

European Association of Establishments for Veterinary Education
European System of Evaluation of Veterinary Training

**REPORT ON THE VISIT TO THE FACULTY OF
VETERINARY MEDICINE OF TERAMO**

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INTRODUCTION

The Faculty of Veterinary Medicine in Teramo was founded in 1993, when the University of Teramo was created by separating the Faculties of Law, Political Science and Veterinary Medicine from the University of Chieti. During the subsequent years, the Faculty has become a fully functioning establishment offering first and second level, masters and PhD degree courses as well as national specialization courses.

1. OBJECTIVES & STRATEGY

1.1 Findings

The Faculty's objectives are divided into two categories, teaching and research. Although teaching is clearly the main objective, research occupies an appropriate place in the academic environment.

The teaching syllabus is rigidly regulated by federal law. Several revisions have modernized the veterinary curriculum, major changes having been introduced in 1995, 1996 and 2001, the most important being, firstly, the requirement that at least 41% of the course should be practical teaching and, secondly, the introduction of University Training Units (UTC) into the curriculum (300 UTC's being required to obtain a graduate degree in veterinary medicine over a 5 year mandatory study period). By the end of 2007, the introduction of three different degree levels are anticipated: Master (first level, duration 3 years), Dottore in Medicina Veterinaria (second level, duration 5 years) and a PhD-equivalent, Dottorato di Ricerca (3rd level), which is less well defined. The Faculty has introduced three 3-year undergraduate degree courses in biotechnology, biotechnology of reproduction and animal care and welfare. In addition, formal postgraduate training is offered to obtain a national specialist title in 3 disciplines. A summary of national teaching objectives, adopted by all 14 Italian veterinary establishments, has been published as the 47/S declaration from 2001. It laid down in very general terms the graduation requirements for veterinarians by itemizing basic and specific knowledge to be acquired in the areas defined in the curriculum. During the 5th year, the curriculum contains a mandatory period of 6 months exclusively assigned to practice rotations in 6 different primarily clinical disciplines to achieve the 41% practical teaching requirement.

The Faculty defines research as an important additional objective, acknowledging that research is fundamental to teaching quality.

The Teaching Commission and the Examination Committee of the Faculty have been appointed to oversee the achievement of the objectives. It is noted that, by law, Italian veterinary students may take final examinations in each discipline as often as desired or necessary.

1.2 Comments

Whilst theoretical (class room) teaching, which is up-to-date and well coordinated following a major syllabus change in 2002, so called *off-course* students are still numerous (approx. 33% of enrolled students in 2006). Difficulties of adequate practical teaching are highlighted with reasons given as lack of adequate teaching hospital facilities (a new hospital is in construction), the large number of students admitted each year (90) and the problem of *off-course* students, all of which causes a heavy administrative burden. These facts, combined with the relative shortage of teaching staff in virtually all departments and a definite shortage of support staff, render clinical teaching in particular cumbersome and/or unsatisfactory. Recognizing these shortcomings, one of the Faculty's main objectives is to reduce the number of

unsuccessful *off course* students, trailing sometimes many years beyond the time schedule (average duration of studies is increasing and is currently 9,7 years). A tutoring system and more individualized teaching efforts amongst other measures mentioned later should help reduce the high numbers of unsuccessful students.

It is surprising that the Faculty concentrates its objectives almost exclusively on improving teaching and tackling the problems thereof often imposed by the rigid federal legislation. Other objectives such as concerted research efforts, funding, clinical services, long term goals etc. are not mentioned. At present, the clinical teaching premises are nearly inadequate and the Faculty's frustration is understandably enhanced by the fact that the transition from planning phase to construction phase of a new teaching hospital is far behind schedule, which is a good reason for expressing at this time few other aims than those of desiring to ameliorate these difficult clinical working and teaching conditions.

1.3 Suggestions

1.3.1 It is suggested that the objectives be expanded to cover more than just teaching i.e. research funding, clinical services, long term goals etc.

2. ORGANISATION

2.1 Findings

The Veterinary Faculty is one of 5 faculties in the University of Teramo. It is self-contained with the exception of food sciences, which are shared with the Faculty of Agricultural Sciences. The Faculty has a classical structure, which is headed by a Dean, elected for up to two 4-year periods. The Dean is responsible to the Rector and Senate of Teramo University for the functioning of the Faculty. The Rector reports to the Ministry of Universities and Research in Rome.

The Faculty Council is composed of all full and associate professors, representatives of the research, lay staff and students. This is the decision-making organ of the Faculty. The most important sub-committee is the Teaching Commission.

Each Department has a Head, who is elected by the Department Council, and is normally a full professor.

2.2 Comments

The Faculty seems to have a limited influence on university policy, particularly due to the increasing influence of the other faculties, which are expanding more rapidly.

Since the Faculty does not have its own financial department and uses the general university financial facilities, it does not have financial autonomy, but the relationship appears to offer the necessary flexibility.

The decision-making structures are classical and appear to function satisfactorily. The Departments generate proposals, which are then considered and decided upon by the Faculty Council.

2.3 Suggestions

None

3 FINANCES

3.1 Findings

The University of Teramo is funded by the Ministry of Universities and Research. Salaries for teaching and support staff are paid directly through the University and operating costs are jointly shared between the University, the Faculty and Departments. State funds do not completely cover the financing required for research, as well as PhD post-graduate students, temporary research fellows, contract and scholarship workers. Additional research funds are derived from various public authorities, private enterprise, clinical and diagnostic services and analytical services.

3.2 Comments

It is evident, that the general reduction in government funding has taken its toll in terms of reduced contributions from the University to the Faculty. There appears to be very limited investment in teaching and non-teaching staff to carry the increased burden of practical work.

Nevertheless, the building of the new Veterinary Faculty is the primary priority. To date, the finances for building the hospital have been secured and considerable investment has already been made in high-tech equipment in anticipation of the new facilities.

3.3. Suggestions

3.3.1 Consideration might be given at University and Federal Government level to increasing the contribution of all students to their education.

3.3.2 Serious consideration should be given to increasing substantially and progressively the fees. The team suggests at least doubling the tuition fees for seriously trailing students, taking into account that the annual direct cost for training a veterinary student amounts to more than € 6.000,00. This is likely to reduce the number and therefore the burden of these students.

4. CURRICULUM

4.1 GENERAL ASPECTS

4.1.1 Findings

Although not directly related to the curriculum, criticism was expressed of the Central University Secretary Services involving delays in funding and grants for students, late availability of results for practical years and follow-on examinations and influence on student numbers in relation to “dropouts”.

Studies at the Veterinary Faculty of Teramo last 5 years (10 semesters), with the average duration of attendance currently being around 9.7 years.

The ratio for theory on practical work (practicals and clinical training) = 1/0.66 and for clinical training on theory and practicals = 1/8.51 which are both on the lower limit of acceptability (SOP).

4.1.2 Comments

- There seem to be no gaps in the subjects covered by the different courses in comparison with the subjects which are required according to the SOP. Some specific comments will be mentioned in the more specific paragraphs of this chapter.
- The balance of practical work and theory during the curriculum seems to reach the ratios in the SOP, however most of the practical work is concentrated in a 6 month period during the last year. If one looks at the hours on a yearly basis, there is too little practical work during the first years and there is almost no hands-on learning during the first two years. Nevertheless this would strongly help and encourage students.
- The UTC is not always a very clear system since the hours of theory, practicals and self study can vary between different courses even though the hours of self study per UTC seem to be approximately 15 to 16 hours for basic sciences and 11 to 13 hours for clinical sciences. Students expressed the need to know the number of hours per course of theory, practicals and supervised work.
- The bottleneck in the curriculum seems to be the 2nd year which, according to the students, is too heavily loaded and already contains courses such as general pathology and patho-physiology and general pathological anatomy for which knowledge of basic subjects is needed in which they have not been examined at that time.
- The term “supervised work” seems to be interpreted differently in various courses.
- Integration of courses is evaluated and directed by the Educational committee. There is no extramural work structure foreseen in the curriculum

4.1.3 Suggestions

- 4.1.3.1 **Practical work has to be intensified particularly during the early years of the curriculum, which can be done by increasing the number of hours allocated to practicals within the UTC of basic subjects.**
- 4.1.3.2 **The learning materials for the theoretical and practical hours within an UTC should be made available for the students on the intranet or in a programme book specifically prepared for the students of each year.**
- 4.1.3.3 **The integration of courses is approved by the evaluation committee and this integration should be intensified between basic sciences and clinical sciences to show students the importance of these basic sciences for their later clinical training.**
- 4.1.3.4 **It is advisable that the curriculum of the 2nd year be reviewed. Changes in courses between 1st, 2nd and 3rd year could improve the heavy course load during the 2nd year. The evaluation committee is in favour of bringing courses which relate to diseases such as general pathology, veterinary patho - physiology and general pathological anatomy into the 3rd year, whereas general parasitology, animal breeding and economics of animal production are candidates to be brought into the 2nd year.**

4.1.3.5 Taking into account the local circumstances, extramural work is an interesting and essential way to increase the number of cases students come into contact with during the curriculum. Although this cannot replace clinical hands-on teaching within the curriculum, sessions at collaborating practitioners and/or local ASL (national and state veterinary health organisation) laboratories would improve practical experience.

4.2 BASIC SUBJECTS & SCIENCES

4.2.1 Findings

Basic subjects are part of the internal curriculum of the Faculty and all subjects mentioned in the SOP are satisfactorily covered.

The teachers are very dedicated to their subjects and make great efforts in their teaching. Practicals are well prepared. There is ample up-to-date equipment available in most laboratories which makes it possible to bring the students into contact with newest developments in basic veterinary sciences.

On the negative side, anatomy and pathology units use the same necropsy room, the same refrigerator and the same freezer. The space in the refrigerator and freezer are limited. The common necropsy-anatomy facility can only accept carcasses of small animals but is not suited for any animal larger than a sheep or a goat. However, the Faculty plans a new room exclusively for necropsy of all animal species in the new buildings. These new facilities will include provisions for refrigerating and deep-freezing of organs and whole carcasses of large animals such as horses and cattle.

Carcasses, organs and all other biological material is, according to local regulations, being transported for destruction by appropriate outside contractors; this service is being paid by the University.

The number of hours allocated to practical and supervised work is limited with a ratio of 1:0.42 during the first year and even less, (1:0.33) during the second year.

Physiology is performing a limited number of exercises in the Faculty farm on animals together with internal medicine.

During anatomy courses, 4 to 5 students undertake dissections on a preserved dog cadaver. This one and only specimen is used throughout the year. Dissection on large animals such as cattle and horses is limited to isolated organs, plastic models, and some animal parts such as selected bones hooves and eyes. No sessions are offered on pig carcasses. Some exercises in topographic anatomy are performed on radiographs made in the clinic. This occurs in cooperation with internal medicine.

The number of necropsies on an annual basis was 37 and the ratio with numbers of cadavers necropsied is 1/1.03 for the year 2006. Of those, all were small animals (mostly dogs, cats and sheep); only one horse and no cattle or pig was subjected to necropsy in 2006.

4.2.2 Comments

- Students that enter the Faculty have passed an entrance examination. This examination largely serves to reduce the high number of applicants to the very number of students to be yearly admitted. This admission number presently stands at 90 and is regulated by legislation.
- Efforts are made to integrate basic subjects with later courses. These efforts have been increased over the last 3 years, a fact which the committee finds extremely positive.
- The number of hours allocated to basic sciences is adequate, however the ratio between practical work and theory is too low. This was noted especially for biochemistry, physiology, veterinary functional anatomy, pharmacology and microbiology even though most of these laboratories have the facilities and equipment to allow students to perform exercises or to do demonstrations properly. Students stressed that increasing the number of practical sessions would be helpful in better understanding the theory.
- Pharmacology and toxicology have clearly less facilities than other pre-clinical units for practically training students (less equipment and less space)
- Practical training in anatomy should include the anatomy of large animals (especially equines) performed on whole cadavers.
- The facilities for necropsies are insufficient. There is no separation of contaminated (dirty) areas from the clean areas. Students have no possibility to disinfect their hands or boots when coming in contact with organs of diseased animals. In addition, there is no proper disinfection of the necropsy room possible and no insect prevention. There is no possibility to bring in cadavers of large animals and anatomy is using the same rooms as pathology. Correction of this inadmissible situation is anticipated soon by the future separate housing of the said and appropriately planned facilities in the newly build veterinary campus.
- The number of necropsies the students perform is completely insufficient. At least 2 post-mortem examinations should be performed by each graduate student.

4.2.3 Suggestions

4.2.3.1 The committee recommends increasing efforts to integrate basic subjects, especially anatomy, physiology, epidemiology and infectious diseases, pharmacology, pathology with clinical subjects and clinical cases.

This can be done:

For physiology: by increasing exercises on living animals for instance on the dogs that belong to the Faculty by measuring ECG, respiration rate, measurement of blood gasses etc., or by showing renal functions in sheep and the effect of anti-diuretic hormones.

For anatomy: by using living horses or dogs to teach proper knowledge of in situ anatomy (demonstrating the location of muscles, tendons, nerves, vessels), by using small donkeys or ponies instead of horses to study gross anatomy on horses. Anatomy of pigs should be at least demonstrated.

For infectious diseases and pharmacology: by integrating problem-based learning into clinical cases in their teaching.

For microbiology: by undertaking some basic techniques in virology and demonstrating immunology, for example, phagocytosis of microbes, cell cultures and cyto-pathogenic effects. For such aspects, 3 inverted microscopes would be necessary.

For pathology: a completely new necropsy room should be constructed in the new clinic, well separated, with all precautions to exclude students becoming infected or infections spreading via students to other animals in the clinic or the environment via insect vectors or contact with students or material outside the section room. No contact with patients should be possible and an entrance completely separate from the entrance of the clinic should be available. This new room needs to have facilities for large cadavers. Increasing the number of necropsies can be performed by sending all animals dying in the clinic to the necropsy room, by having agreements with veterinarians in the region of Teramo to bring in more cadavers into the Faculty and by working together with the regional institute (ASL) that performs necropsies. The latter should be asked to permit students to go to this Institute or alternatively requesting the Institute to supply some organs and/or cadavers from necropsies they performed. Arrangements have to be negotiated for the problem of the cadaver destruction with either this Institute or the responsible authorities.

4.2.3.2 It is suggested, that, prior to finalization, the plans for the new building should be examined by an EAEVE expert to confirm optimal resolution of the anatomy/pathology/autopsy problem

4.3 ANIMAL PRODUCTION/FARM ANIMAL HEALTH

4.3.1 Findings

There is a small Faculty Farm, which is partially in reconstruction, which offers practical facilities for teaching students in farm animal species. New kennels have been built to house up to 60 stray dogs and a contract has been made with the local authorities, that stray animals will be housed in quarantine for 2 months at the Faculty Farm, which will offer students the opportunity to examine many dogs, assist in vaccination and also neutering prior to being returned to the animal shelter.

4.3.2 Comments

- Very good attempts have been made using the mobile clinic for presenting cases of herd health and nutrition analyses and advice cases for students on the private farms (3 dairy farms, 2 large farms for swine and rabbit farms).
- There appears to be an artificial division between herd health (including agronomy and nutrition) and the clinical approach, which is not optimal and results in suboptimal use of the cases via the mobile clinic in the private farms.
- There seems to be practically no contact between the clinicians from the Faculty clinic and the private farms, although there are a lot of individual clinical cases.
- Swine and poultry medicine (health) are touched in the 5th year although not mentioned in the SER explicitly. Apart from the two farms mentioned above, it is positive that each year a professor from Bologna is invited to teach swine medicine for one week.
- Apart from the clinic and the Faculty farm, there are relatively simple possibilities to increase caseload, which is in agreement with the opinions of the herd health veterinarians of the Faculty.
- Quantitative approach to herd health is difficult, at least in the bovine, because in the region the herds are too small.

- Nobody from the clinic is explicitly responsible for internal medicine and surgery of farm animals. Taking into account the local circumstances, there are on the Faculty farm and on the three private dairy farms and the two private swine farms good opportunities for students to be confronted with 'on farm' clinical cases and herd health visits (including nutrition analyses and advise). Farmers and staff are very motivated and inspiring for the students.

4.3.3 Suggestions

- 4.3.3.1 Develop a way to treat also the individual animals on the private dairy farms and integrate this into the herd health (including nutrition and agronomy) programme e.g. by having interaction with the local practitioner on these farms.**
- 4.3.3.2 Demonstrate to students that you cannot separate herd health from clinical problems on individual animals. More integration between the veterinarians in the Faculty clinic and the herd health veterinarians is essential.**
- 4.3.3.3 Motivate local practitioners within a larger radius to call in the Faculty herd health veterinarians for more complicated problems on their farms i.e. set up a so-called 'extension practice'. This is relatively cheap only needing an extra car.**
- 4.3.3.4 Make more funds available for recruiting patients and locating herd problems from the private farms, but also by investing in the participation of private veterinarians and state veterinarians (ASL) in the teaching and recruitment of clinical cases and especially herd related problems, e.g. extension practice.**
- 4.3.3.5 The balance between the money spent on teaching and equipment in the clinics for the first four years, and the money available for the clinical work in the Faculty farm and the ambulatory clinic and extension practice seems to be disproportionate and should be corrected.**

4.4 CLINICAL SCIENCES

4.4.1 Findings

The clinical facilities and laboratories (with the exception of pharmacology and toxicology) are very well equipped.

Cartecchio clinic:

There is a highly equipped clinic in Cartecchio, with moderate to low number of patients, but run with great enthusiasm. The exceptions are pharmacology & toxicology.

Outside Faculty farm at Chiareto:

There is considerable enthusiasm within the staff especially in obstetrics/animal reproduction and animal husbandry/food production. Despite the apparent presence of a hoof-smith, the claws of some of the animals needed attention. There are excellent facilities for AI in horses with semen collection possibilities. There is a great interest and cooperation in order to preserve local breeds. Very positive is also the breeding program for the locally endangered breed of donkeys. There is a good programme regarding pre-sexed AI on Friesian heifers with follow-up of results and pregnancy rates. Students are also encouraged to participate in a breeding programme for sheep.

There are good clinical facilities for basic operations (30 caesarian sections in small ruminants) in the farm, but there is a poor standard car ambulatory service, because of lack of outside clinical cases.

There is good cooperation with 2 local piggeries (2 farms, 800-1000 sows each) and excellent links with rabbit breeding/fattening facilities, the latter being the first of its kind in Europe uniquely used for food production.

An excellent facility for stray dogs has just been built to ensure proper setup of operations/anaesthesia in cooperation with local county veterinarians, who perform these operations. This will offer a great addition to patient numbers for students.

4.4.2 Comments

- There appears to be limited knowledge and expertise on farm animal internal medicine and surgery in the clinic.
- There is no structured 24/24 hr. emergency service available for small animals and horses; emergency service are available during the day; on call service is organized on a non-permanent basis; 24 hr observations and services are well organized with students and staff in Chiareto in obstetrics and reproduction on a need basis (imminent parturition of foals and calves).
- A mobile clinic is available and seems well organized and supervised. Local and more distant farms (exceptionally as far as northern Italy) are visited; herd management in bovine and ovine seem to be in order, but there is little exposure to pigs other than the two close large units.
- Allocated hours appear to be adequate, but much depends on the organization of the final 6 months clinical teaching (tirocino). It seems to be sufficiently supervised, but students have to pass the final exam only in one discipline of the 6 mandatory disciplines before being enrolled into the "tirocino"; which makes the validity of the latter somewhat questionable.
- In general, disciplines are integrated and well coordinated and there is a satisfactory balance between species with the exception of pigs, which are insufficiently dealt with, since locally there are only 2 large pig farms and the odd family style pig- raising. There may be little public demand, but some teaching should be done.
- Conceptually, students receive adequate hands-on clinical teaching but only marginally sufficient patient numbers are available. Some compensation in the nearest future is in sight by the imminent opening of a public stray animal kennel on the premises of the teaching farm (Chiareto).
- All facilities are adequate and well to excellently equipped. Specifically, there is a small animal hospital (Cartecchio) including examination rooms, laboratories, medical imaging, surgery for small and large animals, sterilization, anaesthesia including monitoring equipment all of it in some areas relatively small but sufficient and very purpose oriented by nearly ingenious adaptation to restricted space in a non-purpose constructed building (former motorisation department building). There is adequate animal housing with areas dedicated and equipped for intensive care and for isolation. In all, it is a fully functional veterinary teaching hospital according to international standards (American Animal Hospital Association certifiable). Equine surgery facility is adequately equipped with two operating tables, an induction and post-anaesthesia recovery box; imaging facilities are adequate for equine radiography. Digital radiography services are available and the case record system for all patients is well organised with active participation of students.
- Adequate opportunities are offered to each student to handle parturitions, dystocias, milk fever and acetonaemia, whilst bovine surgical diseases (displaced abomasums, traumatic reticulitis) are being taught with video-taped material due to general lack of those clinical cases. More bovines are needed for clinical work.

- At least an inconsistent number of students have assisted at such procedures as ovaro-hysterectomies and will probably be able to perform them on their own. It appears that hands-on exposure to clinical cases (for instance assisting surgical procedures) is sometimes a matter of coincidence and not a consistently executed teaching goal. In that context the definition of “assistant” in surgery is important: *“a person scrubbed-in and actively aiding the primary surgeon by manipulating inside the surgical field tissues with hands and instruments”*. Not many students perform this type of assisting during their training. This unsatisfactory situation is likely to improve after the imminent opening of the public animal shelter in Chiareto when students will sterilize all dogs and cats in a supervised surgical setting.
- There appears to be a missing link between pharmacology/toxicology in basic sciences and therapeutics in clinical sciences.
- Students are admitted to practical work (4th and 5th year) and lectures (4th and 5th year) without having passed the essential or pertaining exams (2nd-3rd year).
- Clinicians seem not to be willing to do outside (=farm) work (in conjunction with food production/zootechnic) on the visits to private farms.
- CT scan/MRI would attract extra reference cases, and improve case numbers for students:
- No ophthalmology, oncology, structured radiology and anaesthesiology lectures are offered (at least not at the expected academic specialist level).

4.4.3 Suggestions

- 4.4.3.1 It has to be emphasised that the number of current clinical teaching staff and technical support staff is insufficient and that these numbers will be unacceptably low when patient services are going to be increased so that students can be taught in acceptably small groups. Since student numbers can hardly be reduced, patient numbers have to be increased. Also, clinical disciplines, which are not or insufficiently taught should be introduced and adequately supported: medical imaging (on the specialist level), ophthalmology, oncology and dermatology.**
- 4.4.3.2 A better link with infectious diseases (vaccination), pathology, microbiology, and food technology/zootechnic to clinical work to get a full picture of diseases should be established.**
- 4.4.3.3 An urgent increase in technical support staff is especially needed on the Faculty farm in Chiareto, where two caretakers divide the whole workload of tending to all farm animals, the horses and the related teaching and service obligations.**
- 4.4.3.4 Independent of the number of clinical patients available, introduction, or intensification of a well structured surgical exercise course using either isolated organs (intestines, bladder, stomach), cadaver material or surgical models (bones) is strongly recommended.**
- 4.4.3.5 All animals (large and small) dying or being euthanized for injuries, diseases or for any complication related to treatment should be subjected to necropsy with the aim of identifying underlying causes (employing gross pathological anatomy, patho-histology and specific examinations like toxicology where necessary). On admission to the hospital, all owners should sign a form consenting to autopsy in case of death of their animal. Free autopsy service on request should be available for clinical (teaching) or research interest. Also, all tumours**

excised in surgery should consistently be subjected to patho-histological characterization (paid by the owner whenever possible). In the context of problem oriented learning, students and staff should be encouraged to consistently follow cases from admission through treatment and recovery; should death occur in the hospital (large or small animal clinics including food animals in selected cases), attendance at necropsy should be part of the follow up.

- 4.4.3.6 Integrated expertise in farm animal surgery and internal medicine should be available in the clinic in cooperation with the veterinarians working on herd health. It seems to be that clinical cases have to be acquired externally mostly from private farms and the Faculty farm.
- 4.4.3.7 Coordinated teaching of radiology by a veterinary medical imaging specialist should be an integral part of forward planning.
- 4.4.3.8 Specialisation at the European College Diploma level of Faculty staff should be strongly encouraged. Searching for and employment of European Diplomates should be a priority. Institution of EC-approved residency programmes, especially in the clinical disciplines, is strongly recommended. A personnel strategy should be developed making working within the academic setting sufficiently attractive for future Diplomates to keep them employed in the Faculty.
- 4.4.3.9 Specialisation, residency programmes, a 24/24 hr emergency service and a targeted continuing education programme for local veterinarians will improve the referred case load of small animals as well as horses. Excellent equipment is already present in many areas (for instance tread mill for horses) will be of significant aid.
- 4.4.3.10 It is strongly recommended, that in the new hospital an area to house advanced imagery equipment should be foreseen and if not immediately equipped at least built for later use without additional conceptual adaptations. A future magnetic resonance imaging service (and/or CAT-scan) would not only be a valuable contribution to teaching, research and clinical services, it will improve the Faculty's image as an attractive referral centre of excellence.
- 4.4.3.11 Increased teaching in ophthalmology, oncology, dermatology is highly desirable. Further specialization in those areas should become a targeted effort.
- 4.4.3.12 With regard to the 5th year practical course (tirocinio), all 6 examinations in all 6 areas of expertise taught in the tirocinio should have been passed before enrolling in the final six months of clinical teaching in the 5th year.

4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH

4.5.1 Findings

The courses in food hygiene subjects (food inspection, control and hygiene), are taught by professors from both the Faculty of Veterinary Medicine and the Faculty of Agriculture Sciences. The food hygiene subjects are divided into: Certification of food

products (10 lectures / 5 practical sessions); food certification (6 lectures); food hygiene and food quality (including legislation) (30 lectures/ 10 practical sessions/ 15 supervised work); food inspection (food animal origin) (60 lectures/ 80 practical sessions and 50 supervised work sessions); food science and technology (10 lectures/ 10 practical sessions and 9 supervised work sessions).

In addition, teaching in the food inspection and control of food of animal origin courses, are comprised of the same number of lectures as practical work. The number of practical sessions in primary products is less than in processed products. With the exception of laboratory training and some practical demonstrations organized in Faculty's anatomical room, all the food hygiene training is carried out externally.

The practical training is structured in 100 hours over a 3-week period visiting different establishments where the students are involved in food inspection and food hygiene activities. For training (practical work), the students are divided into groups of 15-18 students to visit food production and processing plants. During the visits the students are always accompanied by researchers of the food inspection team and a freelancer veterinary specialist in field of food control. During these several visits of different establishments, they visit one day a ruminant slaughterhouse and another day a swine and a poultry slaughterhouse.

The nature of the slaughterhouses visited (species covered, capacity) seems to be adequate to permit students to carry out veterinary tasks. These are slaughterhouses with a small number of slaughtered animals per week, with a slow line speed that permit the students to practice inspection techniques. The students are involved in the activities related to the obligation of the official veterinarian in the establishment, e.g. inspection activities and audit activities.

The current programme adequately demonstrates the close link between production aspects and the quality and safety of food, i.e. there is a 'stable to table' approach. The quality control and the practical implementation systems based on hazards analysis and critical control points (HACCP) are covered properly in all food areas. On the other hand pathological conditions, parasitic conditions visible at slaughter or food residues are not adequately covered.

4.5.2. Comments

- The subjects taught in the core food hygiene courses adequately cover the basic knowledge necessary for understanding the tasks and obligations of a veterinarian in the field of food inspection and hygiene. However, the number of practical training sessions in Inspection and Control of Food of Animal Origin, i.e. primary products, together with exposure to animal slaughtering should be enhanced.
- Students should have the possibility to study different case reports (total carcasses and respective viscera) resulting from meat inspection, where inspection procedures could be linked to anatomical-pathological diagnosis (gross and microscopic pathology) and to the agent or cause of the lesions (e.g. parasitological or infectious disease). Implications for human and animal health and the appropriate decisions that should be taken have to be thoroughly reviewed.
- Practical training in food processing (executed outside the Faculty), should be complemented by using a "pilot plant" on an experimental scale to demonstrate the principles of food handling.
- For elective subjects, the students must have the possibility to attend a

Professionalizing Integrated Course (PIC) on this professional area which would give greater depth and breadth to this area of activity. It was also noted, that learning resources such as specialised books available for the students are not up-to-date versions, probably due the deficient use of the English language by the students.

- There is a positive interaction between teaching and research. Students are motivated to prepare a good quality thesis by enthusiastic teachers and excellent equipment that is available.
- In the lecture room, students are taught primarily by using powerpoint presentations and occasionally lecture notes are furnished; in general, however, students have to make their own lecture notes.
- Problem-oriented teaching does not seem to have been implemented in the teaching, especially in the pre-clinical part.
- Evaluation of the courses is well performed and the results of these evaluations are implemented to improve the courses, but are also used for feedback to individual lecturers.
- Within the possibilities of the establishment, there seems to be a good balance between theoretical and practical work, although it would be advisable to improve the possibilities for practical training in the long term.

4.5.3. Suggestions

4.5.3.1 Reduce lectures and increase the practical training including raising the number of compulsory hours in the slaughterhouses, especially in meat inspection training in ruminants and swine.

4.5.3.2 Organise Professionalizing Integrated Courses (PIC).

4.5.3.3 The number of practical training sessions in inspection and control of food of animal origin, i.e. primary products, and the exposure to animal slaughtering must be enhanced.

4.5.3.4 Students should have the possibility to study different case reports (total carcasses and respective viscera) resulting from meat inspection, where inspection procedures could be linked to anatomical-pathological diagnosis (gross and microscopic) and to the agent or cause of the lesions (e.g. parasitological or infectious disease). Implications for human and animal health and the appropriate decisions that should be taken have to be outlined and discussed.

4.5.3.5 Practical training in food processing (executed outside the Faculty), should be complemented by using a “pilot plant” on an experimental scale to demonstrate the principles of food handling.

4.5.3.6 Learning resources like specialised books available for the students should be brought up-to-date.

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

All aspects of this title have been covered within the other titles in chapter 4.

5. TEACHING QUALITY & EVALUATION

5.1 TEACHING METHODOLOGY

5.1.1 Findings

There seems to be an excellent teaching environment. Lecturers are very motivated and dedicated to their teaching work and are, in general, very open and approachable for students.

5.1.2 Comments

- There is a positive interaction between teaching and research. Students are motivated to prepare a good degree thesis by enthusiastic teachers and excellent equipment is available.
- Student are taught primarily using powerpoint presentations and occasionally lecture notes, but they usually have to make their own
- Evaluation of the courses is well performed and the results of these evaluations are implemented to improve the courses, but are also used for feedback to individual lecturers.
- Within the possibilities of the establishment, there seems to be a good balance between theoretical and practical work, although would be advisable to improve the possibilities for practical training in the long term.
- Extra motivated students do additional subjects within the Faculty, supplementary to the regular curriculum
- The real live clinical exposure is relatively low, but taking into account the local circumstances, the Faculty does a credible job of exposing the students to what is available.
- The students have in general a very poor understanding of English. This limits the possibility of accessing information in books and journals and, in the future, the professional development of the students.
- During the clinical period, the feedback to the students seems to be very informal, which is suboptimal for the learning process.
- The number of Diplomates working at the Faculty is too low.
- Nobody is explicitly responsible for radiology. It is divided between internal medicine and surgery.
- For some subjects, students could find the teaching materials on the internet, (password is required). They should be encouraged to use more books.
- Students are in general very satisfied with the accuracy and approachability of the teachers and professors.
- Profs and other teachers stimulate the students to use English information in their learning. Students seem to be happy with this.
- The number of teachers per 50 students is 20 in Italy, whereas the EAEVE states that it should be 30 per 50 students
- Problem-based learning (PBL) is not used in teaching (except in the 3 years course animal husbandry and welfare). On the other hand, we observed a lot of enthusiasm amongst the staff of the concept.
- The English course seems not to be very useful. Students complain that this course offers not more than they have had at high school.
- The Erasmus program is highly appreciated by the students.

- Planning study load and pressure of exams is not balanced for every year, especially in the second year.
- The balance between the credits for the different subject is not always balanced.
- Students participate in the educational committee. Commencing in 2007, at least one student from each year is represented on the committee.

5.1.3 Suggestions

- 5.1.3.1 Students should be required to write or at least be given the opportunity to write their thesis in English.**
- 5.1.3.2 The use of English books and literature should be encouraged and required.**
- 5.1.3.3 Increase national/ international opportunities for teachers/Diplomates.**
- 5.1.3.4 Organise feedback and guiding studies during the clinical period (rotations in the 5th year) and make the informal feedback during the period in the clinic more formal. Have a short evaluation talk with the students at the end of the day or period and let them write down the explicit feedback report.**
- 5.1.3.5 The system of “self study” should be formally taught or supported by proper instruction in order that the hours of “personal work” are productive.**
- 5.1.3.6 Problem-based learning should be introduced, especially since staff and students would welcome it.**
- 5.1.3.7 Stimulate all disciplines to use the website to supply the students with the relevant teaching materials. Additionally reduce the necessity to write everything down during the lectures by providing a syllabus so that students can concentrate on the lecture. Stimulate the use of books or other more sophisticated information systems.**
- 5.1.3.8 Reduce the number of “off course” students by modifying the examinations system (see 5.2.3):**
- 5.1.3.9 Try to expose more the students at an earlier stage to clinical cases i.e. demonstrate more clinical cases in the 2nd year, or extend the practicals in animal handling in the first years.**
- 5.1.3.10 Try to make more use of fixed preparations for anatomy i.e. it is perfectly possible to make preparations from the rumen which can be used indefinitely to show structure and function of this organ.**

5.2 EXAMINATIONS

5.2.1/2 Findings/Comments

- Many teachers are involved in examination of the students either orally, written, or practical and in clinical examination. Lecturers responsible for the course may choose the method of examination and publish it on the website.
- There is no time limit within which an examination must be passed and the number of time a student can sit the examinations. The examination results only expire after 8 years of not taking any examination. The Faculty has no influence on this system due to national legislation.
- An examination can be sat several times a year. After failing an examination there are several months a year the student can sit the examination again. Apart from the fact that it is didactically incorrect, it costs the teachers an enormous amount of time, which they could spend better on teaching, patient care or research.

5.2.3 Suggestions

5.2.3.1 Reduce the number of chances per year to sit an exam. When there are too many chances the statistics confirm that, although the student did not achieve the required level, students could pass the examination at a later stage, only by chance.

5.2.3.2 The final examination of a course should consist of multiple and different parts. For instance an oral part, in combination with a written test and / or combined with assessment of the student during the practicals or clinics. This will improve the validity of the examination.

5.2.3.3 Try to implement a system in which students are forced to stop in the earlier years, when they failed to pass the essential examinations, e.g. by opening the third year only for students when they passed all examinations of the first year with a positive result, or at least strongly discourage students to start the third year when they did not finished the examinations from the 1th year. (See also comment 4.4.3.12 regarding exams for tirocinio).

6. PHYSICAL FACILITIES & EQUIPMENT

6.1 GENERAL ASPECTS

All aspects of the facilities have been covered in detail in the SER and other sections of chapter 4.

6.2 CLINICAL FACILITIES & ORGANISATION

All aspects of the clinical facilities have been covered in the SER and other sections of chapter 4.

7. ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN

All aspects of this section have been covered in other sections of chapter 4.

8. LIBRARY & EDUCATIONAL RESOURCES

8.1/2 Findings/Comments

- The principal library of the Veterinary Faculty is located in the Molinari building. In this main library there are surprisingly few books available to the students. The rooms and the number of seating places seem to be inadequate in respect to the number of veterinary students. However, the number of subscribed journals seems to be sufficient. Those journals as well as some texts of books are accessible via the internet.
- All students have free access to the internet and to bibliographic search engines, However, the overall poor knowledge of the English language seems to hamper the flow of information. Language problems seem also to be an explanation for the relatively few textbooks stocked in the library, only a few original texts existing in the Italian language whilst English books are in low demand.

- In the library, there are also some CDs provided by teachers with lecture notes for students
- In each department or teaching unit there are specialized libraries. Free access to those books is however not controlled and depends on individual preferences of the Faculty.

8.3 Suggestions

8.3.1 A photocopier is essential in the library

8.3.2 Make all teaching materials available in the library in a large number of copies and make these more accessible for the students.

8.3.3 It would be better to concentrate resources into the main Library.

9. ADMISSION & ENROLMENT

9.1/2. Findings/Comments

- Since the academic year 1989 / 90 admission to the Faculty is granted on a restricted number basis. Only a fixed number of students can enrol (90 + 5). Selection takes place on basis of a university entrance examination.
- The *numerus clausus* is enacted by an annual, nationwide examination, mainly based on general, non-biological science-related questions. Motivation of students is not a selection criterion.
- The number of students enrolled is determined by the government and depends on the respective facilities one hand and the pressure of the University to enrol a maximum number of students. The reason being that government funding is directly linked to the number of students enrolled; this regardless whether those students are so called “on course” or “off course” students. In fact, this legislation leads to the paradox situation that large numbers of trailing and unsuccessful students are beneficial for the university budget.
- There seems to be a relatively high number of dropout students, partly related to the fact that some students are enrolled lack motivation or have wrong perceptions of what the profession entails.

9.3. Suggestions

9.3.1 It would be helpful to introduce a more efficient selection procedure, based at least in part, on motivation evaluation and on biology-related knowledge. The present examination in combination with e.g. interviews on motivation have been proven to be very beneficial for selecting highly motivated students. Moreover, motivated and adequately selected students would yield in a lesser number of drop-out students and “off study” students and in better study efficiency.

10. ACADEMIC & SUPPORT STAFF

10.1/2 Findings/Comments

- Researchers (“ricercatori” that is the equivalent of an assistant professor) generally feel that the criteria for an academic career are not well defined.

- There seems to be a shortage of clinical researchers, especially for farm animal internal medicine, surgery, medical imaging and animal welfare.
- Criteria for researchers to become permanently appointed at the University generally disfavours foreign (non Italian) graduates. The balance between taking into account study credits, (final) exams and the value of good publications does not seem to be correct. Since publications with high impact factors are not weighed sufficiently, this system favours Italian students (or graduates) and reduces the possibility of attracting successful researchers and teachers from abroad.
- Many of the researchers seem to be highly involved in teaching, hampering their possibilities to do research.
- A limited but significant number of the researchers have difficulty in understanding and speaking English
- Researchers have a problem with obtaining internal financing to complement external sources.
- Most of the support staff is active in the administration. They have good contact to the central University administration.
- Four veterinarians are working as (graduated) technicians in clinical departments doing the same work as the researchers.
- There is only one unique but essential position such as the collector of didactic material of animal origin.
- Support staff should be subjected to continuing education-formation and should be required to pass a test in order to be considered for promotion.

10.3 Suggestions

10.3.1 Career paths for researchers (*ricercatori*) should be clearly defined.

10.3.2 Decisions should be taken to resolve the shortage of clinical researchers.

10.3.3 The criteria for researchers to receive a Faculty appointment should be modified to permit equal access by both national and international candidates.

10.3.4 A control process should be introduced to ensure, that research activities are not totally swamped by teaching commitments.

10.3.5 Technical support staff should be increased in numbers where possible and where not, a system of replacement for persons with unique and/or essential jobs should be instituted with clear staff assignments and appropriate additional training.

11. CONTINUING EDUCATION

11.1 Findings

Continuing Professional Education (CPE) is becoming an integral and important developing area of the post-graduation education activity. Details can be found in the SER.

11.2 Comments

The commitment to CPE appears to be growing.

11.3 Suggestions

- 11.3.1 Extend the CPE programme with increased contact to external organizations. Design an increased number of practice and clinical problem-oriented CPS with the aim of improving relations to local and regional practising veterinarians, thereby enhancing the patient referral system, increasing patient numbers and improving the hospital's image of an academic centre of excellence.**

12. POSTGRADUATE EDUCATION

12.1/2 Findings/Comments

- 1 year postgraduate training course (not paid and fulltime) in e.g. food inspection/internal medicine/surgery/obstetrics/microbiology) offers a mark of excellence and also gives an opportunity to participate in research and teaching and is frequently used as a waiting period for PhD-study places or other academic jobs. There is also a fulltime training course for a recognized diploma in Pathology (2 years, paid) and Neurology (3 years, with grant).
- 2-3 year course (part-time) to obtain the National Specialist title in: 1)Food Inspection, 2)Animal Health/Husbandry and 3)Equine Medicine/Surgery that are needed for government and some appointments in industry (Ministry of Health, Ministry of Agriculture). For those courses (schools of specialisation), a tuition fee is charged; enrolled are mostly veterinarians, who have already some form of employment.
- Part-time master specialisation courses for 1) Dermatology 2) Wildlife/Fishery products and 3) wildlife & natural resources management are also offered. There is a tuition fee charged for these courses as well; here too, mostly veterinarians already professionally active are enrolled.
- Fulltime doctorate research fellowships ("dottorato di ricerca") in 1) Clinical Sciences and 2) Biomedical Sciences are funded by either the University or the Industry.
- Official PhD courses of 3 years each in 1) Food science, 2) Biotechnology, 3) Pathology, 4) Epidemiology
- The Faculty is active in participating in post graduate and continuing education projects. See the SER. Seminars for state veterinarians and practitioners are also open for students. Courses are recognised by the government.
- Some special courses are organised for the local practitioners, with the purpose of informing the local practitioners about the work of the Faculty and to improve relations with them.

12.3 Suggestions

- 12.3.1 Courses should be made more profitable for the Faculty and generate more income from this activity. The receipts from these activities seem to be low, considering the relative high number of courses with good participation.**

13. RESEARCH

13.1 Findings

All academic teachers are expected to do research. The departments are the reference structure supporting this research, however, the individual teachers are free to decide on their own the type of research projects and they are the administrators of the research funds they obtain.

Several departments and laboratories perform research of high quality and publish in high impact journals. As can be expected, this is especially true for the basic sciences. The visitation team was impressed by the high technology equipment available in the different departments. Very positively, much high-tech equipment for research is also used for training of students.

In order to obtain permanently appointed researchers, the department has to submit a research plan to the university. Research funds are obtained not only on the basis of a good research plan but also on the previously approved and funded projects as well as on the impact factors and the number of published articles. All students have to write a thesis. This can be a literature review, a case report and/or an experimental work. The subject can be freely chosen by the student in cooperation with a teacher of the department who wants to focus on research in a certain area. From the table in the SER it can be seen that the subjects are equally distributed over all departments. The thesis can start in the 4th year but has to be finished in the final year. The thesis is scored by the promoter and a commissar (a 2nd university teacher). Furthermore the student has to orally present and defend his/her thesis in front of a jury of 11 teachers.

13.2 Comments

As mentioned in the SER, a limited number of students do not come into contact with research during their studies since they choose for their thesis to do a literature review rather than experimental work.

The research effort of the Faculty is fragmented although there is cooperation between laboratories, for instance at the level of reproduction.

Researchers are involved in teaching and research and obtaining new researchers is an ideal way to develop new specialities within the Faculty. Only very few researchers are to be found within the clinical department. New employment of researchers in the clinical department should be fully supported by the other departments in order to support needed specialisation in clinical sciences and to increase clinical teaching staff. Also, in food hygiene such measures are needed. Some of the researchers are overburdened with teaching. The Faculty should control this and make sure that all researchers do at least 50 % research, since employment at a university should be highly research-oriented, as research activity is the basis for academic promotion and for research-oriented teaching

13.3 Suggestions

13.3.1 The Faculty should control the teaching hours of researchers and ensure that all researchers do at least 50 % of research. Clearly defined criteria for academic promotion should be formulated for each discipline and should be made accessible to all researchers already at the beginning of their academic career.

13.3.2 The integration and coordination of research between clinical sciences, food sciences and basic sciences should be encouraged

This could be done by installing a research committee within the Faculty with members from each department, who represent the Faculty in different research evaluation and funding organs. This research committee could try to promote strategies to increase the research within the Faculty and the cooperation between the different laboratories. The research committee could also be involved in controlling the hours that researchers are involved in teaching and in encouraging all students to do a thesis with a research component in it. Ways to stimulate the latter could be to find company sponsored projects for student thesis research.

EXECUTIVE SUMMARY

The Faculty of Veterinary Medicine of the University of Teramo was visited by the EAEVE team from 8-12. October 2007. It was the first visit of that University and the first time that the shortened programme and the new report format have been applied. It appeared that both Faculty and team found these changes beneficial.

The visiting programme was well conceived by the Faculty and all aspects functioned to plan.

The overall impression gained by the team was that the Faculty has made the best of limited financial means, staff shortage and non-purpose-built buildings. Both the staff and students appeared to be highly motivated and the attitudes were optimistic. There was a noticeable pride taken in the activities in general by the Faculty.

The Faculty objectives were clear but heavily weighted in the direction of teaching. Research was very much subsidiary. It was suggested, that this relationship be modified to bring research more into the limelight and closer to equivalence with teaching in terms of research and clinical services funding. It was also noted, that long-term goals need to be defined.

The organisation of the Faculty is classical, the decision-making organ being the Faculty Council, composed of all full and associate professors together with representatives of research, lay staff and students. It elects a Dean for up to two 4-year terms, who is responsible to the Rector and the Senate of the University.

The Faculty seems to have limited influence on University policy, particularly due to the increasing size and therefore influence of the other Faculties, which are expanding rapidly. Since the Faculty does not have its own financial department, and uses the general University facilities, it does not have financial autonomy, but the relationship appears to offer the necessary flexibility.

On the budgetary side, the suggestion was made, that student contributions to their education should be increased and that fees paid by “*off course*” students, those who have repeated examinations many times, should be doubled at least. This would discourage long-term students or better, would encourage study efforts.

The curriculum appears to be complete and covers all aspects outlined in the SOP. The balance of theory to practical work meets the SOP ratios, although improvements should be made. It was suggested, that practical work should be increased in the earlier years and not just concentrated in the final year. It was strongly recommended by the team, that the 2nd year syllabus should be modified to relieve some of the excessively heavy burden currently imposed on students in that year. Extramural work should also be introduced at a later stage so that the students see more cases during the curriculum.

The team lauded the efforts which have been made to integrate basic subjects with later courses. It was suggested that increasing the number of practical sessions in basic subjects would raise the comprehension level. Pharmacology and toxicology clearly had disadvantageous facilities and anatomy of large animals needed to be improved. It was recommended, that further efforts be made to integrate basic subjects such as anatomy, physiology, epidemiology and infectious diseases, pharmacology and pathology with clinical subjects and cases.

The lack of separation of anatomy and necropsy facilities would normally have resulted in a category 1 deficiency, but due to the building of the new hospital, which has started to be built and the written confirmation to the team, that the separation is planned into the new building (see Annex), the team decided to refrain from making this an issue. The suggestion that an EAEVE expert should be requested to review the plans has already been enacted and the team chairman has taken on consultancy on this aspect.

The small Faculty farm is in the process of becoming custom-built and offers good opportunities for students to get “hands on” experience. The opening of stray dog kennels for 60 animals will ensure, that adequate cases are available for disease control, handling and neutering. There is a need to demonstrate to students, that herd health and clinical problems on individual animals cannot be separated and there should be more integration between the clinics and the herd health veterinarians. There is a definite shortage of clinical veterinarians

Farm animal medicine and surgery, together with the teaching of radiology are in need of improvement and the team has made suggestions to help resolve this issue.

On the subject of food hygiene, the suggestion has been made to reduce the number of lectures and increase the practical training, particularly in ruminants and swine, in the slaughterhouses.

There seems to be an excellent teaching environment with lecturers being very motivated and dedicated to their teaching commitment and are normally open and approachable to the students. The use of English books and literature was highlighted as poor and it was suggested, that theses should be permitted in the English language. It was clear that problem-based learning should be introduced as soon as feasible.

The examination system is mostly defined by the Italian State, but it was recommended, that the number of chances to re-sit examinations should be limited in order to reduce the burden of the “*off course*” students. Students should not be permitted to enter the next year if they have not passed the previous year`s examinations.

The physical facilities are not custom-made. Nevertheless, the impression has been gained by the team that the best has been made of the circumstances offered. Naturally, the whole question will be resolved once the new buildings/Faculty have been completed within the next 2 years.

The library is limited, but all students have access to the internet and to a limited number of CD lecture notes.

The admission procedure needs to include an aspect of motivation and personality, rather than just evaluation of largely non-biology related exam results.

The shortage of staff in general and in the clinical area in particular is a common situation but some improvement should be sought.

The CPE programme needs to be increased and the post-graduate courses need to become more profitable and more practice-oriented.

Research need to receive greater attention and coordination; the balance between teaching commitments and research time should be made transparent and more equal. Requirements for faculty promotion should clearly be defined.

All in all, the members of the team were impressed with the way the Faculty have made the most of limited means and facilities.

In their opinion, there were no major unresolved deficiencies and they recommend that the Teramo Faculty be approved.

Annex



Teramo 10/12/2007

To: prof. Gert Niebauer
Chairman EACVT Commission

SUBJECT: autopsy room for large and small animals at the Faculty of Veterinary Medicine of the University of Teramo:

Dear prof. Niebauer,

as we wrote in the SIR (page 98 line 4, page 99 line 30 and page 116 line 23) and as we unanimously voted in the Faculty Council, I confirm that the autopsy room for large and small animals will be built at our new Veterinary Teaching Hospital. This decision was taken by our Faculty Council several months ago, following which the Technical Office of the University of Teramo amended the layout of the new Veterinary School and gave us a new building plan which features both autopsy rooms. Unfortunately the building plan that we showed to the Visiting Team during our visit to Chiareto was an outdated one. We do apologize for this mistake.

If necessary we can send you an official copy of the new plan at your address.

Yours Sincerely



THE DEAN
Prof. Fulvio Marsilio