in 2015), the values clearly are higher than average for the geographical area (between 33 and 38%) and national level (between 23 and 27%). This parameter is considered the true indicator of academic career regularity as is cleared from students who graduate outside prescribed time and/or transfer from other Universities. Regarding the percentage of withdraw from the degree after N+1 years (iC24), this figure, rather high (in particular 28% in 2013), is significantly affected by the fact that many students take and pass the admission tests in other nationally programmed courses, with consequent transfers of degree.

COMMENT ON STUDENTS' OPINION:

With regard to the opinion of the students, the single-cycle degree course in Veterinary Medicine of the University of Padova sees a low number of completed questionnaires (in the academic years 2015/16 and 2016/17 respectively 63 and 64%, compared to 76% and 77% of the University). This data could be explained by the fact that the current Regulation (2011), nearly ended, requires the evaluation of a very large number of training activities (100 among integrated courses with one prevailing professor and single activities for the A.Y. 2016/17), most of which are the result of changes linked to the Y path (that is, the student in this system - after an initial joint training - has to choose between the "clinical" and "food safety" orientation). In addition, the "food safety" orientation has always been selected by a small number of students (5 in the last 2 academic years of activation), with obvious consequences regarding the reaching of the minimum number of completed questionnaires (more than 5 respondents) to validate the evaluation of the module/course.

If the results of the evaluations are to be considered, the average scores are positive, and improving: for example comparing the A.Y. 2015/16 and 2016/17 the "overall satisfaction" increased from 7.48 to 7.69, the "organizational aspects" from 7.86 to 8.04, and "the educational action" from 7.54 to 7.78. Specifically, in the last 3 academic years, for all 13 questions examined, there has been a systematic reduction of the number of teaching activities with insufficient marks (below 6).

The single-cycle Degree Course in Veterinary Medicine of Padova has also implemented an assessment by students

(compulsory from the A.Y. 2017/2018, to do on Moodle) of their traineeships, i.e. practical activities supervised directly by the professor and which take place in small groups (maximum 4-5 students). The outcomes of these evaluations (active for the last 4 academic years) indicate that the overall satisfaction (score scale from 1 to 10) is abundantly higher than the sufficiency for all the areas involved.

COMMENT ON THE ALMA LAUREA DATA

According to the Alma Laurea report on the last three years (206 Graduates at UniPd in the three-year period 2014-2016), 87.5% of single-cycle degree graduates in Veterinary Medicine of Padova declared "decidedly satisfied" or "more than not" satisfied on the course, compared to 78.4% at national average. Overall the evaluation of the final year students is always very positive.

According to the Alma Laurea data referred to graduates in the last 5 years, the graduates in Veterinary Medicine of Padova reach an employment rate of 56.0% after 1 year from graduation (compared to 52.4% at the national level), 88% after 3 years (75.7% at the national level) and 79.3% after 5 years (79.3% at the national level). The data referring to the average salary level deviates from the national one, in fact, the average salary after 1, 3 and 5 years from graduation is equal to 807, 1,222 and 1,378 Euros/month, while at the national level it is 874, 1,114 and 1,276 Euros/month.

5- c OBJECTIVES AND IMPROVEMENT ACTIONS

Include the interventions deemed necessary according to the changed conditions and the identified critical elements, to the challenges and actions aimed at improving. The objectives must have a multi-year focus and refer to substantial aspects of the students' training and experience. Specify through which actions you believe you can reach your goals:

The majority of the indicators reveal a more than satisfactory overall trend, often similar to that of the geographical area and in many cases higher than the national average. The educational indicators all indicate an excellent level of career regularity with a high percentage of enrolled students graduating within the regular duration of the degree programme - higher than the average of the geographical area and the national average.

However, the specific nature of a degree programme remains, with a five-year duration, a significant teaching load and consequent repercussions on the timing of graduation. This has already been addressed by MIUR. Further data analysis must be carried out before implementing any changes.

The modifications implemented by the change in system will become fully operational for all the years by the A.Y. 2019/20. At that point it will be possible to make an adequate assessment of the effects of the improvements made.

In addition to these more general actions, it will be essential to intervene in specific cases with corrective measures on the compilation and quality of the Syllabi, actions possibly intensified where critical issues continue to persist.

In specific, in the case of unsatisfactory results in the assessment of teaching (including traineeship activities), in-depth analysis of the individual training activities will be carried out in order to highlight the actual problems and make the necessary improvements. If the problems are connected to the educational action and over the next few years no definite and progressive improvement is made, specific actions will be taken with the possible replacement of the professors involved.