



**FULL VISITATION REPORT**

**To Oniris VetAgroBio Nantes, Nantes, France**

**On 23-27 September 2024**

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## **Introduction**

The National Veterinary School of Nantes (hereafter called VEE in this report) was established in 1979. In 2010, the VEE was merged with the School of Food Science and Engineering, leading to the creation of Nantes Atlantic National College of Veterinary Medicine, Food Science and Engineering, named Oniris VetAgroBio Nantes. The VEE is mainly located at the Chantrerie campus, about 10 km northeast of Nantes city centre.

The VEE was first approved by EAEVE in 1993 and re-approved in 2003. Following another Visitation in 2014 and Revisitation in 2017, the VEE was granted status accreditation.

The VEE is one of the four public national veterinary schools in France, which are all under the jurisdiction of the Ministry in charge of Agriculture. A national veterinary competency framework, which is compatible with the ESEVT Day-One Competences, regulates the curriculum at all four schools.

There are several admission pathways for entering the national veterinary schools in France. Depending on the pathway, the curriculum is organised into six to eight years and consists of three distinct parts: 1) Basic subjects and sciences (length depending on pathway), 2) Core preclinical, paraclinical, and clinical veterinary curriculum (year 2 to year 5), and 3) Tracking and Veterinary dissertation (year 6). Students from all pathways assemble in year 2. For the academic year 2022-2023, a total of 836 veterinary students were admitted to the VEE, while 142 graduated.

The main developments since the last Visitation are:

- Re-evaluation and restructuring of teaching methods through the integration of innovative digital technologies;
- Introduction of the post-baccalaureate admission pathway (one year of basic sciences at a VEE);
- Development of the National Competency Framework, published in 2017;
- For the years between 2019 and 2023, the Ministry in charge of Agriculture has increased the annual enrolment numbers by 20 each year, representing an overall 15% increase in student numbers.

The Visitation was completed in accordance with the ESEVT SOP 2023. The SER was provided to the Visitation Team in due time. However, the SER was not complete and there

was a need to retrieve important information during the Visitation. In some cases, the description was not focussed on the elements of the standard, and some terminology differed from the internationally established terminology. Errors and missing data were updated during the Visitation upon input from the Visitation Team. In general, it was difficult to find relevant information. A particular challenge was that it was not possible to access the main virtual place where all documents are located before the actual visitation (the VEE intranet with the “Connect” platform).

## **Area 1. Objectives, Organisation and Quality Assurance Policy**

**Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.**

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

### **1.1.1. Findings**

The VEE is a French national public higher education institution whose main missions are education/training, research and innovation. Together with a six-year veterinary curriculum granting the Diploma of Fundamental Veterinary Studies (DEFV) at the end of the fifth year and the State Veterinary Doctor Diploma at the end of the sixth year; a “Food and Biotechnology engineering” programme that lasts three years is also offered by the VEE.

Concerning veterinary training, the VEE operates in the fields of animal and human health, biomedicine, food safety, quality and processes, and sustainable development. By recognising the interconnection of such disciplines, the VEE defines its general approach/statement in the “well-being of both animals and humans through the “One Health” concept”. This multidisciplinary approach is the backbone of the VEE’s vision.

Moreover, the Strategic plan of the VEE is based on three main points (called “ambitions”): to be an open and committed player in its region, at the service of societal issues; to foster excellence, the cornerstone of their identity and the driving force behind their appeal; to be an exemplary, high-performance organisation, a source of cohesion and well-being.

At the end of the veterinary curriculum, graduate students are expected to meet the challenges of the labour market and become stakeholders in their continuous professional development.

### **1.1.2. Analysis of the findings/Comments**

The VEE’s main mission and objectives are in agreement with the EU Directives, ESG Standards and embracing the ESEVT Standards. The VEE is committed to enabling its graduate students to perform adequately in all branches of the veterinary profession with commitment to continuous professional development.

The merging of the veterinary and engineering programmes into a single institution (a decision by the supervisory Ministry), as for now resulted in only a partial integration.

### **1.1.3. Suggestions for improvement**

It is suggested to boost internal collaboration and teamwork at both student and teacher level, with the aim of increasing the integration of the different scientific communities that characterise the VEE.

### **1.1.4. Decision**

The VEE is compliant with Standard 1.1.

**Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.**

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

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

### **1.2.1. Findings**

The VEE is a public higher education and research national institute supervised by the French Ministry of Agriculture, Food and Forestry. Being a national school, it is also under the co-supervision of the Ministry in charge of Higher Education, Research and Innovation (MESR). The VEE falls under the status of “Etablissement Public à caractère Scientifique, Culturel et Professionnel” (EPSCP). It has legal personality and educational, scientific, administrative, and financial autonomy.

The Dean (General Director) is appointed by decree of the President of the Republic on the proposal of the Minister in charge of Agriculture, for a maximum of five years, renewable once, after consulting the Administration Board (CA). Each member of the CA votes by secret ballot after having interviewed each candidate for the position of dean/general director. The opinion is not binding.

Each teaching department is headed by a department Head assigned for three years by the Dean on proposal, following election by the relevant academic members of the Department. The Head of the teaching department and his/her council are especially in charge of defining and coordinating all tasks, teaching contents and methods, communication and administrative and financial management.

The decision-making process involves the Dean, assisted by a General Secretary and a Vice-Dean, and the Executive committee (CODIR, top managers appointed by the Dean): those are responsible for implementing the strategic decisions taken by the CA.

The CODIR is assisted by a Steering committee (COPIL), which involves heads of teaching departments, representatives of research centres and executives in charge of support functions, in the creation of projects and the execution of actions. This body is responsible for all management issues (human resources and budget), and in particular for draft classifications of IATOS staff for promotion (within a given body or grade).

### **1.2.2. Analysis of the findings/Comments**

The VEE is part of a formally recognised national higher education institution.

The person responsible for the veterinary curriculum is Hervé Pouliquen. He is part of the faculty of the VEE. The Head of the Veterinary Teaching Hospital (CHUV) is Françoise Pol. They both hold a veterinary degree.

The VEE's decision-making process, organisation and management, although particularly complex, is adequate to fulfil its strategic plan.

### **1.2.3. Suggestions for improvement**

None.

### **1.2.4. Decision**

The VEE is compliant with Standard 1.2.

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

### **1.3.1. Findings**

The VEE is under the supervision of the French Ministry in charge of Agriculture through the General Direction for Education and Research (DGER). The DGER establishes an Objective and Performance Contract (COP) where a list of governance, operational, training, research, innovation, Internationalisation objectives are defined. The current COP with the VEE is for the period 2021-2026.

A cooperation agreement between the four French establishments providing veterinary training (Écoles nationales vétérinaires de France - ENVF) was signed on 14 January 2019: common core objectives are shared by the four establishments and the supervisory authority and are also described in the COP.

An annual letter of objectives is personally addressed to the Dean of the VEE by the DGER.

The Administration Board (CA) of the VEE has adopted a 2023-2027 strategic plan based on a manifesto of three ambitions that was approved by the general direction in 2023.

Finally, an operating plan called "Projet d'Etablissement" was published in January 2024. The document declines the three ambitions in main objectives and specific actions, with relevant responsible structure/body indicators and a timeframe.

The VEE is organised in teaching departments, research units and technical support platforms for teaching or research activities. According to the national law, several bodies "Councils" are operating in the VEE, which in most cases involve students (CA, Scientific council – CS, Education and student life council - CEVE, Veterinary Development Council – CPVet) and external stakeholders (CA, CEVE, CPVet). In addition to the councils required by law, the VEE has in place several 'internal' councils that give opinions, perform advisory activities on specific topics and through which the VEE creates cohesion and space for discussion/sharing.

### **1.3.2. Analysis of the findings/Comments**

The VEE has a strategic plan based on its vision and the objectives set in the COP. A SWOT analysis is in place, and the document is published on the website.

Since the COP for most objectives request either the maintaining or the increase of the relevant indicators, priorities are set by the VEE in the 'Projet d'Etablissement'.

The 'Projet d'Etablissement' works as an operating plan, where objectives are declined in specific actions, with a clear responsible structure/body and timeframe defined taking into consideration inputs from the strategic plan and the COP.

### **1.3.3. Suggestions for improvement**

The VEE could foster the involvement of all the relevant internal stakeholders in terms of active participation in the definition of the objectives. Moreover, it is suggested to express more explicitly that the set targets take into account the available resources and their allocation within the VEE.

### **1.3.4. Decision**

The VEE is compliant with Standard 1.3.

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

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

#### **1.4.1. Findings**

The VEE bases its practices on a 'quality management' approach. In recent times, a simplification and homogenization of practices of training courses by the standardisation of process mapping were made.

In the VEE there are various bodies in the form of committees or assemblies involved, according to their specific roles and tasks, in QA-related procedures and in the spreading and development of quality culture.

- The Administration Board (CA) is composed of staff, students and external stakeholders, and sets the general direction of the school.
- The Scientific council (CS) is composed of the General Director, staff, students involved in research training, external stakeholders, and proposes to the CA guidelines for the research activities conducted within the institution or through partnerships.
- The Academic council (CE) is chaired by the General Director and is composed of academic staff. It is responsible for the organisation of assessment and advises the CA on education guidelines, student recruitment, study programmes and regulations.
- The Education and student life council (CEVE) is chaired by the General Director and is composed of staff, students and two qualified external members of the CA. The CEVE issues an opinion on guidelines and proposes measures to help students' welfare and job placement.
- The Veterinary Development Council (CPVet) is made up of the head of veterinary training, the head of studies and student life, the heads of the relevant training departments, the head of the Continuing Education Department, the head of Business Relations and Partnerships department for relations with companies, the head of International Mobility, representatives of the professions involved in veterinary engineering, teaching staff and students. It is responsible for informing the work of the CE and CEVE.
- The Social Council of Public Administration (CSA) is made up of the Dean, the Secretary general, the Human Resources Director and 10 members of elected staff union representatives. It is responsible for social dialogue, and it is consulted about the organisation and operation of the establishment, in particular for health, safety and working conditions.
- The Executive committee (CODIR) includes the quality manager and the top managers (Deputy General Director - Vice-Dean, Deputy Director of the Food Science Campus, General Secretary, Deputy General Secretary, Head of Education, Deputy Head of Education, Head of Studies and student life, Head of Scientific affairs, Head of the VTH. Its role is to support the General Director in day-to-day affairs and decisions.
- The Steering committee (COPIL) is a space for sharing information between the different bodies of the VEE. It is composed of members of the executive committee, heads of teaching departments, representatives of research centres and executives in charge of support functions (communication, professional sector relations, information systems, human resources, finances). Its role is to assist the CODIR in the creation of projects, preparation of councils and committees, and the execution of actions decided



by the CA.

- The Ethics Committee for Clinical Research (CERVO) is made up of representatives of academic staff, specialists and representatives from animal protection bodies. It expresses non-regulatory moral opinions for clinical, breeding or other projects related to the use of animals.
- The Biosafety/Biosecurity commission is in charge of managing the strategic axes of biosecurity for all sectors or activities of the establishment.
- The Assembly of Veterinary Teachers (AEV) is a meeting at which all teachers are invited. It supports the CE and CEVE in all subjects relative to veterinary education.
- The Monthly Meeting with students brings together student representatives and the school management, discussing topics related to teaching and learning.
- The General Assembly (three per year) is the meeting at which all staff and student representatives are invited, also to create cohesion in the institution.

In April 2024 the Managing Director signed a QA policy statement. The document presents the three “priority ambitions” and identifies a set of strategic objectives for the current year.

A quality manager, appointed by the Dean, is responsible for managing the processes and implementing the action plans for the VEE. He/she is responsible for monitoring the targets set in the action plan and presents periodically a revision, taking also into account inputs from voluntary initiatives from Departments to the Steering Committee for discussion.

Regarding academic integrity, the internal regulations have specific sections dedicated to duties and to “protection of people and property”, with detailed description of what is expected from employees and prohibited within the VEE. Moreover,

- provisions of the Code of Veterinary Deontology apply to the VEE’s employees and students (“students at the French national veterinary schools who have not yet obtained a doctorate, as well as to veterinary surgeons teaching at the CHUVs of these schools for those of their veterinary activities that are not inseparable from the performance of their teaching or research mission.”).
- the rights and obligations of civil servants are cited with relevant National regulatory sources.

#### **1.4.2. Analysis of the findings/Comments**

The continuous enhancement of quality is assured by the many bodies (Councils and Committees) operating in the VEE. The roles and responsibilities, together with the relevant decision-making processes, are clear to the interviewed faculty and staff.

Internal QA is in place, but the approach is not systematic, sometimes requesting initiatives of individuals.

#### **1.4.3. Suggestions for improvement**

A fully dedicated structure with clearly defined roles and competences could be established in order to supervise the effective implementation of the internal QA and to support the development and review of processes for continuous improvement.

#### **1.4.4. Decision**

The VEE is compliant with Standard 1.4.

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

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

### **1.5.1. Findings**

The VEE has an official website ([www.oniris-nantes.fr](http://www.oniris-nantes.fr)) that provides information to the public in French and English.

As a structured presence in the VEE day-to-day activities, external stakeholders are present as members of CA, CEVE and Veterinary Development Council (CPVet). Alumni who are members of CPVet are actively involved in a forum for careers in food and health companies and research (ERAS), held annually.

The participation of internal and external stakeholders includes the following activities:

- Evaluation and identification of priority objectives (interviews with students, staff, external stakeholders);
- Construction of strategic themes;
- Connection with other improvement plans;
- Definition, communication, and approval of strategic themes;
- Implementation and plan adjustment;
- Assessment improvements;
- Reports to CA and internal communication.
- Reassessment and redefinition of objectives

The VEE has also a digital strategy that has been developed by joining several social networks. Direct links to the official X page, YouTube channel and Facebook page are presented in the French version of the website.

The VEE's social networks are managed by the communications department: content management, scheduling in the editorial calendar and interaction management. Posts requiring scientific or technical proofreading are prepared with the help of research professors or clinicians involved in the discipline. Posts relating to the life of the school (reports, event monitoring) are produced directly by the communications team.

ESEVT status and related documentation are present on the official website.

### **1.5.2. Analysis of the findings/Comments**

External stakeholders are involved as members of internal bodies of the VEE. Moreover, exchanges with external stakeholders regularly occur at national and regional level.

As emerged from the interviews, the interaction with the University of Nantes is weaker than expected, considering that the University is formally delivering the diploma for the VEE's students.

### **1.5.3. Suggestions for improvement**

For maximum transparency towards foreign stakeholders, an alignment of the content of the English-language website with that of the French-language pages is suggested.

Interaction with the University of Nantes could be improved in order to benefit from the know-how and competences present in the University and contribute to the continuous improvement of the VEE.

### **1.5.4. Decision**

The VEE is compliant with Standard 1.5.

**Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and**



**implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**

#### **1.6.1. Findings**

The actions and indicators of the COP are reviewed annually during the strategic interview with the DGER. Based on the deficiencies that emerged from different evaluations, the indicators from the COP and the monitoring of the QA action plan, an updated and reviewed action plan is made annually by the quality manager on the basis of inputs received from other internal bodies and single subjects.

Emerging issues are identified to point improvement and set up corrective and/or preventive actions which are communicated within the relevant internal bodies.

A fully integrated system of evaluation for each teaching unit by the students is implemented. The results of these evaluations are transferred to the heads of the teaching modules for analysis, in order to take the necessary improvement steps. However, information on how the analysis' results are utilised by the VEE is not immediately accessible.

The raw results of these evaluations are sent to all teachers. Each Teaching Unit (UE) manager communicates to the training director an action plan that reflects the results of the evaluation. Within all CEVE members, the action plans are discussed, modified and validated. Finally, a communication to all CEVE members of the modified UE sheets for discussion, modification and validation

Results are communicated electronically to the whole community of the VEE via Moodle. They are discussed in CEVE with the representatives of teaching staff, support staff and students, for implementation of solutions for the next academic year. The teaching managers of each unit specify the updates on the teaching unit presentation sheets.

#### **1.6.2. Analysis of the findings/Comments**

From the evidence gathered, QA loops are in place to enhance the quality of education. However, the review of activities does not affect all internal procedures in the same systematic manner, requiring particular care not to allow review activity to be driven by the goodwill and competence of staff, but instead to be the consequence of a structured system of processes with clear and shared roles and timeframes.

#### **1.6.3. Suggestions for improvement**

It is suggested to find a more “easily usable” and “accessible” way of communicating externally the results of analyses to make sure that the public knows how this analysis of information has been utilised in the decision-making processes for further development of the VEE.

#### **1.6.4. Decision**

The VEE is compliant with Standard 1.6.

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

#### **1.7.1. Findings**

According to the recent French “Code rural et de la pêche maritime” (French Rural and

Maritime Fishing Code) modification, the veterinary training must be regularly evaluated by ESEVT, in addition to the relevant French National Agency for the Evaluation of Research and Higher Education (article D812-60).

After the creation of Oniris in 2010, an evaluation visit was conducted in October 2014, and the resulting ECOVE decision was Non-Approval.

The Re-visitation and the QA visitation were then performed, and the appointed Committee concluded that the Major Deficiencies identified in 2014 had been rectified in 2017.

The VEE's status is currently Accreditation.

### **1.7.2. Analysis of the findings/Comments**

The VEE undergoes external review through the ESEVT according to the timeframe set by EAEVE. The progress made since the last review is clear from the analysis of the reports published on the VEE's website on a dedicated page.

### **1.7.3. Suggestions for improvement**

None.

### **1.7.4. Decision**

The VEE is compliant with Standard 1.7.

## **Area 2. Finances**

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

### **2.1.1. Findings**

The VEE is part of the state education system. Therefore, a major part of the income is public. The budget is unique, then split between the VEE and the School of Food Science and Engineering. The subsidy coming from the French government used for operating costs varies each year and it is calculated according to several criteria such as the results of last year's competition and enrolment figures for the reference curriculum, determinants of trends in operating expenses and payroll at public agricultural higher education establishments (inflation). In 2023, the faculty was supported with government funds that covered approximately 54% of the costs necessary for the annual budget. The other 46% come from research grants, clinical services, tuition fees etc.

Personnel expenses account for 76.45% of the total in 2021 and decreased to 75.43% in 2023 and represents the largest part of VEE expenses.

Public revenues have increased 7% from 2021 to 2023. Their own incomes are similar over the years, except for donations that decreased from 2021 to 2023. The students have to pay a campus life contribution (CVEC) each year at the time of enrolment. Revenue from the CVEC is spent exclusively on student-related projects (e.g. Christmas fair, arranging special spaces for student social life). Also, a 10% contribution to shared expenses is applied to the total amount allocated to the project for collaborative research contracts and a 25% contribution for service contracts. In 2023, the VEE ended the financial year with a deficit, but the resources allocated to the VEE were not reduced.

### **2.1.2. Analysis of the findings/Comments**

The whole process of drawing up the budget is very well presented. The deficit starting in February 2022 is linked to the war in Ukraine that had a major impact on the establishment's budget, particularly energy prices (electricity), with an increase in expenditure of over 200%. Payroll costs have also risen sharply, due to the increase in staff numbers and salaries.

#### **2.1.3. Suggestions for improvement**

It is suggested to implement an internal system to separate revenues and expenditures between the Vet School and the engineering training.

#### **2.1.4. Decision**

The VEE is compliant with Standard 2.1.

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

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

#### **2.2.1. Findings**

The process of drawing up the budget for the VTH is the same as for the whole faculty. The patient owners are informed that teaching activity has priority in VTH and students are involved 24/7 in the management of all the cases. The resources are prioritised for the students' training. As the VEE is a French national public higher education institution, it has distinct autonomy and responsibility in their financial matters.

#### **2.2.2. Analysis of the findings/Comments**

The VEE has sufficient autonomy to make strategic decisions in their use of available funds, to implement strategic plans and to meet the ESEVT Standards. There is no evidence of the VTH expenditures in the general budget.

#### **2.2.3. Suggestions for improvement**

Despite the financial problem, more attention is needed to clinical services because of the abrupt increase of patients and students (e.g. emergency and critical care, small animals' clinics). It is suggested that teaching staff and clinicians become involved in the allocation of resources in VTH.

#### **2.2.4. Decision**

The VEE is compliant with Standard 2.2.

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

#### **2.3.1. Findings**

Over the period 2021-2027, the veterinary campus is the subject of an investment plan designed to modernise, upgrade and rehabilitate facilities and equipment. A total of over 10 million euros of expenditure has been forecast over the period for the following operations: upgrading of the space for small contagious animals in the VTH, transformation of an amphitheatre into changing rooms + round room, construction of a building for large contagious animals,

renovation of the production animal clinic, plan to create new classrooms and a learning centre by renovating and reorganising existing spaces, creation of a checkroom for practical students, covering the manure pit. The funding will come from the French Ministry in charge of Agriculture, the “Contrat de plan Etat-Région”, the “PIA - Projet d'investissements d'avenir” program supported by the French government, and the VEE's own funds.

### **2.3.2. Analysis of the findings/Comments**

The allocation of resources is regularly reviewed and discussed as part of the annual budget and strategy review processes.

The implementation of the projects in the investment plan will lead to an increase in the quality of education and activities in VTH.

### **2.3.3. Suggestions for improvement**

None.

### **2.3.4. Decision**

The VEE is compliant with Standard 2.3.

## **Area 3. Curriculum**

**Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.**

**This concerns:**

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

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

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

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

### **3.1.1. General findings**

#### **3.1.1.1. Findings**

France has a common National framework of competences developed in close collaboration with the four French veterinary VEEs, stakeholders, the Ministry in charge of Agriculture and

representatives of the profession. The framework was then validated by the different committees of each VEE and also validated at the national level by the National Council for Higher Education and Agricultural, Agri-Food and Veterinary Research (CNESERAAV).

These competences are described in different laws and decrees, specifically in the Rural Code, articles R812-50 to R812-65 and decrees AGRE2031270A and AGRE2029147A of 3 December 2020.

These laws define the general aspects of the competences and missions of veterinarians, the form of admission to the courses, the general organisation of the curricula, as well as the conditions for preparing and defending the final thesis of the Doctor of Veterinary Medicine (DVM).

Each VEE is responsible for ensuring that, at the end of the course, students have acquired the competences stipulated in the National framework of competences. In addition, each VEE has autonomy over the means of achieving the different objectives, the way in which the teaching units are implemented, their programme, the learning objectives, the number of hours required and their position in the curriculum.

The Oniris Veterinary Curriculum is therefore subject to the same standards as the other French VEEs. Its educational objectives are also in line with the recommendations of the World Organisation for Animal Health (OMSA) and the standards set by the European System for the Evaluation of Veterinary Training (ESEVT), as described in SOP 2023.

According to the laws defined by the Ministry in charge of Agriculture, there are two different routes to veterinary studies (via "Postbac" or via "BCPST" and "BTSA"), with a curriculum of six to eight years of study, respectively.

The difference in access lies in how and where some of the basic sciences are taught, either directly in the first year of study at the VEE or for two to three years in high schools (in about 50 duly accredited schools). Students coming from high schools go straight into the second year of veterinary studies at the VEE. The VEE has no quality control over the teaching and content of basic sciences in high schools.

For students studying basic sciences directly at the VEE, the course lasts six years (for 40 students from 2021 to 2023 or 70 students from 2024). Those taking the basic sciences at high schools will have a seven or eight-year veterinary degree.

The curriculum consists of 30 ECTS credits per academic semester, resulting in a total of 360 credits upon completion of the 12-semester programme.

The core of the curriculum comprises preclinical, paraclinical and clinical teaching between years two and five. During this period, students are required to undertake a compulsory international placement. The fifth year consists of clinical rotations. The sixth year is structured around the completion of a professional project chosen by the student (tracking) and is divided into three phases: a period dedicated to improving skills in the chosen field, a period of courses in the same field or in another field chosen by the student and related to his or her professional project, and the preparation of the final DVM thesis.

In 2019, a change in the curriculum was implemented, with additional changes to be introduced in 2021. The main aim of these changes was to reduce the number of teaching hours and to standardise and improve the distribution of teaching units between semesters. New teaching units (TUs) were created (e.g. Faune Sauvage), existing TUs were modified and the location of some TUs in the curriculum was changed in line with the evolution of the profession.

A competency matrix designed by the Steering Committee was implemented in 2023. Each teaching unit must fulfil a matrix of competences to be taught and assessed.

All subjects listed in Annex 2 of the ESEVT SOP 2023 (Basic Sciences, Clinical Sciences of Companion Animals, Equines, Exotic Pets, Food Production, Animal Production and Herd Management, Health Management, Veterinary Public Health, Food Safety and Quality and Professional Knowledge) are included in the curriculum.

#### **3.1.1.2. Analysis of the findings/Comments**

The curriculum covers all subjects listed in Annex 2 of the ESEVT SOP 2023 and allows for the acquisition of the D1C listed in the same SOP.

The VEE has a strong communication skills component that integrates teamwork skills, dealing with pressure, positive mental attitude and self-confidence, which are worked on from different perspectives throughout the course.

During the visitation, it became clear that some parts of the curriculum (basic and clinical parts) were overloaded in some years (especially the second year).

#### **3.1.1.3. Suggestions for improvement**

A better distribution of theoretical and practical teaching is suggested in order to balance and spread the students' work over the years (with particular emphasis on years 3 and 4).

#### **3.1.1.4. Decision**

The VEE is compliant with Standard 3.1.

### **3.1.2. Basic Sciences**

#### **3.1.2.1. Findings**

Basic sciences account for 44.46% of the curriculum, with a total of 2019 hours. They include both basic subjects (613 hours) and specific veterinary subjects (1406 hours). All the subjects listed in Annex 2 of ESEVT's SOP 2023 and classified as D1C are taught mainly in the first three years of the curriculum. The specific veterinary subjects are taught from the third year onwards.

The first two years of the programme (Years 1 and 2) are mainly devoted to lectures and seminars, comprising approximately 70% of the total teaching hours. Approximately 6% of the teaching time is devoted to laboratory work, while non-clinical animal classes account for approximately 5% of the total teaching hours.

In the first years, few practical classes are taught and with a variable number of students (up to 40 depending on the course).

The teaching of pathological anatomy begins in the third year with the subject "Anatomie, pathologique, cancérologie et pathologie générale" and continues in the fourth year with the special subject "Anatomie pathologie et cancérologie spéciale". These subjects include some practical lessons, but no necropsies, which are carried out in the "Autopsie" subject in the fifth year.

#### **3.1.2.2. Analysis of the findings/Comments**

Basic subjects such as biochemistry, for which little teaching time is allocated, may represent a weakness in the basic education of veterinary students.

#### **3.1.2.3. Suggestions for improvement**

Students have two weeks of necropsy practice ("Autopsie") in the fifth year to maximise their clinical integration skills. However, it is suggested that the learning of anatomical pathology is maximised by having some necropsy practice carried out at the same time as the theoretical classes in earlier years.

#### **3.1.2.4. Decision**

The VEE is compliant with Standard 3.1.2.



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

#### **3.1.3.1. Findings**

Prior to the start of the clinical rotations, students receive teaching on animal handling and restraint of domestic species (second year), propaedeutics and semiology (third year), clinical communication (simulated consultations with professional actors), hospital biosecurity, clinical pathology, pain management, clinical reasoning and clinical rotations (including organisation of the VTH) with visits of VTH facilities (fourth year; 24.5 days in total). There are four weeks of external practical training sessions (e.g. in agriculture, first aid, vet auxiliary and nurses, ...).

Students have access to the “Virtual Vet” clinical skills lab with 180 workstations (divided into propaedeutics and clinical examination, diagnosis and further examinations, care and treatments), each having a pedagogical sheet (learning objectives and self-assessment tools).

Fifth year students start the “clinical year” with intramural clinical rotations (groups of two or four students for 16 weeks in the small animal VTH and groups of four to eight students for four weeks in the equine VTH including one week in wildlife management). They are actively involved in communication with owners (collection of anamnestic data) and perform clinical and complementary examinations under the supervision of clinical staff. They work in small groups (two to nine) on diagnostic hypotheses and patient management strategies, presenting their findings to a senior clinician. They are also actively involved in therapeutic management under the supervision of clinical staff. Students take part in clinical rounds on hospitalised animals presenting cases for which they are responsible (examinations or procedures, animals’ clinical progress, treatments and proposing a plan). Every week, a round is organised for fifth- and sixth-year students and interns in each discipline including an oral presentation (subject chosen by clinicians or students after the agreement of the clinicians) and time for questions at the start of the round.

The students of the fifth year can choose elective practical training (endocrinology, animal experimentation and survey, radiation protection). The fifth-year students, who are in training in extramural clinics (limited to seven to eight clinics), have a contract signed by veterinarians and the VEE, and have a student assessment and feedback by the teachers.

For sixth year students choosing the small animal and equine track, an intra-mural clinical training (26 weeks in small animals/15 weeks in equines) is organised. These students also have an extramural clinical training under the supervision of a veterinary practitioner ( $\geq$  four weeks in small animals/six weeks in equine clinic). The students evaluate the external structure while the veterinarians evaluate the students. Pedagogic training is provided for hospital staff and veterinarians receiving students. Regular reviews between the student, the VEE and the veterinarians are scheduled. There is an agreement and assessment of the student by the veterinarian. Students have a professional activities reference framework (RAC) to monitor the progress of their competences during the year.

#### **3.1.3.2. Analysis of the findings/Comments**

The training in companion animals, horses and exotic animals of the students starts in the second year and is continued over the following years starting with relatively simple items (such as handling) and gradually appropriate lectures and more practical training are introduced.

Start of the rotation in the VTH starts in the fourth year together with periods of external training. There is a clinical skills lab available for the students of the different years.

Further clinical education starts at fifth year students with clinical rotations whereby students are involved in communication with owners and perform examinations under the supervision of staff. There is also the possibility of elective practical training and periods of extramural training.

A tracking system is provided for sixth year students (small animal and equine track) using intra-mural and extramural training supervised by a veterinary practitioner.

The skills lab had excellent models, but it was also not very clear if constant supervision of dedicated staff was present. The clinics of the exotic animals were not very defined and situated, since incorrect placement (in the ruminant clinic) was mentioned in the SER which apparently was not correct. Also, little information on the different weeks of external practical training was present in the SER.

The model whereby students take the anamnesis directly from the small animal owner, followed by an oral presentation to fellow students and a staff member in presence of the owner, was highly appreciated by the visitation team.

### **3.1.3.3. Suggestions for improvement**

Permanent and an 'ad rem' supervision in the skills lab is recommended using dedicated staff members and not only students.

It is suggested to give a clear situation of the role of the clinic for exotic animals, wildlife and emergency and critical care of small animals whereby the interconnection between the different departments is provided (who is doing what, what is the chain of command, when is a referral from one to another department done etc.).

### **3.1.3.4 Decision**

The VEE is compliant with Standard 3.1.3.

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

### **3.1.4.1. Findings**

Students start being taught animal management and handling starting in the second year, and all students have access to self-learning using the stations dedicated to FPA included in the "Virtual Vet" clinical skills lab.

There is a specific teaching unit (UE 081) where fourth year students are dedicated to the preparation of clinical activity, and another dedicated to population health management. Some subjects, like population medicine, are taught as an integrated subject throughout the curriculum. It is during the fifth year that students begin their primary clinical work in FPA, when they start clinical rotations, including ruminants, pigs, poultry and fish.

This phase includes a 15-week semester focused primarily on FPA, with most of the training conducted at the Veterinary Teaching Hospital (VTH). Student group sizes range from nine to 18-20 students. The degree of independence in hands-on practice can vary depending on the complexity of the procedures. While students are supervised by instructors, they are also permitted to work independently on routine procedures or assist sixth year students and interns during large animal surgeries.

The curriculum also incorporates training in Veterinary Public Health (VPH) with one week of externship in the FPA field. This placement, organised in groups of four students, is offered with partner practitioners who work in farms from the area close to the VEE.

In the fifth year, students can also choose two electives from a range of electives related to FPA medicine, such as farms for the future, pigs and poultry and fish, ruminants medicine, herd health and beef farm management.

Finally, in the sixth year, two formats for FPA clinical training are available for students who choose the Clinical Sciences in FPA track: the classic format, which includes four weeks of conferences and presentations on major syndromes, two weeks of clinical practice at the VTH and also, students spend four weeks conducting a problem-breeding audit, followed by two-

three weeks of optional courses, primarily dedicated to small ruminants. The “tutored format” comprises an extended period of 18-21 weeks where students work with a practitioner in an external setting, usually in bovine, having also an academic supervisor from the VEE that supervises their performance, this track gives the students more exposure to real clinical environment and the opportunities to engage with emergencies and a wider range of cases.

#### **3.1.4.2. Analysis of the findings/Comments**

The curriculum places a significant emphasis on bovine medicine, providing students with broad and comprehensive training in this field, which represents the primary area of future employment. Thanks to the collaborative arrangements with the VEE, veterinary practitioners actively participate in the training of students, offering practical insights and hands-on experience. Bovine medicine receives more attention than other farm animal species, but there are compensatory measures in place. While the caseload for small ruminants, pigs, and poultry is relatively low, this is mitigated through farm visits, specialised lectures, and a multispecies approach integrated across several subjects throughout the curriculum, ensuring a well-rounded education.

#### **3.1.4.3. Suggestions for improvement**

Considering that bovine farming is the predominant activity in the area, it is suggested that continuous efforts are made to ensure adequate training in other farm animal species.

#### **3.1.4.4. Decision**

The VEE is compliant with Standard 3.1.4.

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

#### **3.1.5.1. Findings**

Regarding veterinary public health, article R812-50 of the French Rural Code states: “The purpose of higher veterinary education is to enable the acquisition of the competences that are necessary for veterinarians to guarantee public health, by ensuring the safety and quality of food by identifying the risks due to exposure to various animal-related hazards”. Also, one of the macro-competences in the framework is acting for veterinary public health: “The veterinarian is a sentinel and the guarantor of animal health, food safety, and animal production. He/she acts according to the "One Health" principle to manage the associated risks. He/she promotes the principles of scientific risk analysis and carries out his/her missions as a key player in global health. His/her actions also contribute to environmental protection and health safety.”

Veterinary Public Health (including Food Safety and Quality) studies are arranged in different areas with 260 hours according to the following distribution: lectures – 60 hrs, seminars – 58 hrs, supervised self-learning – 44 hrs, laboratory and desk-based work – 14 hrs, non-clinical animal work – 4 hrs, and clinical animal work – 80 hrs.

There are three elective curriculum hours for each student scheduled in Food Safety and Quality. Practical rotation in the food safety area represents one week.

The training in Veterinary Public Health (including Food Safety and Quality) area starts in the second year with classes regarding main sources of contamination, classification and management of animal by-products. In the third year, there are classes regarding zoonoses and contamination of food chains.

The fourth year includes e-learning modules regarding the slaughter process, animal welfare at slaughterhouse, meat inspection procedure, sanitary control plans in the slaughterhouse. Food technology is included in courses about each food product: meat of animals for slaughter,

poultry meat, milk and dairy products, fish and fish products, honey, and other food (plant-based). As well a visit to the technological hall of the food engineering curriculum of the VEE is performed in order to visualise the main process used in food technology. Also, in the fourth year are visits to catering units as base for a HACCP exercise and practical activities regarding the processes for preserving food. Also, students have to work on European food safety regulations by applying them in a practical way to meat inspection and microbiological analysis of foodstuff.

In the fifth year, a visit to a slaughterhouse is organised and an important number of hours of intramural practice on carcasses and offal of cattle, small ruminants, pigs and poultry are scheduled. Controls of food of animal origin quality and safety are described in lectures and in tutorials for milk and dairy products, eggs, honey, fish products and canned products of animal origin. Food microbiology is taught in fifth of the curriculum, with lectures, supplemented by specific practical courses on food analysis which take place in the microbiology practical work room. Food is purchased from food stores (minced meat, poultry meat, shrimp, cheese, plant-based products, etc.) and analysed by students according to EU microbiological criteria. The results of the analyses are presented in the form of an analysis report written by the students. The training can be completed with a one-week internship in a slaughterhouse (optional for students).

#### **3.1.5.2. Analysis of the findings/Comments**

The use of virtual models regarding the slaughterhouses and other aspects of food safety is highly appreciated. Also, a high quality of teaching in this area is given by the impressive number of carcasses and offal, with different lesions, used during practical teaching hours.

#### **3.1.5.3. Suggestions for improvement**

None.

#### **3.1.5.4. Decision**

The VEE is compliant with Standard 3.1.5.

### **3.1.6. Professional Knowledge**

#### **3.1.6.1. Findings**

The National Veterinary Competency framework is broken down into eight “macro-competences” of which four are veterinary-specific and four are transversal. The transversal competences are all related to professional knowledge, and are described as: working in a company, communicating, acting as a scientist and acting responsibly. These are all broken down into capabilities and levels of performance. The current curriculum includes a new specific focus on different aspects of professional competence and soft skills. In table 3.1.2, professional ethics and communication are assigned with a total of 292 hours within basic sciences, while the students also are trained in clinical communication in the fourth year using for example active role-playing situations.

Students are required to complete a logbook documenting the cases being involved with during the fourth, fifth and sixth years of their programme.

#### **3.1.6.2. Analysis of the findings/Comments**

The VEE is commended for their excellent communication training throughout the curriculum. Two logbook formats are available at the moment: a paper version and an electronic version. However, the system is not well organised and the control of monitoring and reviewing by teachers remains unclear.

### **3.1.6.3. Suggestions for improvement**

It is suggested to refine the entire log-book system and install a control checked by the staff for individual cases, and to supplement the logbook with the competences which were encountered in the different cases.

See more details about the logbook system in Standard 8.5.

### **3.1.6.4 Decision**

The VEE is compliant with Standard 3.6.

**Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

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

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

### **3.2.1. Findings**

The first year common to the ENVs is reserved for students entering after the 'postbac' competitive entrance exam (40 students per ENV). It enables students to acquire skills that are in line with the national competency framework for veterinary skills. The first year consists of two semesters (semesters 1 and 2), comprising 10 skills units.

Semesters three to eight are dedicated to the theoretical, practical and supervised training that prepares students for the clinical training provided in the upper years.

In the fifth year, students are fully immersed in clinical activities through a succession of intra- or extra-mural placements. At the end of the fifth year, students are awarded the “Diplôme d'Etudes Fondamentales Vétérinaires” (DEFV), granting authorisation to practise veterinary medicine and surgery under restricted conditions.

The sixth year of veterinary studies is an in-depth year in one of a selection of areas, dedicated to preparing and defending the thesis for the state diploma of veterinary doctor (Doctor of Veterinary Medicine - DMV).

The VEE has specific learning outcomes for each teaching module.

According to Article D6113-18 of the French Labour Code, the new national framework for professional certifications defines the level of qualification associated with each professional certification according to criteria for grading the skills required to carry out professional activities. Article D6113-19 of the Labour Code precisely defines each level of qualification.

The National Register of Professional Certifications (NRPC) provides information on diplomas and professional qualifications.

The new French National Qualifications Framework is based on eight levels of qualification, aligned with the European Qualifications Framework.

(source: Eurydice - France NQF page

<https://eurydice.eacea.ec.europa.eu/national-education-systems/france/national-qualifications-framework>).

The completion of the programme gives the opportunity to be employed as:

(source: <https://www.oniris-nantes.fr/formations/les-formations-veterinaires/formation->



initiale-vetinaire)

1) a professional in the following areas:

- animal health,
- all animal production sectors,
- public health: by controlling the quality and safety of food of animal origin and by controlling animal diseases that can be transmitted to humans (zoonoses),
- animal welfare and protection,
- environmental protection,

2) a researcher at major institutes such as INRA, INSERM and CNRS.

The national veterinary competency framework describes eight macro competences that students must have earned by the end of their studies.

The Steering committee (COPIL) is an internal Council of the VEE, composed of members of the executive committee, heads of teaching departments, representatives of research centres and executives in charge of support functions (communication, professional sector relations, information systems, human resources, finances). To certify that the pedagogical model meets the requirements of the national competency framework - that all skills are taught, that redundancies, if they exist, are complementary, and that the pedagogical progression is consistent -, the steering committee designed a competency matrix. This matrix specifies the specific skills or abilities of the competency framework that are taught or evaluated in each teaching unit.

In terms of internal QA, the syllabus is subject to dialogue with the Head of Education during the assemblies of veterinary teachers, discussed and arbitrated by the CEVE and CE, before being submitted to the CA for a final vote. Moreover, student feedback from teaching assessments can identify possible overlaps, redundancies and omissions in the syllabus, triggering an update, if necessary, each year.

All syllabi are available to enrolled students on the Connect® platform.

Moreover, innovative training methods are reviewed each year, promoting quality interactive classes. Students are in direct and regular contact with teachers, temporary staff on site, as well as with mentors during the Extra-Practical Training sessions, providing them with a progressive professional integration from year 4 onward. (source: SER page 35)

### **3.2.2. Analysis of the findings/Comments**

Specific learning outcomes are available for each teaching module, while an official source of general learning outcomes for the study programme is missing.

### **3.2.3. Suggestions for improvement**

It is suggested that the VEE clearly defines and publishes the expected learning outcomes for the VET study program.

### **3.2.4. Decision**

The VEE is compliant with Standard 3.2.

### **Standard 3.3: Programme learning outcomes must:**

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



**adequate and are effectively achieved.**

### **3.3.1. Findings**

Each Teaching Unit manager, in consultation with the teaching staff in charge of the teaching unit, proposes a sheet setting out, in succession, the hierarchical general learning objectives, the contribution of the teaching unit to the skills in the reference framework, the elements of teaching content associated with their methods, and the methods of assessment in sessions 1 and 2.

DIC are described in a document by the Ministry of Agriculture and Food Sovereignty - Directorate-General for Education and Research, based on the Order of 3 December 2020 on veterinary studies: Order of 6 June 2023 amending the order of 3 December 2020 on veterinary studies.

Teaching guides for the first to fifth year of study contain all the teaching unit sheets/syllabus grouped together. Each sheet explicitly describes the objectives and learning outcomes of individual units of study.

Teaching is assessed every year by the students through questionnaires completed via the digital Connect platform. At the beginning of each academic year, following suggestions from students, course modifications are indicated in the module descriptions.

Decisions relating to the assessment of knowledge/skills are made during CEVE meetings and, when major changes to the curriculum and assessment are decided, they are voted on by the CA.

### **3.3.2. Analysis of the findings/Comments**

DIC are fixed by the French government and are in line with the EAEVE guidelines. A proper way of modifying the teaching guides and course modifications through students' questionnaires is discussed in the relevant commissions.

### **3.3.3. Suggestions for improvement**

None.

### **3.3.4. Decision**

The VEE is compliant with Standard 3.3.4.

**Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:**

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

### **3.4.1. Findings**

The CPVet (= The Veterinary Development Council) is an Official Council of the VEE, made up of the Head of Veterinary Training, the Head of Studies and Student Life, the heads of the relevant training departments, the Head of the Continuing Education Department, the Head of Business Relations and Partnerships department for relations with companies, the Head of International Mobility, representatives of the professions involved in veterinary engineering, representatives of the teaching staff and student representatives.

Among its tasks, the CPVet analyses the training course and makes recommendations for its further development. The first meeting took place at the end of 2021.

These changes may be driven by evaluations by students, interactions between teachers and other members of the profession, and also during meetings organised between the Head of Education and representatives of the veterinary profession.

Developments of the study programme are discussed in teaching units, in the departments, at the Assemblies of Veterinary Teachers, with students in meetings of the CEVE.

The Head of the Studies and Student Life and the Head of Education also have regular exchanges with teachers to adapt certain elements of the teaching units.

#### **3.4.2. Analysis of the findings/Comments**

The VEE has an internal body, the CPVet with the specific task to oversee and manage the curriculum and its delivery.

Moreover, regular discussions involving different bodies within the VEE are present in order to gather useful information and suggestions to adapt the curriculum to new knowledge and new practices.

#### **3.4.3. Suggestions for improvement**

None.

#### **3.4.4. Decision**

The VEE is compliant with Standard 3.4.4.

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

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

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

#### **3.5.1. Findings**

In the fifth students can choose one elective in CA/Equine and must choose two weeks of electives in FPA from a selection of offers. The topics are chosen by teachers. The students have an entire week to prepare. One week in the FPA semester needs to be completed in a partner practice (seven to eight to choose from).

In the sixth year, students follow an intensified intra-mural clinical training (26 weeks in small animals / 15 weeks in equine clinic) and extra-mural ( $\geq$  four weeks in small animals/ six weeks in equine clinic).

For FPA students can choose between two formats: the historic and the tutored. The historic format requires four weeks of conferences and presentations on many items, two weeks dedicated to medicine and surgery, four weeks on reproduction problems (carry on an audit), and two to three weeks dedicated to optional courses (mainly small ruminants). Then there is the last part to prepare the vet thesis. In the tutored format the students spend between 18 and 21 weeks within a partner practice (seven-eight practices to choose from). Furthermore, they are involved in the VTH and in farm visits.

### **3.5.2. Analysis of the findings/Comments**

Evaluation of students for extra-mural clinical experience is done by the veterinarian and a filled logbook (see Standards 3.1.6 and 8.5), assuring an adequate level of training for students.

### **3.5.3. Suggestions for improvement**

To aid in the diversity of clinical practices seen and their performance, the number of partner structures can be expanded.

### **3.5.4. Decision**

The VEE is compliant with Standard 3.5.

**Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.**

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

### **3.6.1. Findings**

All EPT providers have a contract with the VEE. An agreement between the EPT supervisor, the student and the Dean must be signed before the student enters the EPT. This agreement sets out the rules and the responsibilities of each party. Students on external EPT are covered by the VEE's insurance. During the EPT the students are requested to complete an EPT follow-up logbook with the academic advisor, and the EPT supervisor. Feedback is provided both by students and the EPT providers.

### **3.6.2. Analysis of the findings/Comments**

Relevant national Veterinary Practice Standards are met by the EPT providers. Students have to submit an externship application before taking part to be covered by the university's insurance.

See more details in Standard 3.5.

### **3.6.3. Suggestions for improvement**

None.

### **3.6.4. Decision**

The VEE is compliant with Standard 3.6.

**Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their**

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

### **3.7.1. Findings**

Students actively and autonomously search for their EPT places and themes and apply via the “StageVet®” platform, managed by the VEE with the veterinary profession.

There is a system in place for the student to prepare for the EPT in collaboration with his/her referring teacher, who also follows up on the progress and final evaluation of the EPT project. Once the EPT is completed, each student must fill in an assessment form for their EPTs.

The Head of Education is responsible for the supervision of the EPT activities, including their evaluation and eventual exclusion of providers if needed due to registered problems.

For the logbook, see 3.1.6.

### **3.7.2. Analysis of the findings/Comments**

The “StageVet®” platform is one of the means to find an externship. Students can also find suitable placements by researching them themselves.

There is also a database for international externships that students can consult.

A system of QA is in place to monitor all aspects of the EPT activities.

### **3.7.3. Suggestions for improvement**

None.

### **3.7.4. Decision**

The VEE is compliant with Standard 3.7.

## **Area 4. Facilities and equipment**

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

### **4.1.1. Findings**

The VEE’s real estate policy is guided by:

- Units (services, teaching departments, research laboratories, platforms) for their needs
- The Executive Committee for strategy and negotiation with funding bodies (French government, local authorities, European Union, etc.)
- The Administration Board (CA) for major orientations (multi-year strategy and master plans)
- The Property and Logistics Department (drawing up real estate planning documents)

Regular discussions and information sessions are held with students and staff.

The VEE prioritises the maintenance, enhancement, and acquisition of facilities and equipment

to ensure the highest standards of education and research.

- Regular maintenance: including routine inspections, repairs and upgrades
- Continuous improvement: input from stakeholders (faculty, staff and students)
- Strategic investments: prioritise critical infrastructure projects and technological advancements (new equipment, facility expansions or renovations); the last Real Estate plan by the VEE was formulated in 2021
- Sustainability and efficiency: optimise energy efficiency, reduce environmental impact, promote long-term sustainability

Over the period 2021-2027, the veterinary campus has an investment plan (modernisation, upgrading and rehabilitation of facilities and equipment). Two real estate master plans (for teaching and the veterinary teaching hospital) have been drawn up.

Funding comes from the French Ministry of Agriculture, the “Contrat de plan Etat-Région” (French government, Pays de la Loire region and Nantes Métropole), the “Projet d'Investissements d'Avenir” program (French government) and the VEE's own funds.

Several projects have to be developed or launched during the years 2021 to 2027 to raise the level of equipment for staff and students, and to improve the quality of service (particularly in biosecurity and animal welfare).

All physical facilities adhere to relevant legislation, regulations, and industry standards to uphold the safety, health, and welfare of students, faculty, staff, and animals. The VEE strives to improve physical accessibility including wheelchair ramps, elevators, accessible parking spaces, and restrooms for individuals with mobility impairments.

The VEE has two full-time persons for Occupational Health and Safety. Prevention actions (fire/safety drills), care, teaching, and research activities (assessment of chemical, biological, and physical risks, etc.) and the disposal of hazardous waste are discussed in the health, safety and working conditions committee (CSA).

#### **4.1.2. Analysis of the findings/Comments**

The investment plan of the VEE had some delay, i.e. the new isolation facilities for large animals and changing rooms for students. However, the increase in caseload of small animals induces severe logistic problems in for example the wildlife department and emergency/intensive care in small animals where the necessary place to cover the increase in caseload is missing. Together with the increase in the caseload of small animals, there is also an increase in students; there is also little financial compensation for these increases in the small animal departments.

The answers to the question about the exact guidelines for access to the VTH for pregnant staff members and students in view of volatile agents used for anaesthesia were not very clear. According to French legislation, individual XR dosimeters are not mandatory for students except for specific situations which was an unusual finding for the Visitation team.

Although animal welfare is highly respected in the VEE, whereby an ethical commission assures all aspects of working with research animals, no students are members of the ethical commission.

There is a healthy attitude toward Occupational Health and Safety. However, some aspects are hardly addressed. The VTH has only one incomplete human emergency kit situated in the central pharmacy which is only available during normal working hours. Protective shoes and booths with a steel cap are only mandatory for staff dealing with large animals and not for students.

There is a good policy for biosecurity in the VEE. However, the visiting team had access to several places during the guided tour of the VTH without respecting the rules of biosecurity. Additionally, the clothing of students needed in the large animal departments and the necropsy room need to be cleaned/washed by the students themselves outside the faculty.

#### **4.1.3. Suggestions for improvement**

It is suggested to have priority for departments with an increased caseload whereby the increase in students is also of great importance. Financial support, extra personnel and if indicated extra buildings need to be high on the priority list of the VEE for these departments.

It is suggested to revise the guidelines regarding access of pregnant staff members and students to the VTH in view of volatile agents used for anaesthesia and XR, aiming at forbidding access and offering alternatives. This also accounts for the necropsy rooms and other possible environments with formaldehyde vapours.

It is suggested to add student representatives in the ethical commission to ensure good communication between all actors regarding animal welfare and animals used for research purposes.

Human emergency kits have to be present at all times in all different departments/subunits; these must be updated and checked on a regular basis. It is suggested to consider if protective shoes and booths with a steel cap should be mandatory for all people including students working with large animals inside and outside the VTH.

Biosecurity has to be respected by everybody, even during guided tours of external visiting teams. It is suggested to provide students with clothing needed in the large animal departments and the necropsy rooms, or at least provide facilities for cleaning on campus.

#### **4.1.4. Decision**

The VEE is compliant with Standard 4.1.

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

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

#### **4.2.1. Findings**

The VEE has two sites:

*Géraudière site:*

This site is primarily dedicated to food science studies, encompassing programs (e.g. Feed, Inhabit, Consume) and professional licences. The site is situated in the northern region of Nantes with 21 classrooms and five lecture halls and is about 11 hectares.

*Chantrerie site:*

This site is the VEE hub for veterinary education, located in the northeast of Nantes; the distance between Nantes city centre and the VEE is +/- 10 km with a well-organised transport network; this site is about 27 hectares.

*Buildings:*

Educational Buildings:

- o Lecture halls (five) and classrooms (22) (audio-visual technology).

Clinical Facilities:

- VTH (2,200 m<sup>2</sup> indoor) with departments for small animals, equine, and farm animals plus wildlife centre, anatomy-autopsy rooms
- Diagnostic imaging centre (MRI, CT, ultrasound, XR)
- Surgery suites



- “VirtualVet” Clinical Skills Lab
- Laboratories for anatomy, pathology, microbiology, clinical pathology

Research centres:

- Biomedical research laboratory.
- Animal health research centre: infectious diseases and VPH

Administrative building, library and learning resources centre:

- Administration (dean’s office, HR, finances, communication ...)
- Library
- Facilities for students/staff: study spaces, computer labs, access to online databases.

Student facilities:

- Cafeteria, dining halls
- Recreational facilities (sports fields, student lounges).
- Locker rooms for students

#### **4.2.2. Analysis of the findings/Comments**

The small animal emergency and critical care is a separate unit of the small animal VTH (also physical). This can have practical consequences when animals have to move from one building to another for emergency procedures.

With almost over 900 students, the working places for the students (library and meeting rooms) are not enough to fulfil the needs of the students, especially in periods before exams where they want to study in groups, or they want to prepare items between lectures.

#### **4.2.3. Suggestions for improvement**

The VEE must have a clear view of the role of the emergency and critical care of small animals providing essential support (staff, finances, buildings).

The VEE should provide extra spaces or allow the use of existing space for students during specific periods.

#### **4.2.4. Decision**

The VEE is partially compliant with Standard 4.2 due to insufficient study facilities according to the number of students.

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

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

#### **4.3.1. Findings**

*Livestock facilities, animal housing, clinical teaching facilities:*

All clinics (equine, cattle and small ruminants and exotic animals, domestic carnivores, wildlife life centre) have different stables/cages while the majority of the different departments have various rooms (pre-consultation, consultation, treatment, surgery, autopsy) plus specific areas (paddocks, pharmacy, labs, etc.).

*Equipment for teaching purposes:*

All departments have a broad range of equipment. Some services like anaesthesia, autopsy and

imaging are centralised for different animal species.

#### **4.3.2 Analysis of the findings/Comments**

The temporary isolation units for large animals are acceptable, but care has to be taken to respect all aspects of biosecurity. However, new facilities are presently under construction.

The Visitation Team was impressed by the state of art (rooms, equipment etc.) of the different clinics in the VTH including the caseload of especially the small animal departments. Wildlife has also a good caseload.

Due to the increase in case load and number of students, problems arose in the functioning of the small animal departments including the emergency and critical care unit.

#### **4.3.3. Suggestions for improvement**

Biosecurity remains of major importance in all places of the VTH. It is emphasised that priority to understaffed departments due to the increase in caseload and number of students must be respected (see also above).

#### **4.3.4. Decision**

The VEE is compliant with Standard 4.3.

**Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.**

**For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.**

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

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

#### **4.4.1. Findings**

There is an organised emergency service in the equine and domestic carnivore departments whereby several interns are on duty. Additional specialised personnel are mostly on call.

Apparently, there is no emergency in the exotic department and the large and small animal services (anaesthesia, labs, imaging). The livestock department has signed agreements with farmers and their veterinarians, but it was not clear from the SER if this included an emergency service (see 4.7).

The education of the students is focused on research- and evidence-based research supervised by teaching staff whereby clinical research is done (appendix 1.5).

The VEE has state-of-the-art standards of teaching clinics comparable with the available clinics in the private sector. However, problems can arise from the private cooperatives which have a financial business plan competing with all VEEs around the world for staff and patients.

The VEE meets the national Veterinary Practice standards (appendix 3.1).

#### **4.4.2. Analysis of the findings/Comments**

The livestock department has a distributed model for their clinic whereby a close collaboration

with farmers and local vets is present. The visit of one farm by several members of the Visitation Team was very positive whereby even the biosecurity aspect in this external place was highly respected.

The equine department has a functional emergency service with specialised personnel coming on site if required. In other departments, the specialised personnel are on call but it was not clear for the visitation if these staff members effectively have an active physical role on site in cases of emergency since small animal patients were often directed to the emergency and critical care unit.

The visitation team was also informed that all clinics of VTH were closed in August.

#### **4.4.3. Suggestions for improvement**

Emergency cannot depend only on students, interns and specialised people “on call”. If needed, these people “on call” have to take part in this service by physical attendance.

Closing the clinics in the summer holidays can cause problems afterwards during reopening because some clients will go to external facilities during, but also after, the closing of the VEE clinics.

#### **4.4.4. Decision**

The VEE is compliant with Standard 4.4.

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

#### **4.5.1. Findings**

Students of different years have access to a broad range of diagnostic and therapeutic facilities such as the clinical skills laboratory and the different sections of the clinical departments (diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities). The soft skills training of the students is assured by extensive communication skills training, including role-play using hired actors (see also 3.1.6).

#### **4.5.2. Analysis of the findings/Comments**

The visiting team praises the method of communication, not only during daily activities of the students in the clinics but also by using a high-level communication system including hired actors, specific rooms connected with cameras and other technical tools.

The skills lab had a high standard whereby excellent models (commercial models but also self-developed models) were used.

#### **4.5.3. Suggestions for improvement**

None.

#### **4.5.4. Decision**

The VEE is compliant with Standard 4.5

**Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.**

#### **4.6.1. Findings**

Isolation facilities are present in the equine (new facilities under construction), cattle and domestic carnivores (restored in 2024) clinics, but not for exotic animals. The wildlife centre has two separate areas where dedicated rooms are used for high-risk patients (including infection with avian influenza).

#### **4.6.2. Analysis of the findings/Comments**

Temporary facilities for the isolation of large animals are present (new facilities under construction). Other clinical departments have appropriate isolation facilities for their patients.

#### **4.6.3. Suggestions for improvement**

It suggested to emphasize respecting all aspects of biosecurity by all people working/entering the VTH (see also comment 4.1.3).

#### **4.6.4. Decision**

The VEE is compliant with Standard 4.6.

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

#### **4.7.1. Findings**

The VEE has no own ambulatory clinic for ruminants but has agreements with nearby farmers and their veterinarians for reproduction monitoring (udder health and milk quality, parasitology, herd health management and beef farming), under the supervision of a research teacher, a senior clinician or hospital assistant. The same kind of collaboration with practitioners has been installed for pigs, poultry and aquaculture visits (supervised by the teaching staff of VEE).

An "outsourced clinic" has been developed for individual cases, where the students spend a whole week, in groups of four or five, with partner veterinarians under contract with the VEE. The students note down the cases and make case presentations.

During visits, students wear special uniforms (destroyed or washed and disinfected). For cattle farms, students wear pre-washed and disinfected boots and clean blouses.

#### **4.7.2. Analysis of the findings/Comments**

The ruminant department has a distributed model for their ambulatory clinic (see above). The equine department combines intramural practice with sending students to local equine practitioners.

Students are introduced to the herd health of pigs, fish and poultry by visits to specific farms and slaughterhouses where local practitioners are partners of the VEE.

#### **4.7.3. Suggestions for improvement**

The VEE has to ensure that all students can take part in emergencies of all large animal species because a tracking system has been installed in the final year while students have contact with other species during a short period in the fifth year. Adapted clothing and protective shoes (with steel caps) are required for all people including students inside and outside the VTH. The maintenance of the clothing and protective shoes must be done inside the VTH and not by the students at their own place.

#### **4.7.4. Decision**

The VEE is compliant with Standard 4.7.

**Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.**

#### **4.8.1. Findings**

The transport of students to extramural visits is assured by light vehicles (four to five persons plus material) and cars. These vehicles are managed centrally in the VEE and driven by a hospital assistant, teacher or student with special authorization. In exceptional circumstances, students can use their own cars (fees supported by the departments).

The transport of live animals concerns mainly patients of the ruminant hospital. The driver holds a certificate of proficiency for the transport of live animals (CAPTAV) and the vehicle is inspected for technical approval by the Departmental Department of Public Security (DDSP). Animals By Products (ABP) from FPA farms, equine facilities or slaughterhouses are transported to the VEE by two dedicated trucks. They are designed specifically in compliance with the regulations on the transport of SPAs and are in accordance with biosecurity rules (waterproof skip, cover, allowing cleaning and disinfection operations). These vehicles are covered by an official certificate, driven by trained drivers and stored in the building reserved for ABP handling. All ABP (category 1 and according to ABP European regulation) are removed from the VEE by an external specialised company and eliminated by incineration.

#### **4.8.2. Analysis of the findings/Comments**

Transport of students, live animals and material from animal origin are according to the requirements of the national authorities and the EAEVE.

#### **4.8.3. Suggestions for improvement**

None.

#### **4.8.4. Decision**

The VEE is compliant with Standard 4.8.

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

**monitoring of the feedback from students, staff and clients.**

#### **4.9.1. Findings**

Biosecurity is included in the curriculum of all students. A lecture on biosecurity rules in all parts of the VEE is given during the welcome week. During the second year, biosecurity teaching is included in different parts of the curriculum (Microbiology, General Parasitology and Biosecurity teaching unit; two hours of lecture and four hours of tutorials). A reminder is provided for the fifth-year students before their clinical teaching in the VTH. Several e-learning courses are available to students on the educational platform. Some workshops offered in the Clinical Skills Lab are devoted to biosecurity.

Training is available for staff and new personnel of the VTH (highly recommended but 'in spe' not mandatory).

All the procedures are available in the regularly revised biosafety manual accessible on the educational website.

The VEE's Biosafety Committee (at least four meetings a year) updates the biosafety guide, monitors the biosafety rules and safety level indicators, sets up a training program for students and staff and develops an action plan in a crisis situation. Unannounced audits are done in all services of the VTH.

#### **4.9.2. Analysis of the findings/Comments**

The aspect of biosecurity has been addressed in Standard 4.1.

#### **4.9.3. Suggestions for improvement**

See Standard 4.1.

#### **4.9.4. Decision**

The VEE is compliant with Standard 4.9.

### **Area 5. Animal resources and teaching material of animal origin**

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

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

#### **5.1.1. Findings**

Animal use at the VEE is conducted in full compliance with European regulations (Directive 2010/63/EU), as incorporated into French law (Decree 2013/118). To minimise the use of animals in clinical training, particularly for surgical skill development, simulators and virtual learning tools are employed.

For clinical research, including final thesis projects, ethical approval must be obtained from an appropriate committee, and students receive training to apply their research protocols as part of their education.

The VEE ensures a sufficient supply and variety of healthy animals and organs for practical training in basic sciences, such as anatomy and propaedeutics. Carcasses and organs from all domestic species are sourced from slaughterhouses and used for teaching purposes in food safety and anatomy. Cadavers from companion animals, exotics, wildlife, and horses are provided by the VTH. Special arrangements with bovine practices in the area ensure an



adequate supply of ruminant cadavers for teaching.

To increase the number of animals available for non-invasive procedures, students are encouraged to bring their own pets, with 12 dogs currently registered. These dogs are involved in practical courses covering animal handling, physiology, and propaedeutics.

Clinical training in companion animals, horses, and exotic pets is primarily based on real cases at the VTH, which functions both as a general practice and a referral hospital. This provides students with access to a large number of cases across various specialities. The number of cases has increased over the years, with the indicators being significantly higher than average. The VTH also offers students the opportunity to develop a thorough understanding of preventive medicine at the individual animal level, including interactions with owners under the supervision of residents and interns. Students can follow up on cases through access to data stored on the Sirius platform. The number of referral cases has increased in specialised clinics, such as critical care.

For FPA, most clinical cases are accessible to students through farm audits and externships, as the VEE does not operate its own on-site practice. The VEE has established partnerships with practitioners who provide clinical cases, which are managed and supervised by academic staff, with involvement from fifth- and sixth-year students. The majority of these cases are hospitalised at the VTH and used for educational purposes.

#### **5.1.2. Analysis of the findings/Comments**

The indicators for animal resources are positive, with a notably high number of animals available for companion animal training. Small ruminants are also present at the VTH for preclinical training, with additional farm visits incorporated into the fifth-year rotations. However, the majority of cases in FPA clinical training are concentrated on bovine medicine. The Virtual Vet Lab is equipped with over 180 stations, providing training in areas such as endoscopy, dentistry, imaging, reproduction, and internal medicine. Additionally, teaching staff in physiology and reproduction have developed models to further support student training in these disciplines.

#### **5.1.3. Suggestions for improvement**

None.

#### **5.1.4. Decision**

The VEE is compliant with Standard 5.1.

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

#### **5.2.1. Findings**

Systematic farm visits are organised for students from the first to fifth year, with groups of eight-10 students visiting farms specialising in cattle, pigs, poultry, and aquaculture.

For ruminant medicine, cases are managed either at an outsourced clinic or, in the case of reproductive medicine, at a partner farm. These activities are primarily focused on fifth-year students during their clinical rotation in herd health management. The number of cases handled can vary depending on the availability of transportation and hospitalisation space at the VTH. Additionally, farm visits are arranged for fifth- and sixth-year students to teach population medicine in cattle production and other species as part of the EPT. For small ruminants, the number of these visits is lower compared to bovine, with no visits scheduled before the sixth year. There is no extramural training for companion animals, with all training based on cases

at the VTH.

A visit to a ruminant slaughterhouse is included in the one-week rotation of Veterinary Public Health (VPH) in the fifth year, supervised by academic staff.

#### **5.2.2. Analysis of the findings/Comments**

Currently, visits to pig and poultry slaughterhouses are not available on-site for students. To compensate for this, the program incorporates educational videos and virtual slaughterhouse presentations. However, further practical exposure to these species, including live case management and more frequent visits, would enhance the breadth of the students' clinical training.

#### **5.2.3. Suggestions for improvement**

While the curriculum provides extensive practical training in bovine medicine, it is suggested that additional efforts should be made to ensure sufficient hands-on experience in other species, such as small ruminants, pigs and poultry.

#### **5.2.4. Decision**

The VEE is compliant with Standard 5.2.

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

#### **5.3.1. Findings**

Clinical training at the VTH begins in the fourth year, where students participate in clinical rotations across various companion animal services, including internal medicine, pharmacy, dermatology, hospitalisation, preventive medicine, surgery, emergency and critical care, and imaging. Before accessing these facilities, students are trained in the specific biosecurity measures required for each service and are expected to consistently apply these procedures.

Students also engage with pet owners in the VTH during first-opinion cases, and with farmers during population medicine rotations, allowing them to get valuable experience in client communication and case management.

Prior to starting clinical training, students must complete self-learning exercises in the Virtual Vet clinical skills lab. In this environment, students are able to perform several procedures, such as blood sampling, injections (IM, IV, SC), bandaging, and catheterization. In the VTH, they also assist with complementary examinations, including endoscopy, ultrasound, and X-rays, alongside interns and residents. Additionally, students from the second, third, and fourth years are on call during evenings and weekends, working alongside fifth- and sixth-year students and interns to provide support.

Furthermore, they participate in a poison call centre, where they practise public communication skills and learn toxicology in real case-based scenarios, further enhancing their practical and professional development.

#### **5.3.2. Analysis of the findings/Comments**

Students at the VTH receive comprehensive training in nursing skills, beginning in their fourth year through clinical rotations in various companion animal services. They are well-prepared with biosecurity training and self-learning modules in the Virtual Vet clinical skills lab. By their fifth year, students can perform essential nursing procedures. They work more independently in their sixth year. Additionally, students gain experience in client

communication through first-opinion cases and participation in a poison call centre, which is a unique asset of this VEE that impressed the Visitation Team.

#### **5.3.3. Suggestions for improvement**

None.

#### **5.3.4. Decision**

The VEE is compliant with Standard 5.3.

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

#### **5.4.1. Findings**

Sirius® is the software system used across all four National Veterinary Schools for managing data related to small animals, equines, exotic pets, wildlife, and ruminants. Originally adopted in 2001, it underwent a complete rewrite in 2023 to update its capabilities. Since 2020, the system has integrated all clinic information for ruminant internal medicine. Sirius® allows for the retrieval of demographic data, case management, and administrative information, including billing and laboratory results. It also supports retrospective studies and is frequently used by students, under the supervision of teaching staff, for their final thesis projects.

In addition, the VEE uses other industry-standard software commonly employed by farmers and practitioners for cattle reproduction data, such as VETIMPRESS, VEONITIS, VETLEVAGE, MILKUP, and E-COWNECT. This exposure familiarises students with the tools they will encounter in the field.

#### **5.4.2. Analysis of the findings/Comments**

The record system is an excellent tool for students to track and follow up on cases, providing valuable practical experience. It also serves as a useful resource for teaching in various units, including internal medicine, epidemiology, and population medicine, enhancing the integration of real-world data into their learning. Due to limited internet access in certain facilities, the functionality of the record system may be restricted.

#### **5.4.3. Suggestions for improvement**

Continuous and reliable IT support is essential to ensure the record system is widely used by students and utilised to its full potential.

#### **5.4.4. Decision**

The VEE is compliant with Standard 5.4.

### **Area 6. Learning resources**

**Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means,**

**must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.**

#### **6.1.1. Findings**

Teaching and research opportunities are provided through both face-to-face and virtual learning.

The SUNIP is dedicated to supporting educational change and is made up of three sections, comprising an e-learning Platform, Educational Innovation and audiovisual sections.

The curriculum includes English courses to aid in understanding resources, building up a CV and Cover Letter.

There is also a focus on innovative teaching methods, including a clinical skills laboratory, Virtual Vet focusing on procedural simulations, Virtual Critical Care and Clinical Communication.

The teaching language is French. This also accounts for eventual ERASMUS students, who thus have to understand and speak French.

#### **6.1.2. Analysis of the findings/Comments**

There are excellent artificial models in different departments, including 3D models used in anatomy, a rabbit involved in physiology teaching, and emergency models to train students before working on live animals.

Communication training is very well implemented in the curriculum, including the use of professional actors giving students the possibility to practise and improve their skills with feedback (see also 3.1.6).

#### **6.1.3. Suggestions for improvement**

It is suggested that the VEE considers how to best implement the English language in the curriculum to ensure students are comfortable reading peer-reviewed papers, as well as discussing every-day veterinary cases.

#### **6.1.4. Decision**

The VEE is compliant with Standard 6.1.

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

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

#### **6.2.1. Findings**

The library offers a total of 195 seats and three librarians are part of the team with multiple areas in the library for different purposes. The VEE library is available during working hours and days. Otherwise, students can use the Nantes university library. However, this is 7.2 km from the VEE campus and not readily available and used by the students.

IT problems were encountered by a cyberattack in August 2023 including no mail

communication until November 2023 and no electronic management of the VEE and VTH. This attack had a “paralysing” effect on the VEE. In the aftermath of the attack, there was a severe reduction in staff members responsible for IT. According to the SER, remediation should be completed in the near future, however, this was not accomplished at the time of the Visitation. Additionally, a recent damage to the IT system had occurred due to a cut cable during construction work, yet not repaired. Consequently, the Wi-Fi system was at the Visitation only partially available for academic and staff members, interns, residents and PhDs and students.

#### **6.2.2. Analysis of the findings/Comments**

The malfunctioning of the IT /Wi-Fi system was brought to the attention of the Team during several interviews with a clear demand and urgent need for improvement. This situation induces a serious problem for all people in performing their daily work or obligations since access to the internet is almost impossible within the VEE. Available options, including the few computers in the library and other rooms, are not sufficient to solve the problem, especially for the students. All people of the VEE are getting frustrated so personal items (i.e., 3, 4 or 5 G from their personal device) have to be used inducing a series of negative consequences.

#### **6.2.3. Suggestions for improvement**

Improved study areas should be provided, taking into consideration the number of students in comparison to the seats available in the library. Electrical power supply must be improved to ensure students can study, access resources, and participate in theoretical and practical training. Wireless connection in VEE's core facilities must be restored for students and staff to readily access electronic information, the previously mentioned resources and other systems when on campus.

#### **6.2.4. Decision**

The VEE is not compliant with Standard 6.2 because of inadequate access to Wi-Fi and insufficient IT support for scientific and support staff, interns, undergraduate and postgraduate students.

**Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.**

#### **6.3.1. Findings**

All the books, journals and special issues, congresses, digital books, articles, theses and doctoral dissertations in the Veterinary Documentation Centre and its ancillary libraries are referenced in the document management software which is available to the community via the online Veterinary Catalogue. More than 528 e-books have been acquired on a permanent basis and are available for reading and downloading on site and remotely. The Documentation Centre provides the entire community with access to the most important professional veterinary journals in paper form and electronic journals.

The VEE has a strong focus on “never the first time on a live animal”, and has several digital simulation tools in use, intended for all students as well as interns and residents. The Virtual Vet is dedicated to medical and surgical procedures, while Virtual Critical Care is dedicated to resuscitation through high-fidelity simulation. As described in 3.1.6, clinical communication training dedicated to communication with owners is in active use. The S2Vi is a digital

educational website for slaughterhouse training. Innovative 3D models are used in anatomy teaching.

### **6.3.2. Analysis of the findings/Comments**

The VEE is innovative in their approach to utilising digital tools and models in training and to prepare the students for learning clinical and other skills on live animals and in real-life situations. There are mechanisms in place to evaluate the innovative learning resources of students.

### **6.3.3. Suggestions for improvement**

None.

### **6.3.4. Decision**

The VEE is compliant with Standard 6.3.

## **Area 7. Student admission, progression and welfare**

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

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

**Formal cooperation with other VEEs must also be clearly advertised.**

### **7.1.1. Findings**

Student “life cycle” is described in the “Règlement des études Formation initiale vétérinaire”. Such regulations, together with other relevant information, are present in the “Connect” platform (<https://connect.oniris-nantes.fr/>), that is not public (requires registration).

Moreover, the different admission routes are explained on the website, while the year-by-year student guides go into detail about the programme and the educational opportunities offered, with “fact sheets” for individual teachings.

Students admitted to the VEE receive (sent electronically) all the information necessary for registration (online procedure). Students also receive the Welcome Guide for Veterinary Students, which prepares them for important aspects of campus life and provides a thorough description of the course of studies.

For each teaching unit, the learning objectives and the means of evaluation are presented in the associated syllabus available on the Connect platform.

International students, in addition, have regular exchanges with the coordinator in charge of international student mobility in order to prepare their learning agreement.

The cooperation of the four VEEs is advertised. References are present in various documents and on the website. They have websites in common (for example for lifelong learning, linked on the Oniris website).

There is a common portal for the ENVs’ veterinary library (<http://scbev.vetagro-sup.fr/>).

According to lifelong learning, the VEE states that students are regularly informed of post-graduate training and lifelong learning opportunities provided by the VEE itself. A lifelong learning office is present in order to help in the logistical organisation of courses, according to lifelong learning needs. Moreover, a website of the ENVF (<https://formations.envf.org/>) is dedicated to lifelong learning and proposes a catalogue of courses that involve the Oniris VEE, also. The main targets are veterinary practitioners, industry executives or researchers.



### **7.1.2. Analysis of the findings/Comments**

All the regulations and information regarding the student “life cycle” are present in relevant documents that are made available to all internal stakeholders in the “Connect” platform.

The national system of admission is very complex, with different pathways that are defined by law. During the visitation, all interviewed stakeholders were perfectly aware of the details of each pathway.

### **7.1.3. Suggestions for improvement**

It is suggested to include more information on the website and make them easily accessible. As an example, include career opportunities, job placement rates, feedback from graduate students (Alumni), financial aid and scholarship opportunities.

### **7.1.4. Decision**

The VEE is compliant with Standard 7.1.

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

### **7.2.1. Findings**

Each year, the Ministry in charge of Agriculture determines the number of students that can be accepted in each VEE via each selection pathway, after agreement with the Deans.

The following admission routes are common to all four national veterinary schools:

- Post-bac competition: 280 students/year for the four ENVs in total (the number of students admitted to the four has increased by 35% since 2012). This route
- Competition CPGE BCPST or TB: 280 students/year for the four ENVs in total.
- Bachelor's degree competition: 52 students/year for the four ENVs in total
- BTSA and BTS competition: 52 students/year for the four ENVs in total
- BUT competition: 52 students/year for the four ENVs in total
- BAC +5 competition: 4 students/year for the four ENVs in total

A student cannot apply more than twice, regardless of the admission pathway.

The winners of the various competitive entrance exams will then choose the school where they wish to follow their training according to their ranking.

Approximately 92% of students graduate according to the study programme, and 7% graduate one year later.

Moreover, approximately 15 international undergraduate students (approximately 10% of the yearly freshman enrolled students) train at the VEE every year. This is due to an exchange program where students must be enrolled in and nominated by a partner university from Europe or other continents. These students must speak French to follow the teaching.

In 2018, the Ministry in charge of Agriculture requested that each French VEE progressively increase the number of students to 180 admitted in Y2 by 2024.

Please refer to Area 2 for details about VEE's resources.

### **7.2.2. Analysis of the findings/Comments**

The number of students in the VEE is increasing each year, due to governmental strategy to deal with the increasing demand for trained professional profiles and taking into account that, as emerged from the interviews, a substantial proportion of practitioners operating in France were trained abroad.

Currently, the number of students admitted is consistent with the resources available at the VEE, as also indirectly demonstrated by the values of the drop-out rate and % of students that graduate in perfect timing.

Please refer to Area 2 for details about available resources.

Annex 6.1 “Bilan 2023” contains the budget only for the Documentation Centre.

### **7.2.3. Suggestions for improvement**

It is suggested that the VEE continues to raise awareness and very clearly communicates that spaces are limited, and the VEE seems to be near the maximum number of students to be managed assuring quality standards.

### **7.2.4. Decision**

The VEE is compliant with Standard 7.2.

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

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

### **7.3.1. Findings**

Selection criteria are published each year by ministerial decree and admission routes are clearly described in the VEE’s website.

There are seven different national admission routes that comprise examinations and are organised by the Ministry in charge of Agriculture for the four ENVs. For all the paths, national juries include academics from the various VEEs. Moreover, feedback meetings on admissions results are organised at the national level. As mentioned in 7.1.2, the national system of admission is very complex. However, during the visitation, all interviewed stakeholders including students were perfectly aware of the details of each pathway.

According to progression criteria, a document explaining all the conditions that must be met to progress from one year to the next is presented to students of all classes. These requirements are also presented to first-year and second-year students on the first day of the school year.

The Education and Student Life Department provides guidance on the most efficient progression based on regulations and student performance. In order to graduate, students must comply with all national regulations.

### **7.3.2. Analysis of the findings/Comments**

The selection and progression criteria are defined by French law and by the relevant internal regulation of the VEE. As for the progression criteria defined by the VEE, those are reviewed by the competent internal bodies on a regular basis.

### **7.3.3. Suggestions for improvement**

None.

### **7.3.4. Decision**

The VEE is compliant with Standard 7.3.

**Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.**

#### **7.4.1. Findings**

Students who are ill or disabled and who passed the competitive entrance exams do not face any restrictions in the admission phase. After registration, a medical opinion is sought if specific learning conditions are required, and then the course is adapted accordingly (teaching contract, adaptation of assessment tests).

Once admitted to the VEE, students with any disability identify themselves with the DSVE so that accommodations can be made. Changes to the curriculum must be authorised by the Dean, who is advised on this by the CE on a case-by-case basis.

Cases of illness are considered in the same way as disabilities, with all due medical discretion. The curriculum is adapted according to the recommendations of the Head of Education and the Head of Studies and Student Life, after consultation with the Teachers' Assembly (CE).

#### **7.4.2. Analysis of the findings/Comments**

Accommodations of the study programme are allowed, based on written medical recommendations. When necessary, the accommodation involves adaptations to examination sessions and/or the student's detailed study programme agenda.

#### **7.4.3. Suggestions for improvement**

None.

#### **7.4.4. Decision**

The VEE is compliant with Standard 7.4.

**Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.**

**The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.**

#### **7.5.1. Findings**

The VEE's study regulations, available to students on the intranet, describe in detail the mechanisms for progression.

A validation commission (composed of the Head of Education, the Head of the Veterinary Training department, the heads of the teaching units of the semester, two student representatives) meets at the end of each semester in accordance with the academic calendar for each year of study.

After the validation commission and after the CE has finalised the grades for the academic year, if a student does not have an average of at least 10 out of 20 for a given teaching unit, no credit is received for that unit. These units may be repeated in an end-of-summer remediation session, called "catch-up/second session". At the end of this second session, for students who

do not meet all the conditions for promotion, the validation commission gives recommendations for the drafting of the educational contract for repeating the year. The student, together with his/her academic advisor, draws up a remediation teaching contract that is revised every semester for the year. This signed contract lists all the teaching units that must be taken as part of the remediation and those that are part of the pedagogical progression.

The delivery of the Diploma of Fundamental Veterinary Studies - DEFV is conditional, at the end of the fifth year, on the validation of all the teaching units and the 14 weeks of compulsory professional role-playing. This diploma is necessary for the student to enrol in the advanced year (year 6).

The VEE monitors attrition providing statistics on the number of students failing per teaching unit or having to retake a year.

National law does not modify admission selection criteria. However, the deans of the four ENVs may propose changes during their meetings with the DGER.

Moreover, the academic advisor during the academic year alerts the Head of Education regarding any difficulties encountered by one of their students.

International students meet with the Head of Education for confirmation of the learning agreement for the upcoming semester.

Moreover, at the beginning of the academic year, a welcome meeting is held for all international students, sponsoring students, academic advisors and International Office members.

#### **7.5.2. Analysis of the findings/Comments**

Students are well aware of the decisions on progression mechanisms. The validation commission makes proposals on the admission of students to the next year, proposes to the CE the list of students to be awarded degrees and discusses individually any case of struggling students.

The activity of the validation commission and the provision of a remediation teaching contract assures that the VEE has a mechanism to identify and provide remediation and appropriate support to students.

#### **7.5.3. Suggestions for improvement**

None.

#### **7.5.4. Decision**

The VEE is compliant with Standard 7.5.

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

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

#### **7.6.1. Findings**

The exclusion of a student is announced by the Dean after deliberation of the CE. The referent teacher and the students' representatives are in charge of providing any relevant information that has to be taken into account before the decision.

After the CE has finalised the grades for the academic year, students can consult their individual results.

As per French regulations (art. D. 812-64, Order N° 2020-1520 of 3 December 2020 on

veterinary studies), each year of study can only be repeated once (unless specifically permitted by the CE, for example for medical reasons). If a student repeats a year and fails to successfully complete 12 ECTS credits, including a maximum of eight during a semester, at the end of the second session, then the student is proposed for exclusion.

Exclusion may also be the result of disciplinary actions.

When a student is absent for more than 15 days during a semester, without any medical certificate, his/her case is discussed within the Teachers' Assembly (CE).

Procedures and avenues of appeal are described in the study regulations available to all students on the Connect platform.

#### **7.6.2. Analysis of the findings/Comments**

Mechanisms for the exclusion are explicit, clear and shared also among students.

#### **7.6.3. Suggestions for improvement**

None.

#### **7.6.4. Decision**

The VEE is compliant with Standard 7.6.

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

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

#### **7.7.1. Findings**

Each student is assigned, during their first year (PACENV), to a referent teacher (internal), and who will support them throughout the first year. The referent teacher guides the student in defining or supporting their professional project, monitors their education and supports them if they are in difficulty. During their second year, students are assigned to a referent teacher (internal) who will support them until the end of the fifth year.

Student development and well-being are promoted by the Student Office Association, which comprises around 40 sports, arts and professional clubs.

Each level has a dedicated academic advisor to support students in facing any difficulty they may have (medical, disability, psychological, educational or financial), directing them to the appropriate professional: doctor, psychologist or referral teacher.

An agreement with the NU SSE and the "Apsytude" association for free weekly consultations for students by a psychologist. The service is free and on campus. The 2023-2024 report by "Apsytude" show that students are committed (the VEE staff have been proactive in referring students to the programme); the service is mainly used by students in the middle years of the study path (Gaussian distribution over the 6 years).

A group of academic advisors is available to provide support for students' pedagogical development.

Since 2022, the VEE has drawn up a plan to fight sexual and gender-based violence, including prevention and management of any reports.

For people with reduced mobility, the VEE has lifts to access the different floors. The amphitheatres, teaching rooms, restrooms, and changing rooms all meet standards of

accessibility.

For international students, a group of sponsor students are involved for their welcome and integration. This sponsorship system is operated by the International Veterinary Student Association (IVSA) depending on the Education and Student Life Department.

#### **7.7.2. Analysis of the findings/Comments**

The VEE has different mechanisms in place to support the physical, emotional and welfare needs of students. From the interviews, students have given positive feedback to the initiatives and opportunities provided for them during their studies and are satisfied with the attention the VEE pays to them.

#### **7.7.3. Suggestions for improvement**

None.

#### **7.7.4. Decision**

The VEE is compliant with Standard 7.7.

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

#### **7.8.1. Findings**

Monthly meetings between student representatives and the Education and Student Life Department allow any collective grievances to be expressed and the corrective measures adopted to be shared.

Each student has the opportunity to speak to the managers of the Studies and Student Life department. Managers provide students with the information necessary for the smooth running of their studies, answer their questions and guide them, as well as collect their suggestions and comments.

Moreover, students may, at any time, make an appointment with the Head of Education, the DSVE, and/or his/her assistant.

All courses taught during the twelve semesters are subject to evaluation by students who are encouraged to complete it. The terms of this evaluation are defined by the training management after advice from the Education and Student Life Council and the Teachers' Council. The Management of Education and Student Life (DSVE) systematically publishes the results of these evaluations electronically within three weeks at the end of each semester.

Students have access to a suggestion box during each session of the evaluation of the teaching units by themselves. For one teaching unit, the VEE has more than 50 suggestions and comments from students. Each responsible for the teaching unit, in relation with the Head of Education, decides whether or not to take into account one or two suggestions for the next year; this is presented in the action plan and discussed in CEVE with student representatives.

#### **7.8.2. Analysis of the findings/Comments**

The tools available to students to make suggestions or comments are varied and involve different levels of interaction (among peers, with teachers, via anonymised forms).

Interviews with students did not reveal any critical issues (apart from the issues with the IT-system as mentioned previously); on the contrary, it was possible to verify examples of comments that led the decision-making bodies to revise some teaching content.



### **7.8.3. Suggestions for improvement**

None.

### **7.8.4. Decision**

The VEE is compliant with Standard 7.8.

## **Area 8. Student assessment**

**Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.**

### **8.1.1. Findings**

Each semester is worth 30 ECTS, and after 6 years the total is 360 ECTS.

The evaluation of students is defined in the "Règlement des études" (Academic regulations).

A student passes a course unit or module when they achieve a final mark of 10/20 or above.

The grade for each teaching unit and the student's overall average at the end of the academic year will be calculated and communicated to each student.

A student is fully recognised (approved) in a semester when they have passed all the compulsory modules and EPTs for that semester.

ECTS credits earned in some elective (which may be taken at the VEE or another academic institution) are not counted towards the final veterinary grade but are included in the student's Diploma Supplement. However, there is a strong motivation for students to take these elective credits as they are useful for their final veterinary dissertation.

In line with the Bologna Process, an additional grade is also recorded on the European scale from A to E (for pass grades), with F being a failure grade.

In the case of the F grade, there are two different classifications: FX and F. Both indicate that the student has not reached the required level but could pass with partial or substantial additional work (respectively).

### **8.1.2. Analysis of the findings/Comments**

An assessment strategy is in place to ensure a coherent assessment regime. There is a clear progression in acquired knowledge and skills towards graduation in order to reach the D1Cs.

### **8.1.3. Suggestions for improvement**

It is suggested that elective courses are assessed and form part of the final grade for the course.

### **8.1.4. Decision**

The VEE is compliant with Standard 8.1.

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

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

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

### **8.2.1. Findings**

Assessment methods include a range of approaches and may include continuous assessment, mid-term assessment and final examinations, or only the latter. It should be noted that the above assessment methods may vary between the regular examination and the retake examination. Assessment may be carried out in a variety of formats, mainly computer-based and on-site, but also handwritten and rarely oral.

The examination calendar is organised by the Education and Student Life Department, in collaboration with the Head of Education, according to a general schedule for students, which is published in good time.

The scheduling of oral examinations depends on their availability in the general student calendar, and they are rare due to the increasing number of students. Due to this increase, more expedient forms of assessment have been adopted.

The examination board is made up of at least two teachers from the teaching unit who are responsible for supervising the students and correcting the examinations.

If a student's absence from an exam is justified for medical reasons, it will be analysed by the Head of Education, who may consult with the University Service of Preventive Medicine and Health Promotion (SSE), if necessary.

If the circumstances justify it, an exceptional examination session will be organised for the student concerned, allowing them to benefit from two examination sessions per academic year (the normal session and a retake session).

Students with problems such as dyslexia will be given more time to complete the assessment.

The student's initial appeal is made to the Director of Studies, who forwards it to the teacher of the unit. The appeal is made using a special online form. It is only possible to change the result of an assessment on the basis of a reasoned request submitted to the Director of Education by the teacher responsible for the unit.

The student has a period of two months to lodge an appeal, but it is very rare to dispute their grades. If there is an error on the part of the VEE (for example, in the case of two students with the same name, and therefore the wrong grade), this will be resolved after the students have seen their exam.

### **8.2.2. Analysis of the findings/Comments**

The regulations and criteria for assessments throughout the study program are clearly and precisely communicated. A system for documentation of results and giving feedback is in place. Mechanisms for students' appeal are clear and explicit.

### **8.2.3. Suggestions for improvement**

It is suggested that the VEE formulates a disability (learning and health problems) policy.

For students with dyslexia, the solution to their problems may not be simply to increase the time available for the student to complete the test, but sometimes it is necessary to adapt the learning methods and/or the assessment (for example, spending more time with the student in practical classes, tutorial classes or oral tests).

### **8.2.4. Decision**

The VEE is compliant with Standard 8.2.

**Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills,**

**competences and attributes must form the basis for assessment design and underpin decisions on progression.**

#### **8.3.1. Findings**

The VEE ensure pedagogical coherence in terms of learning objectives, learning strategies and activities and assessment methods.

All students are invited to give feedback on the assessment of the course unit. The teacher of the Teaching Unit is responsible for analysing the students' results and proposing alternatives and solutions to improve them. As training, students have access to MOC exams to improve their performance.

Students can contact the Director of Education directly if they feel that there is a discrepancy between the pedagogical objectives and the assessment methods.

In the event of a dispute, the Director of Education will meet with the student in the presence of the teacher responsible for the course and present his or her conclusions to the Academic Council, which will take a decision and inform the student.

#### **8.3.2. Analysis of the findings/Comments**

A system is in place to ensure pedagogical coherence in terms of learning objectives, learning strategies and activities and assessment methods. Learning outcomes are well described and cover several aspects of knowledge, skills and attitudes to be acquired.

#### **8.3.3. Suggestions for improvement**

It is suggested that the surveys should include questions about not only the assessment of teaching but also about the teacher.

#### **8.3.4. Decision**

The VEE is compliant with Standard 8.3.

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

**The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.**

#### **8.4.1. Findings**

Student representatives are members of CEVE, CA and CPVet and take part in discussions about the curriculum and exams.

Students are encouraged to engage in critical thinking and self-study sessions, case studies, individual and group work which form part of the curriculum in clinical and pre-clinical subjects (from the second to the final year).

Each student must prepare and defend a final dissertation on a literature review or research topic.

#### **8.4.2. Analysis of the findings/Comments**

The VEE applies a variety of assessment methods in order to assess achievement of learning objectives for both knowledge, skills and attitudes. Students take an active part in creating the learning process.

#### **8.4.3. Suggestions for improvement**

None.

#### **8.4.4. Decision**

The VEE is compliant with Standard 8.4.

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

#### **8.5.1. Findings**

The teacher responsible for the student completes a form (on paper and, in future, electronically) on the main clinical competences, as well as on report writing, communication, motivation and personal involvement. The forms include a comment section for the teacher to indicate the student's strengths, weaknesses and areas for improvement.

Practical laboratory and pre-clinical work are assessed at the same time as the theoretical content, without emphasising these laboratory skills.

Students are required to record their activity in a logbook. However, this activity is only for personal control, without reference to the D1C in each activity and without control by a tutor or teacher.

#### **8.5.2. Analysis of the findings/Comments**

The student logbook does not comply with the SOP, which mentions "a regular quality control of the student logbooks with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)", or the competences that can be acquired in the skills lab.

See also 3.1.6.

#### **8.5.3. Suggestions for improvement**

The VEE should improve the general assessment of the Day One Competences. In particular, the logbook by including, in addition to the clinical cases, D1Cs for each activity, as well as the control of their completion, for example by valorising these activities in clinical subjects by the responsible teacher.

#### **8.5.4. Decision**

The VEE is partially compliant with Standard 8.5 because of suboptimal assessment of the acquisition of Day One Competences.

### **Area 9. Teaching and support staff**

**Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply**

**fair and transparent processes for the recruitment and development of staff.**

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

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

#### **9.1.1. Findings**

In total, 73% of permanent and 49% of temporary teaching staff hold a veterinary degree.

Teaching staff, especially young academics are supported in their continuous professional development through attendance at national and international conferences, as well as meetings of European or American diplomate colleges. They are encouraged to seek funding to continue their education.

A national pedagogical training program, lasting four weeks spread over one year, is organised by the VEE or “AgroParisTech”. This program covers various aspects of teaching and assessment and is available to newly appointed teaching staff, who are strongly encouraged to attend, though it is not mandatory. The program is also open to current associate professors who have not previously participated, and completion of the training is considered during promotion evaluations. Senior academics are required to submit a report every 4 years, which is evaluated by CNECA (National Committee for the Evaluation of Teachers of the Ministry of Agriculture) and needed for their career progress.

Since 2022, the VEE has also organised an annual one-day pedagogy seminar in July, open to all teaching staff and covering various educational topics, although attendance is not mandatory.

#### **9.1.2. Analysis of the findings/Comments**

The VEE has qualified and well-trained staff in most positions. The teaching staff are fully dedicated to their responsibilities, with a high submission rate of the four-year self-evaluation report at the VEE, reaching 90%. The VTH faces high caseloads, limited space and staff, and increasing student numbers.

#### **9.1.3. Suggestions for improvement**

It is suggested to focus on the well-being of all staff members to prevent burnout caused by excessive workloads, particularly in clinical departments facing high case volumes alongside a recent increase in student numbers. Additional funding, staff, and facilities (where necessary) should be prioritised by the VEE to address the urgent needs of these departments effectively.

#### **9.1.4. Decision**

The VEE is compliant with Standard 9.1.

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

**A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior**

**or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.**

#### **9.2.1. Findings**

The majority of teaching staff involved in the core veterinary program consists of academic faculty. Assistant professors, at the beginning of their careers, are required to hold a PhD or specialist diploma and undergo a one-year trial period, during which they are supervised by three senior lecturers. At the end of this period, their activity report is evaluated, and tenure must be approved by a CNECA subgroup, an internal committee, and the Dean.

All academic staff must submit an activity report every four years, detailing their teaching, research, publications, and participation in seminars and congresses. This report is reviewed according to the lecturer's level and is necessary for promotion applications, which also include an interview with the Dean.

In addition to associate and full professors, teaching activities are supported by temporary lecturers (veterinary professionals recruited by the VEE), residents, and contractual staff. Interns, residents, and PhD students also contribute to the core veterinary curriculum. Clinical teaching is provided by Hospital Practitioners, who may be civil servants or directly contracted by the VEE. Interns, typically recent graduates staying at the clinics for a year, play an active role in student education at the VTH, although they are generally supervised by a resident or academic faculty member.

#### **9.2.2. Analysis of the findings/Comments**

Interns and residents play a crucial role in the teaching process, particularly in clinical settings. Their close involvement in day-to-day patient care at the VTH allows them to provide hands-on guidance to veterinary students.

An associate professor needs a PhD or a specialist diploma to start their career. During the visit, it became clear that most of these starting professors have or are working on their PhD. Specialist diplomas are not restricted to the Diplomate of the EBVS but also to nationally organised specialisations.

#### **9.2.3. Suggestions for improvement**

It is suggested to ensure that the teaching staff, particularly interns and residents, are not overburdened. These individuals play a vital role in the VTH both during and outside of regular working hours; however, they must be supported by the permanent staff, especially in emergency situations.

#### **9.2.4. Decision**

The VEE is compliant with Standard 9.2.

**Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.**

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

#### **9.3.1. Findings**

Lecturers must balance their time between teaching and research, which may include any



combination of 128 hours of lectures, 192 hours of seminars, or 288 hours of clinical teaching. Additionally, lecturers have the flexibility to adjust their schedules throughout their careers, allowing them to allocate more time to either teaching or research as needed.

To promote excellence in education, the VEE has organised annual seminars on various pedagogical topics since 2022. Furthermore, students have the opportunity each semester to nominate and vote for an educator who demonstrates outstanding teaching, recognizing their contributions with an award.

### **9.3.2. Analysis of the findings/Comments**

Lecturers have the flexibility to adjust their schedules, allowing them to dedicate more time to teaching or research as needed. Teaching commitments can be increased or reduced with a written agreement between the lecturer and relevant parties, following consultation with the teachers' council.

### **9.3.3. Suggestions for improvement**

None.

### **9.3.4. Decision**

The VEE is compliant with Standard 9.3.

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

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

**Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**

### **9.4.1. Findings**

Support measures for staff professional development are outlined in the Ministerial Memorandum DGER/SDS/2024-259, dated April 25, 2024. Other regulatory procedures, such as annual professional reviews, promotion initiatives, and adjustments to working hours, undergo a similar review process. Throughout the year, VEE staff are kept informed, both individually and collectively, about relevant procedures and deadlines that have to be met.

Human resources policies involve multiple stakeholders, including the staff inspector, the preventive medicine doctor, and the social worker from the Regional Direction of Agriculture, Food, and Forestry.

The compensation plan for teachers and researchers includes various bonuses and rewards. These consist of a fixed component (IFSE), based on job classification, and a variable component (CIA), which is performance-based and subject to annual review and adjustment by VEE management. The Dean plays an important role in these decisions.

### **9.4.2. Analysis of Findings/Comments**

All staff are informed of the promotion requirements, and specific opportunities for professional growth, such as Erasmus programs and training courses, are available to support staff. However, the growing student population and workload highlight the need to reassess staffing requirements to maintain an adequate student-to-teacher ratio.

#### **9.4.3. Suggestions for improvement**

None.

#### **9.4.4. Decision**

The VEE is compliant with Standard 9.4.

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

#### **9.5.1. Findings**

Academic staff are evaluated every four years by peers at the national level through CNECA, covering teaching activities across all education levels.

The VEE has in place a system where students quantitatively evaluate teaching methods, materials and pedagogical modalities. It is quantitative, but records also include free comments from students that can be reviewed by the teaching staff.

The results are referred to teaching teams for review, communicated to the whole community and discussed in CEVE for the implementation of correction measures if needed.

#### **9.5.2. Analysis of the findings/Comments**

Free comments in the student's assessment can be referred to a specific teacher. The evaluation of students does not impact directly the progression of the academic career of a teacher.

#### **9.5.3. Suggestions for improvement**

A continuous effort should be made to improve the participation of students of different years in the assessment of teaching.

Other categories of staff involved in teaching activities and support staff should be also included in the evaluation of the students.

#### **9.5.4. Decision**

The VEE is compliant with Standard 9.5.

### **Area 10. Research programmes, continuing and postgraduate education**

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

#### **10.1.1. Findings**

The faculty has nine research units, six of which are currently UMRs (Unité Mixte de Recherche) under the joint supervision of the VEE and the French National Institute for Research in Agriculture, Food and the Environment (INRAE - units BioEpAR, LABERCA, PAnTher and SECALIM), the French National Institute for Health and Medical Research

(INSERM) and Nantes University (unit RMes), and the Centre national de la recherche scientifique (CNRS), the Institut Mines Telecom Atlantique (IMT-A) and Nantes University (unit GEPEA). There is a strong collaboration between these research units and regional and national research networks, and also with other universities and socio-economic stakeholders. There are several main research areas developed in the faculty: controlling the health of farm animals, food safety and quality theme, food processes, management and sustainable development and human health, clinical and biomedical research, and transnational.

The VEE has also won 12 regional, 21 national and 4 European calls for research projects and in the last 3 years, there are more than 850 articles listed on the Web of Science.

Students are involved in research through public-private partnership, called "Pôle Universitaire d'Innovation" (PUI), which promotes the development of start-ups for students and alumni. Also, students and PhD students from the three accredited doctoral Schools are involved in research projects.

#### **10.1.2. Analysis of the findings/Comments**

Teachers are involved in a significant number of research projects. Other parameters such as scientific articles are also relevant.

#### **10.1.3. Suggestions for improvement**

None.

#### **10.1.4. Decision**

The VEE is compliant with Standard 10.1.

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

#### **10.2.1. Findings**

Students are involved in different types of analysis through different subjects. Also, they visit the research units of the VEE and have discussions with researchers involved. The final thesis has the character of a research project with the methodology of the research activities. Also, there is a master's degree available in the field of research.

Also, students in the sixth year of study and interns are exposed to EBVM mode and experimental methodology, in order to be prepared for veterinary specialisation (as residents) in different areas.

#### **10.2.2. Analysis of the findings/Comments**

Students apply scientific information, critical review, and recognize the importance of evidence-based medicine and lifelong learning. It is a good approach from VEE regarding the introduction of EBVM methodology during the years of study.

#### **10.2.3. Suggestions for improvement**

It is suggested to work for better involvement of undergraduate students in the research programs conducted by the VEE.

#### **10.2.4. Decision**

The VEE is compliant with Standard 10.2.

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

**10.3.1. Findings**

The VEE refers to a stable number of 60 students in PhD programs. The faculty offers various options for continuing education, both internal (e.g., workshops, symposia, conferences) and external (international conferences, mobility / training courses), which are implemented in the teaching process for students.

The number of attendees of the continuing courses provided by the FVM is above 8500 per year in different areas.

There is a specific interest in interns in companion animals.

**10.3.2. Analysis of the findings/Comments**

The high number of interns and residents in different areas is appreciated.

**10.3.3. Suggestions for improvement**

None.

**10.3.4. Decision**

The VEE is compliant with Standard 10.3.

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

**10.4.1. Findings**

Academics (teacher-researchers) are evaluated every four years by a national commission, research units are evaluated every five years by HCERES, the French evaluation agency for research, which focuses not only on research but also on research-based training. In addition to these national evaluations, applications for promotion to professor are examined by a dedicated commission following a precise procedure and evaluation using defined criteria (involvement in research, education, and in the establishment). The Scientific Council has specific quality procedures in order to manage the internal calls for projects, the examination of research profiles for the recruitment of academic staff.

The doctoral schools also have procedures for quality management.

Evaluations of the objectives and performance of the VEE include quantitative indicators linked to scientific activity, such as how many scientific instructors are attached to research units, how many clinicians are involved in clinical research projects in partnership with other French VEEs, the number of research programs (national and international), and the number of PhD thesis defences, among other topics. These indicators are presented each year during the general review of the Establishment.

**10.4.2. Analysis of the findings/Comments**

The VEE is commended for their good quality assurance regarding the management of research.

**10.4.3. Suggestions for improvement**

None.

**10.4.4. Decision**

The VEE is compliant with Standard 10.4.

## 11. ESEVT Indicators

	<b>Name of the VEE:</b>	<b>Oniris VetAgroBio</b>					
	<b>Name &amp; mail of the VEE's Head:</b>	<b>Laurence Deflesselle / direction@oniris-nantes.fr</b>					
	<b>Date of the form filling:</b>	<b>July 2024</b>					
	<b>Raw data from the last 3 complete academic years</b>		<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Mean</b>	
1	n° of FTE teaching staff involved in veterinary training		137,6	129,4	116,3	133,50	
2	n° of undergraduate students		836	802	741	819,00	
3	n° of FTE veterinarians involved in veterinary training		123,6	113,4	100,3	118,50	
4	n° of students graduating annually		142	118	132	130	
5	n° of FTE support staff involved in veterinary training		156	148,4	135,9	152,2	
6	n° of hours of practical (non-clinical) training		773	773	773	773	
7	n° of hours of Core Clinical Training (CCT)		1528	1528	1528	1528	
8	n° of hours of VPH (including FSQ) training		260	260	260	260	
9	n° of hours of extra-mural practical training in VPH (including FSQ)		40	40	40	40	
10	n° of companion animal patients seen intra-murally		20993	21878	15377	21435,5	
11	n° of individual ruminant and pig patients seen intra-murally		464	416	421	440	
12	n° of equine patients seen intra-murally		1459	1540	1665	1499,5	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally		1227	1512	1242	1369,5	
14	n° of companion animal patients seen extra-murally		0	0	0	0,0	
15	n° of individual ruminants and pig patients seen extra-murally		2970	2762	2762	2866,0	
16	n° of equine patients seen extra-murally		24	23	69	23,5	
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally		0	0	0	0,0	
18	n° of visits to ruminant and pig herds		112	112	128	112,0	
19	n° of visits to poultry and farmed rabbit units		16	16	16	16,0	
20	n° of companion animal necropsies		222	196	146	209,0	
21	n° of ruminant and pig necropsies		211	248	259	229,5	
22	n° of equine necropsies		15	22	24	18,5	
23	n° of rabbit, rodent, bird and exotic pet necropsies		340	289	270	314,5	
24	n° of FTE specialised veterinarians involved in veterinary training		34	33	32	33,5	
25	n° of PhD graduating annually		10	9	19	9,5	

<b>Name of the VEE:</b>		<b>ONIRIS VetAgroBio</b>				
<b>Date of the form filling:</b>		<b>July 2024</b>				
<b>Calculated Indicators from raw data</b>		<b>VEE values</b>	<b>Median values<sup>1</sup></b>	<b>Minimal values<sup>2</sup></b>	<b>Balance<sup>3</sup></b>	
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,163	0,15	0,13	0,037	
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,912	0,84	0,63	0,282	
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,171	0,88	0,54	0,631	
I4	n° of hours of practical (non-clinical) training	773,00	953,50	700,59	72,41	
I5	n° of hours of Core Clinical Training (CCT)	1528,00	941,58	704,80	823,20	
I6	n° of hours of VPH (including FSQ) training	260,00	293,50	191,80	68,20	
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	40,00	75,00	31,80	8,20	
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	164,888	67,37	44,01	120,878	
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	25,431	18,75	9,74	15,691	
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	11,715	5,96	2,15	9,565	
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally / n° of students graduating annually	10,535	3,11	1,16	9,375	
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	0,862	1,29	0,54	0,322	
I13	n° of visits to poultry and farmed rabbit units / n° of students graduating annually	0,123	0,11	0,04	0,078	
I14	n° of companion animal necropsies / n° of students graduating annually	1,608	2,11	1,40	0,208	
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1,765	1,36	0,90	0,865	
I16	n° of equine necropsies / n° of students graduating annually	0,142	0,18	0,10	0,042	
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,419	2,65	0,88	1,539	
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,258	0,27	0,06	0,198	
I19	n° of PhD graduating annually / n° of students graduating annually	0,073	0,15	0,07	0,003	

### 11.1. Findings

All indicators are above the minimum values.

### 11.2. Analysis of the findings/Comments

Indicators I5 and I8-11 confirm the large number of patients seen intramurally by all students, which is commended in the report.

Based on the current indicators, there is no substantial problem with the staff structure. However, the indicators have been calculated based on the number of students graduating during the past three years, i.e. without taking a further increase in student numbers into



consideration. A further increase in student numbers without a corresponding increase in teaching staff and caseload/necropsies may bring the current indicators to a borderline or below.

### **11.3. Suggestions for improvement**

The VEE is aware of the relatively low indicators for necropsies and the VEE is exploring new teaching innovations that incorporate digital tools to compensate for this. The VEE is encouraged to continue this work.

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

Area 1. Objectives, Organisation and Quality Assurance Policy	C	PC	N C
Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.	x		
Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.	x		
Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	x		
Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.	x		
Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.	x		
Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	x		
Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	x		
Area 2. Finances			
Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	x		
Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	x		
Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	x		
Area 3. Curriculum			
Standard 3.1: The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.  This concerns: <ul style="list-style-type: none"> <li>• Basic Sciences</li> <li>• Clinical Sciences in companion animals (including equine and exotic pets)</li> <li>• Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)</li> <li>• Veterinary Public Health (including Food Safety and Quality)</li> <li>• Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).</li> </ul> When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.	x		

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<p>If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.</p> <p>Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.</p> <p>3.1.1. General findings</p>			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	X		
3.1.5. Veterinary Public Health (including Food Safety and Quality)	X		
3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)	X		
<p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for lifelong learning.</p>	X		
<p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> <li>ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework</li> <li>include a description of Day One Competences</li> <li>form the basis for explicit statements of the objectives and learning outcomes of individual units of study</li> <li>be communicated to staff and students</li> <li>be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.</li> </ul>	X		
<p>Standard 3.4: The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> <li>determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum</li> <li>oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes</li> <li>perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned</li> <li>identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.</li> </ul>	X		
<p>Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.</p> <p>EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.</p> <p>EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.</p>	X		
<p>Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
Area 4. Facilities and equipment			
<p>Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.</p>	X		

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Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.		X	
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: <ul style="list-style-type: none"> <li>• be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students</li> <li>• be of a high standard, well maintained and fit for the purpose</li> <li>• promote best husbandry, welfare and management practices</li> <li>• ensure relevant biosecurity</li> <li>• take into account environmental sustainability</li> <li>• be designed to enhance learning</li> </ul>	X		
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.	X		
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	X		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	X		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	X		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	X		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.	X		
<b>Area 5. Animal resources and teaching material of animal origin</b>			
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	X		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	X		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	X		
<b>Area 6. Learning resources</b>			
Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.	X		

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).			x
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	x		
<b>Area 7. Student admission, progression and welfare</b>			
Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperation with other VEEs must also be clearly advertised.	x		
Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	x		
Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	x		
Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	x		
Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	x		
Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	x		
Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).	x		
Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.	x		
<b>Area 8. Student assessment</b>			
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	x		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	x		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	x		
Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.	x		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures,		x	

practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.			
<b>Area 9. Teaching and support staff</b>			
<b>Standard 9.1:</b> The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
<b>Standard 9.2:</b> The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.	X		
<b>Standard 9.3:</b> Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.	X		
<b>Standard 9.4:</b> The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
<b>Standard 9.5:</b> A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.	X		
<b>Area 10. Research programmes, continuing and postgraduate education</b>			
<b>Standard 10.1:</b> The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	X		
<b>Standard 10.2:</b> All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
<b>Standard 10.3:</b> The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	X		
<b>Standard 10.4:</b> The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	X		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			



## **Executive Summary**

The National Veterinary School of Nantes (the VEE) was established in 1979. In 2010, the school was merged with the School of Food Science and Engineering, leading to the creation of Nantes Atlantic National College of Veterinary Medicine, Food Science and Engineering, named Oniris VetAgroBio Nantes.

The VEE was first approved by EAEVE in 1993 and re-approved in 2003. Following another Visitation in 2014 and Revisitation in 2017, the VEE was granted status accreditation.

The SER was provided on time to the Visitation Team along with extended Appendices. The description of some of the Areas and Standards needed clarifications and/or raised questions; answers to those were provided by the VEE ahead of or during the Visitation. Further information and corrections were provided on site upon request from the Visitation Team.

The Visitation was well prepared, well organised and carried out in a cordial and professional atmosphere. The Liaison Officer was very efficient, diligent and always helpful. The programme of the Visitation was designed in advance and in agreement with the Chairperson and the Coordinator. It was easily adapted when requested by the Visitation Team who had full access to the information, facilities, and individuals they asked for.

Several areas worthy of praise have been identified:

- Highly committed staff
- Efforts to improve the VEE's buildings, equipment and teaching programme
- Very well-trained clinical staff and state of the art equipment in VTH
- Impressive small animal and wildlife animal caseloads
- Excellent models in different departments including 3D anatomy, rabbit and IC models
- Excellent communication training
- Excellent poison call centre
- Excellent clinical journal system "Sirius®"

Additional commendations are described in the Visitation Report.

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

Several Minor Deficiencies were identified:

- Partial Compliance with Standard 4.2 due to insufficient study facilities according to the number of students.
- Partial Compliance with Standard 8.5 because of suboptimal assessment of the acquisition of Day One Competences.

One Major Deficiency was identified:

- Non-Compliance with Standard 6.2 because of inadequate access to Wi-Fi and insufficient IT support for scientific and support staff, interns, undergraduate and postgraduate students.

Additional suggestions for improvement are described in the Visitation Report.

## **Glossary**

AEV: Veterinary teachers' Assembly  
AERC: Contractual Teaching and Research Assistant  
Anses: National Agency for Food Safety, the Environment, and Working Conditions  
ANR: National Research Agency  
ASV: Veterinary Nurse  
CA: Administration Board  
CE: Academic Council  
CERVO: Ethical committee for veterinary clinical and epidemiological research of Oniris  
CEVE: Education and Student Life Council  
CHSCT: Committee on Health, Safety, and Working Conditions  
CHUV: Centre Hospitalier Universitaire Vétérinaire /Veterinary Training Hospital  
CNESERAAV: National Council for Higher Education and Agricultural, Agri-Food and Veterinary Research  
CoDir: Executive Committee  
COPil: Steering Committee  
COP: Performance Contract  
CPVet: Veterinary Development Council  
CS: Scientific Council  
CVEC: Student and Campus Life Contribution  
DEVE: Department of Studies and Student Life (Student Affairs)  
DGA: Vice-Dean (for veterinary campus or ENSV)  
DGER: General Directorate for Education and Research  
DVM: Doctor in Veterinary Medicine  
EAEVE: European Association of Establishments for Veterinary Education  
EBVM: Evidence-Based Veterinary Medicine  
ECTS: European Credits Transfer System  
ECOVE: European Committee on veterinary education  
ENSV: National School of Veterinary Services  
ENV: National Veterinary School  
EPT: External Practical Trainings  
FTE: Full-Time Equivalent  
GPL: Good Laboratory Practices  
HDR: Accreditation to serve as the main supervisor of a research programme and PhD students  
IVSA: International Veterinary Student Association  
MASA: Ministry of Agriculture and Food Sustainability  
MESR: Ministry of Higher Education and Research  
NU: Nantes University  
QA: Quality assurance  
SWOT: Strengths, Weaknesses, Opportunities, and Threats  
UE: Teaching Unit  
UMR: Joint Research Unit  
VEE: Veterinary Education Establishment  
VTH: Veterinary Teaching Hospital

## **Decision of ECOVE**

The Committee concluded that one Major Deficiency had been identified.

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