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FULL VISITATION REPORT

To the National Veterinary School of Alfort, Maisons-Alfort, Paris, France

On 17 - 21 March 2025

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Introduction

The VEE was established in 1764 and moved to the village of Alfort in 1766.
The VEE is supervised by the French Ministry of Agriculture, Food Sovereignty, and Forest (MASAF). The VEE is heavily involved in local universities; it is a founding member of a group of higher education and research establishments (Paris-Est Sup) and collaborates with the Institut Pasteur, the Université Paris-Cité (France's largest healthcare university), and the University of Caen.
The VEE was visited by EAEVE in April 2015, based on the SOP of Budapest 2012. The VEE received a conditional approval. The revisitation was in June 2017, at a time when the SOP had evolved into the 2016 Uppsala version, including standards dedicated to quality assurance. After this revisitation, the VEE was granted both "approval" status under the Budapest SOP and "accreditation" status for its quality assurance procedures, under the Uppsala SOP. The VEE was visited in 2019 by the French High Council for Evaluation of Research and Higher Education (HCERES).
One of the VEE's sites in the Burgundy region dedicated to production animals was closed in 2018 due to the decline in livestock farming in the area. This closure was accompanied by the construction of a new hospital for farm animals at the Maisons-Alfort campus and the development of a robust network of partners.
Since 1999, the VEE has had a campus dedicated to horses (called the "Equine Normandy Campus", with a campus surface of 40 ha), located in Goustranville, Normandy, in the heart of the largest concentration of horses in France. A hospital dedicated to equine medicine and surgery was opened here in 2025.
Extra-mural teaching activities were relocated and reinforced through facilities near Maisons-Alfort and more distant locations, thanks to new collaborations with agricultural high schools, livestock and breeding farms, and other partners. The fleet of dedicated vehicles has been expanded, and to address the increasing biosecurity constraints that may limit site access, digital learning tools have been integrated into the curriculum to enhance student preparation for on-site visits.

Due to a change in the Law in 2020, the VEE's VTH became "a veterinary university hospital centre which is an animal care centre in which, with due respect for animal welfare, teaching and research are organised". The relationships between the clinical platforms and the teaching departments have been restructured to better coordinate care and teaching activities. A new position of Executive Director of the VTH was created in October 2021.
VEE's structures have been set up to take into account feedback from external stakeholders and staff: a listening unit for staff (2021), appointments of a Handicap referent (2022), a Laicity referent (2022), an Egality referent (2022), a Personal Data Protection referent (2022), a Scientific Integrity referent (2023), and a Sustainable development referent (2024). The Quality approach underwent a restructuring in 2023 to align with logistical and organisational changes, complemented by the recruitment of a Quality Assurance engineer in 2024. Quality management in training, budgetary, and accounting matters has been significantly enhanced and is annually reviewed by the Board.
The 4 French National Veterinary Schools (FNVS), which share the same national diploma, initiated in 2017 a grouping to pool their actions and gain in efficiency, under the same brand ("Écoles Nationales Vétérinaires de France", ENVF); each FNVS carries out actions for the benefit of the 4 (student recruitment, production of digital training and assessment tools, educational training for clinicians, clinical research, VTH good practices, continuing education, new hospital information system, etc.).
The strong demographic pressures requiring a rapid increase in the number of trained veterinarians was a challenge that led the FNVS to quickly adapt their curriculum both at the national level (the new 1st year was implemented in each FNVS, and the overall increase in the newly admitted students per year is the same for each FNVS) and at the local level (re-organisation of the teaching activities taking into account the higher number of students while maintaining the highest educational standards).
The intake has grown from 120-140 students in 2013 to 140-160 students in 2019 and is set to reach 180 students per year by 2025.
As in other countries, recruiting veterinarians as faculty members is challenging due to the relatively low salaries offered to civil servants compared to the higher income potential in private veterinary practice.

The 2023 ESEVT SOP approved at the Leipzig General Assembly, 8 June 2023, was valid for this visitation.

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 veterinary education program is structured according to the Professional Activity and Competences Reference Framework (Preuve 1.1.01), issued in 2017 and updated in 2024, aligning with EAEVE's D1C (D1C). Additionally, the French Ministry of Agriculture and Food

Sovereignty (MASAF) officially recognised the ESEVT as the standard evaluation system for undergraduate veterinary education through Article 5 of the Ministerial Decree of December 3, 2020. This means that veterinary education institutions in France must comply with ESEVT standards, ensuring they align with EU Directive 2005/36/EC regarding veterinary training. This means the VEE integrates ESEVT standards into its mission, curriculum, and quality assurance framework.

The mission of the VEE is legally defined in Article L812-1 of the French Rural and Maritime Fishing Code (CRPM) and encompasses:

- Providing education in veterinary medicine, food production, and public health.
- Conducting research in fundamental, applied, and clinical veterinary sciences.
- Promoting innovation in veterinary education and clinical practices.
- Engaging in international collaborations to advance veterinary education and One Health initiatives.
- Ensuring diversity, gender equality, and social integration in veterinary training

The mission statement of the French National Veterinary Schools (FNVS) is directly derived from the French Rural and Maritime Fishing Code (CRPM), which is an integral part of French law. As the veterinary profession in France is strictly regulated, the missions of all four FNVS institutions are legally defined by legislation enacted by the French Parliament, consisting of the National Assembly and the Senate. Any revision of this legal framework follows a rigorous legislative process, which can occur through two main pathways: government initiative, where the government proposes legislative changes to be voted on by Parliament, or parliamentary amendments, where Members of Parliament propose modifications to existing laws for debate and potential approval. While this process is complex, updates occur regularly, with the most recent revision completed in December 2020. Given these strict regulatory constraints, each FNVS must operate within the legally defined framework and has no autonomy to modify its mission statement independently.

The VEE ensures its curriculum is research-driven and scientifically validated by employing teacher-researchers who allocate 50% of their time to research and 50% to teaching. Veterinary education is structured around scientific methodologies, critical thinking, and evidence-based veterinary medicine (EBVM). Students have access to research opportunities, clinical studies, and supervised practice, collaborating with institutions such as Institut Pasteur and Université Paris-Cité.

Ethical considerations are an integral part of the program, ensuring that veterinary deontology and professional ethics are core curriculum components. Compliance with EU animal health and welfare regulations is emphasised, along with the integration of One Health principles, promoting sustainability, public health awareness, and interdisciplinary collaboration. Veterinary education is structured around scientific methodologies, critical thinking, and evidence-based veterinary medicine, where students have access to research opportunities, clinical studies, and supervised practice, collaborating with institutions such as Institut Pasteur and Université Paris-Cité.

1.1.2. Analysis of the findings/Comments

The VEE's veterinary education program adheres to ESEVT standards and the Professional Activity and Competences Reference Framework (Preuve 1.1.01), incorporating evidence-based medicine, ethics, and One Health while promoting research and international collaboration.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Standard 1.1.

Standard 1.2: The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.
The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1. Findings

The VEE is a Higher Education and Research Establishment operating under the authority of the Ministry of Agriculture, Food Sovereignty, and Forest (MASAF) in France. It is formally recognised at the national level as an institution providing veterinary education equivalent to that of a university, in compliance with national regulations (Art. D812-1 of the Code Rural et de la Pêche Maritime (CRPM)). Furthermore, France recognises the European System of Evaluation of Veterinary Training (ESEVT) as the official assessment framework for veterinary education, ensuring that EnvA adheres to European Union veterinary training requirements.
The governance structure includes the Dean, Vice Dean, and Executive Directors, supported by councils such as the Academic Council, Student Life Council (CEVE), and Research Council, enabling structured decision-making. At the executive level, the Dean leads the institution and is appointed for a fixed term by the supervisory ministry, following consultation with the governing board. The Vice-Dean assists in overall administration and also assumes responsibility for specific academic and research-related functions. The Executive Board, comprising the Dean and key directors, convenes regularly to oversee policy implementation, monitor institutional goals, and address operational challenges. The academic administration is structured into three core Teaching Departments, each responsible for different areas of veterinary education: Basic Sciences, Equine and Companion Animal Pathology, and Production Animal and Public Health Veterinary Sciences. Each department is led by a head and a deputy, ensuring that academic programs align with the institution's strategic objectives and accreditation requirements. The Executive Director for Education ensures curriculum cohesion, aligning with EAEVE accreditation requirements. The Executive Director for Education oversees all aspects of veterinary training at the VEE, including both undergraduate veterinary education and continuing education programs. The Department of Studies and Student Life (DEVE) and the Department of Continuing Education and Lifelong Learning support the implementation and coordination of educational programs. Additionally, the Executive Director for Education is assisted by project managers responsible for quality assurance in training, international coordination and student mobility, and the coordination of the work placement process, including tutored work placements for final-year students.
The Executive Director of the VTH is responsible for overseeing and coordinating the five clinical and paraclinical platforms, which include the Companion Animal Hospital, Production Animal Hospital, Equine Hospital, Wildlife Hospital, and the medical analysis laboratory (Biopôle). Each platform is managed by a director who ensures the integration of teaching, research, and clinical

care. Additionally, an emeritus professor in surgery handles litigation matters, a teacher-researcher in veterinary internal medicine manages VTH's e-reputation and clinical quality, further strengthening the hospital's academic, professional, and ethical standards. The administrative structure includes the General Secretary and Deputy Secretary, who supervise support services such as human resources, finance, communication, real estate management, and logistics.

The decision-making process is guided by a series of statutory councils and advisory committees. The Board, as the highest governing body, is composed of academic staff, support staff, student representatives, and external stakeholders. It is responsible for approving internal regulations, overseeing financial management, and reviewing strategic plans. The Academic Council focuses on curriculum development, diploma accreditation, and faculty recruitment, while the Research Council advises on scientific projects, research funding, and postgraduate education. The Student Life Council (CEVE) includes student representatives, faculty members, and external professionals, ensuring that student welfare, academic policies, and career planning initiatives are considered in institutional decisions. Additionally, students can participate in national policy discussions through the National Council for Higher Education and Research in Agriculture, Agri-food, and Veterinary Sciences, which provides further opportunities for student engagement in institutional governance. The Quality Assurance Committee continuously evaluates institutional processes, aligning them with ESEVT and national accreditation standards.

The VEE has also established dedicated referents to ensure compliance with civic responsibilities and professional ethics. These include officials responsible for gender equality, religious neutrality, disability inclusion, data protection, scientific integrity, and sustainability. Their roles are clearly defined, and their activities are evaluated annually to ensure adherence to regulatory and accreditation frameworks.

1.2.2. Analysis of the findings/Comments

The VEE is a nationally recognised Higher Education and Research Establishment under MASAF, ensuring compliance with French regulations (CRPM, Art. D812-1) and ESEVT standards. Its structured governance, led by the Dean, Vice Dean, and Executive Directors, ensures curriculum cohesion, research integration, and clinical training oversight. Decision-making is supported by statutory councils and advisory committees for collaborative governance with faculty, students, and stakeholders.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision The VEE is compliant with Standard 1.2.

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

1.3.1. Findings

The Strategic Plan (SP) of the French National Veterinary Schools (FNVS) serves as a roadmap

outlining the institution's objectives over a defined period, typically between five and seven years. However, FNVS are not autonomous entities, and their SP is subordinate to the Contract of Objectives and Performance (COP), a formal agreement between the French government and each FNVS. The COP consists of two sections: a common section applicable to all four FNVS, defining their shared missions, and an institution-specific section outlining individual goals. As the official framework governing the relationship between the State (as the funder) and the FNVS (as providers), the COP mandates key priorities based on strong interactions with stakeholders. It is reviewed annually in a strategic meeting held each summer. The SP is institution-specific and developed at the VEE level within the broader COP framework. While it must align with national directives, such as student recruitment policies, it also integrates local priorities, including sustainability initiatives. However, since the veterinary diploma is a national qualification, the SP cannot deviate from the COP or the strategic guidelines of the other three FNVS. The VEE systematically develops a Strategic Plan every five years, following a broad consultation process that includes staff, students, and external stakeholders. The current Strategic Plan, “Campus 2025”, covering the period 2020-2025, was created based on SWOT analyses and digital tools to assess the institution’s strengths, weaknesses, opportunities, and threats. The plan is structured around five key strategic axes: (i) Unleashing scientific energy (strengthening research and international collaborations), (ii) pursuing pedagogical transformation (enhancing the curriculum and training methodologies), (iii) promoting sustainability (Alfort eco-citizen initiative, promoting sustainability and responsible resource management), (iv) expanding institutional influence (pushing back the walls), and (v) enhancing social cohesion (ensuring inclusivity, well-being, and student engagement). Ideally, the SP should follow the COP, but this synchronisation was disrupted in the current cycle due to the COVID-19 crisis, affecting MASAF’s planning. As a result, the Ministry has postponed the new COP framework to 2026, with the VEE’s next SP scheduled for development in 2026 and implementation in 2027.

The development of the Strategic Plan incorporates direct student engagement. These consultations addressed student well-being, housing, campus life, sustainability, and extracurricular activities. The resulting action plan was validated by the CEVE (Student Life Council) and formally presented to the Board. The Research Council and Academic Council also contribute significantly to the strategic planning process, ensuring the integration of research advancements and curriculum improvements into institutional goals. The Strategic Plan is publicly available on the webpage, ensuring transparency and accessibility for all stakeholders. Each strategic axis is broken down into specific objectives and corresponding actions, with indicators to measure progress. The VEE identifies its strengths as including two campuses strategically located in regions known for companion animal and equine veterinary expertise. Its strong organisational structure, proactive academic community, and renovated facilities further support these strengths. Additionally, the VEE benefits from long-standing partnerships with universities and research institutions, particularly in a region that represents 60% of France’s higher education and research capacity. Additionally, the institution has a large and dynamic customer base, strong heritage and cultural branding, and collaborative research opportunities through its shared campus with ANSES and ONF. However, the weaknesses include logistical challenges due to the main campus’s distance from livestock farming areas, making it difficult to conduct hands-on training in production animal medicine. Additionally, the high cost of living in Île-de-France affects staff recruitment and retention. The historic nature of some campus buildings, classified as "monuments", leads to complications in renovation efforts. The financial sustainability of the VEE is also reliant on VTH revenues, which may pose risks if clinical income fluctuates. The opportunities emphasise the relocation of equine activities to the Equine

Normandy Campus, enhancing expertise in locomotor pathology and diagnostic imaging. The VEE can leverage synergies with leading institutions such as Université Paris Cité and Institut Pasteur, fostering collaborative research and advanced veterinary education. The threats to the VEE include difficulties in recruiting faculty and support staff, a potential mid-term destabilisation of the French veterinary profession due to the high number of veterinary students trained abroad, and the rapid corporatisation of veterinary practice, which has shifted the professional landscape since 2018.

1.3.2. Analysis of the findings/Comments

The VEE follows a structured five-year strategic planning cycle named "Campus 2025" (2020-2025), outlining five key strategic axes: research growth, pedagogical transformation, sustainability, institutional influence, and social cohesion.

1.3.3. Suggestions for improvement

None.

1.3.4. Decision

The VEE is compliant with Standard 1.3.

Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.
The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1. Findings

The VEE has established a structured Quality Management System (QMS) that aligns with its strategic objectives and accreditation requirements. The QMS was reorganised as part of the VEE's institutional restructuring, resulting in an updated organisational chart and new internal regulations in 2021. To better reflect these changes, the previous 2016 Process Mapping was revised in 2023, ensuring alignment between the QMS and the institution's operational and educational objectives.
The QMS is structured around key documents, including an annual letter of intent from the Dean, which sets institutional priorities, and a comprehensive process mapping that identifies 12 core processes—comprising management, realisation (training, research, animal care, and culture), and support functions (finance, human resources, legal, facilities, health and safety, communication, and IT systems). The Quality Policy intent documents for 2023 and 2024 demonstrate the VEE's commitment to continuous quality improvement and adherence to EAEVE accreditation standards. The policies emphasise the transformation of education, research, sustainability, institutional outreach, and social cohesion as core priorities within the 2020-2025 Strategic Plan. In 2023, the focus was on updating process mapping, improving documentation, and conducting internal audits. In 2024, additional steps were taken, including the appointment of a quality engineer and the first formal process review. The process mapping of the VEE is structured into three key categories: pilot processes (governance and quality assurance), core operational processes (training, research, veterinary care, and cultural

activities), and support processes (human resources, finance, logistics, IT, safety, and communication). This framework ensures a systematic and structured approach to institutional management, aligning governance, education, research, and veterinary services with stakeholder expectations. The mapping highlights interconnected processes that support continuous improvement, accreditation compliance, and operational efficiency, reinforcing VEE's commitment to high-quality veterinary education and research.

The Quality Manual for each process is accessible to all staff, ensuring transparency and institutional commitment to quality enhancement. This manual is updated annually through a process review of the 12 Quality processes underpinning the VEE's Quality approach. Following a major campus restructuring, a new process mapping was adopted in June 2023, with manuals revised accordingly. The 2023-2024 review led to further updates, and the next revision is scheduled for September 2025. The 2025 Quality Policy introduces enhanced performance tracking, impacting future updates. Process owners, typically department heads and deputy directors, oversee implementation, with compliance reviewed annually as part of performance evaluations.

Additionally, an annual review of strategic documents and internal audits contributes to the continuous evaluation and improvement of the QMS.

The quality assurance system operates at two levels:

- A general level, managed by a QA Manager, responsible for overseeing institutional-wide quality management.
- A specialised level dedicated to EAEVE compliance, led by a QA expert in training, who ensures alignment with ESEVT accreditation standards. This structure is further supported by the Quality Assurance Committee (CAQ), with active involvement from the Executive Director for Education and EAEVE accreditation experts.

The QA policy is embedded within the VEE's academic framework, engaging the entire teaching staff and students. The VEE enforces mandatory student evaluations of teaching and assessments, with faculty required to respond, ensuring a structured feedback mechanism. The Plan/Do/Check/Act (PDCA) cycle is utilised for continuous quality enhancement, supported by internal audits conducted throughout the year, which help identify areas for improvement and guide corrective actions.

Additionally, the VEE is a member of QualitéVet, a professional veterinary quality assurance organisation, which provides resources and expertise relevant to education and research quality standards. Regarding academic integrity, the VEE has designated a Scientific Integrity Referent, responsible for addressing research ethics, misconduct cases, and conflict mediation. The institution actively promotes a culture of scientific integrity through training programs for academic staff and students. Specific educational initiatives include dedicated courses on scientific integrity in the second year, emphasising evidence-based veterinary medicine, and mandatory integration of integrity principles in the veterinary thesis process.

1.4.2. Analysis of the findings/Comments

The VEE has a structured Quality Management System (QMS) aligned with EAEVE accreditation and its strategic objectives, ensuring continuous quality improvement. The QA system operates at two levels: a general QA Manager overseeing institutional-wide quality and a specialised QA expert ensuring ESEVT compliance, supported by the Quality Assurance Committee (CAQ). The PDCA cycle and internal audits ensure ongoing evaluation, with mandatory student feedback mechanisms reinforcing teaching quality. The VEE is a member of QualitéVet, strengthening its quality assurance framework.

1.4.3. Suggestions for improvement
None.

1.4.4. Decision
The VEE is compliant with Standard 1.4.

Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme.
The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1. Findings
The VEE actively engages with stakeholders through multiple communication channels and publicly accessible information on its website, social media platforms, and governance structures. The website, available in five languages (French, English, German, Italian, and Spanish), provides comprehensive details on its educational programs, research activities, veterinary hospitals, and institutional heritage. Additionally, the VEE's accreditation status, self-evaluation reports, and visitation reports are publicly available. The VEE also publishes an annual activity report, detailing key facts and figures, and provides insights into student populations and graduate employment trends, including historical data on graduates dating back to 1766.
Stakeholder engagement is a key aspect of the VEE's governance, with 18 out of 36 Board members representing veterinary professionals, research institutions (ANSES, INRAE, INSERM), local governments, and relevant government sectors. These stakeholders are involved in strategic decision-making, including the approval of the Strategic Plan, faculty recruitment, and evaluation of training and research programs. Additionally, the CEVE (Education and Student Life Council) includes veterinary profession representatives, ensuring that student affairs and curriculum development benefit from external expertise. The Competences Framework, which defines Day-One Competences, is also shaped by professionals in the field and is currently being updated under the National Council of the Veterinary Profession.
Student engagement is reinforced through initiatives such as national surveys conducted one and two years post-graduation, which assess employment trends, professional integration, and salary distribution. These results are reviewed by the Academic Council and CEVE, informing them of necessary curriculum adaptations. The VEE also facilitates professional networking by hosting and participating in key industry events, such as the Forum for Veterinary Studies, the National Union of Private Veterinary Practitioners' conference, and the Vet Futurs France study, which helped shape the long-term development of the veterinary profession. Additionally, the VEE contributes to the Demographic Atlas of the Veterinary Profession, an annual survey tracking workforce trends and helping shape educational strategies.
Regarding public engagement and outreach, the VEE maintains a strong social media presence, with thousands of subscribers, followers, and connections across Facebook, Instagram, LinkedIn and YouTube. This strategy enhances institutional visibility and ensures that academic updates, professional developments, and institutional achievements reach a broad audience. Additionally, the VEE employs social media monitoring tools to track discussions on relevant

academic, economic, and veterinary industry topics, ensuring proactive engagement with external partners. The structured approach to digital engagement involves dedicated personnel, social media tools, website management systems, and professional software. A clear division of responsibilities between communication teams and other support services is defined in "Répertoire des ressources principales du processus" (Directory of Main Process Resources); which allocates one director, one communication officer, and one assistant for content development and communication.

1.5.2. Analysis of the findings/Comments

The VEE demonstrates stakeholder engagement and public transparency through multilingual access to institutional information on its website, prudent use of social media, and governance structures. Stakeholders play an active role in governance, with almost half of the board members representing veterinary professionals, research institutions, and local government bodies, influencing strategic planning, faculty recruitment, and curriculum updates.

1.5.3. Suggestions for improvement

None.

1.5.4. Decision

The VEE is compliant with Standard 1.5.

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

1.6.1. Findings

The VEE has a structured QA system managed by the QA Manager, who reports directly to the Dean. The QA framework is built on annual reviews, a structured Quality Manual, and a governance process that includes multiple councils and committees. The Quality Assurance Committee (Comité d'Assurance Qualité-CAQ) plays a central role in monitoring academic performance, reviewing key indicators, and implementing corrective actions.
The QA policy is implemented through multiple levels, with each sector of the VEE managing its own QA review based on its Quality Manual. The Strategic Plan and the Contract of Objectives and Performance (COP) are the primary instruments used to assess institutional goals and performance. ESEVT indicators and self-evaluation metrics are compiled and reviewed annually by the CAQ and discussed during the December meetings of the Academic Council. The CAQ dashboard includes self-evaluation indicators, including academic performance, student satisfaction, and compliance with accreditation standards.
The CAQ meets four times a year and includes representatives from academic staff, research staff, administrative staff, and students, ensuring broad participation in QA processes. The

annual report includes around 100 key indicators reported to the Ministry of Agriculture and Food Sovereignty (MASAF) and discussed during the Strategic Meeting with MASAF in September. The minutes of council and committee meetings are published on the VEE's intranet (for staff) and EVE platform (for students), ensuring transparency and accessibility of decisions. General assemblies are held several times per year, allowing direct engagement between the administration, academic staff, and support staff to discuss QA outcomes and necessary improvements.
The bilateral meeting, involving the VEE General Secretariat and MASAF's management offices, analyses key performance indicators (KPIs) to guide operational decision-making. KPIs include financial metrics (budget, treasury, investment progress), human resources data (job consumption, recruitment, position utilisation), and research performance indicators (publications, PhD completions, industry collaborations, and participation in expert groups). By aligning KPIs with strategic objectives, these discussions inform resource allocation, compliance monitoring, academic performance, and continuous institutional improvement, ensuring accountability and alignment with MASAF expectations.
The PDCA cycle is applied to all QA activities, ensuring that corrective actions are identified and implemented based on data-driven assessments. As an example, corrective actions based on ESEVT indicators and self-evaluation reports were presented in the December 2023 CAQ meetings, with responsible individuals assigned to implement changes.
While meeting minutes document discussions and decisions, the explicit follow-up mechanisms and accountability for ensuring continuous improvements could be better detailed.

1.6.2. Analysis of the findings/Comments
The VEE has a structured QA system led by the QA Manager, ensuring systematic monitoring, periodic reviews, and corrective actions. CAQ plays a central role in evaluating academic performance, student satisfaction, and compliance with accreditation standards, with findings discussed in Academic Council and MASAF strategic meetings. Transparent reporting mechanisms, including the intranet and EVE platform, facilitate access to QA outcomes for staff and students.

1.6.3. Suggestions for improvement
None.

1.6.4. Decision
The VEE is compliant with Standard 1.6.

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

1.7.1. Findings
The most recent full ESEVT visitation took place in April 2015, assessing compliance with Stage 1 of the 2016 SOP. The major deficiency identified—inadequate drug storage and biosecurity procedures in farm animal and equine facilities—was considered fully corrected following a revisitation in June 2017. During this revisitation, the VEE also requested a Stage 2 evaluation, which was deemed successful, leading to its "accredited" status in 2017. The 2015 and 2017

visitation reports are publicly accessible on a dedicated webpage, demonstrating transparency in the accreditation process.
In addition to addressing major deficiencies, the VEE has actively worked to resolve minor deficiencies identified in the 2015 visitation, integrating them into its continuous quality assurance (QA) process. The recruitment of a specialised swine practitioner in 2017 led to increased clinical exposure, including 360° virtual farm visits, enhanced necropsy training, and additional CSL workstations. The recruitment of two associate professors in 2019 strengthened meat inspection training and microbiological food analysis. A full professor in food technology was recruited in 2022, followed by another associate professor in 2024, expanding theoretical and practical training in food technology and microbiology. A charter of good pedagogical practices was implemented in collaboration with the National Union of Private Veterinary Practitioners, ensuring structured guidance for external training. In 2022, "StageVet" was launched, a web application that facilitates vet-student connections, legal agreements, and reciprocal evaluations between students and supervising veterinarians. A dedicated emergency service was launched in March 2020, addressing the identified gap in large animal emergency care.
The VEE is also subjected to evaluations by other national quality assurance authorities in addition to the ESEVT such as the regular assessments by the High Council for Evaluation of Research and Higher Education (HCERES), an independent administrative authority responsible for evaluating higher education institutions in France. HCERES has conducted multiple evaluations of the VEE, including institutional assessments and reviews of specific research units. The evaluation reports are publicly available from the web page. Additionally, VEE is accredited by the Ministry of Agriculture, Food and Forestry of France (Ministère de l'Agriculture, de l'Agroalimentaire et de la Forêt), which oversees veterinary education in the country. This accreditation ensures that EnvA's programs meet national standards for veterinary education. These evaluations and accreditations by national authorities complement the EAEVE reviews, contributing to a comprehensive quality assurance framework.

1.7.2. Analysis of the findings/Comments
The VEE undergoes regular external evaluations, with its most recent ESEVT full visitation in 2015 and a revisitation in 2017, leading to its accredited status. Beyond ESEVT, the VEE is also subject to national quality assurance reviews by HCERES and the French Ministry of Agriculture, ensuring compliance with higher education and veterinary training standards. The visitation reports are publicly available through a web 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

Expenditure

The expenditure of the VEE is reported under three main headings, personnel, operating costs and investments i.e. infrastructure projects.

Personnel costs, €23m, are further divided into Civil Servants, who are paid directly by MASAF and include those involved in teaching, clinical and support functions, a total of €16.6m, and have been included in the personnel costs to the VEE, and "local contract staff" employed in the VTH and biomedical research platforms.

Operating costs account for approximately 50% of the total expenditure and are spread across the various VEE mission areas: undergraduate veterinary training, continuous education, research, VTH, support functions and real estate. It also includes "maintenance", which under these headings includes routine upkeep and repairs, and maintenance of medical, clinical and technical equipment.

Investment expenditure focuses on building infrastructure and the acquisition of equipment - medical, scientific, audiovisual and ICT. The figure of €13.5m recorded for 2021 represents a final one-off payment towards a major modernisation programme carried out between 2015 and 2021.

The total VEE expenditure in 2023 was €21.7m, while the full running cost was €38.3m when the €16.6m of personnel costs covered by MASAF is taken into consideration.

Revenue

The VEE receives €5.3m from public authorities, €3.6m of which comes from MASAF and €1.6m from the National Agency for Research (NAR), the Regional Centre for Universities and Schools Charities (CROUS), European Funding Programmes and various other public partners such as ANSES, INRAE and AgroParisTech. Tuition fees contribute €2m, clinical, diagnostic and other services €9.6m, research grants €1.2m and continuous education €1m.

The VEE benefits from major sources of funding for its investments, in particular from the local Regional Departmental Councils and from European (FEDER) funds and from other financial resources allocated by funders in response to calls for proposals.

The decrease in 'Other Sources' of revenue between 2021 and 2023 was due to the completion of the major modernisation programme.

Over the last three years, the VEE has generated a budget surplus on its operating cycle and current operations. This budget surplus generates cash flow to finance investment operations.

2.1.2. Analysis of the findings/Comments

The VEE is supported well financially by the public authorities, particularly MASAF, and through services. As an independent entity, the VEE is reliant on the government rather than a University to provide financial security.

2.1.3. Suggestions for improvement

None.

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 Board of the VTH is led by its Executive Director and includes the heads of its five platforms/divisions - the Companion Animal Hospital, the Equine Hospital, the Production Animal Hospital, the Wildlife Hospital and the Biopole laboratory. It meets every three weeksThe Executive Board, which includes the Dean, the 3 Executive Directors (the Executive Director of the VTH, the Executive Director for Research, and the Executive Director for Education), the head of the General Secretary and his deputy, discuss with each centre with financial responsibility, for example, each of the five platforms/divisions, and as a result allocate the staff resources and financial support that will be made available for the next financial year in order to carry out the VEE's missions. The overall draft budget allocation, which results from these discussions, is then discussed with MASAF, who review the proposal to ensure that it meets budgetary, sustainability and compliance with financial indicators, including the VEE's self-financing capacity, cash flow and working capital. Finally, after completion of this process, the budget for the incoming year is approved by the Board.
Over the last three years, the revenue created by each of the VTH platforms/divisions has increased and is managed at the level of each hospital to pay for research grants, and to maintain top-quality healthcare for patients and educational resources for students.
There is a three-year budgeting process which ensures financial planning and alignment with institutional priorities, allowing the VEE to anticipate investment needs, operational costs and revenue streams over a longer horizon.

2.2.2. Analysis of the findings/Comments
The financial stability of the VEE depends largely on the payment of staff salaries directly by MASAF and the profits generated by the VTH. While there is a risk that the prerogative to maintain income from the hospitals could take precedence over the quality of student training, this risk has been identified and is well managed. The value of the real-world charging for procedures has been identified by the VEE as a valuable teaching opportunity for the undergraduates.
The VEE has full autonomy in allocating resources generated by its VTH activities to investments necessary for clinical activities and student training.

2.2.3. Suggestions for improvement
None.

2.2.4. Decision
The VEE is compliant with Standard 2.2.

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

2.3.1. Findings
The allocation of resources is reviewed annually as part of the comprehensive dialogue between

the Executive Board and the budget holders/managers. There are checks and balances built into the system, including oversight by the government Department MASAF and the VEE Board.

2.3.2. Analysis of the findings/Comments

The reviews carried out annually on the allocation of resources is sufficient to ensure that available resources meet the requirements. The risk that a downturn in veterinary clinical activity could threaten the financial stability of the VEE is recognised and managed through rigorous and continuous monitoring.

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

The curricular topics are compliant with Directive 2005/36/EC as amended by Directive 2013/55/EU.

3.1.1.1. Findings

The curriculum at the VEE of Maisons-Alfort lasts six years (12 semesters) is organised by 61 multidisciplinary teaching units called 'Competences Units (CU)' (composed of 300 ECTS in total, including 20 ECTS for Personal Project Credits) from 1st - 10th semesters, and 7 elective subjects in 11th and 12th semesters. The students must complete 4,574 hours of mandatory curricular subjects in addition to at least 1,516 hours of elective curricular subjects, in a total of at least 6,000 hours.
The curriculum is based on the Competences Framework following the D1C of EAEVE, provided by each CU. It is divided into 37 competences and organised into four macro competences specific to veterinary practice and four transversal macro competences.
During the 1st and 2nd semesters in Y1, the core curriculum course is organised in introductory basic science such as chemical and structural bases of biomolecules, cellular biology and thermodynamics, energy, kinetics and metabolism, and physiological approach to an organism and physical interpretation.
During the 3rd and 4th semesters in Y2, it is organised by the subjects for mainly fundamental knowledge of veterinary science, such as anatomy, histology, physiology, pharmacology and toxicology, as well as immunology and infectiology. General knowledge of companion and livestock animals is also taught.
During the 5th and 6th semesters in Y3, animal production and reproduction, preventive veterinary medicine, animal health management, and preclinical sciences are provided.
During the 7th and 8th semesters in Y4, the main subjects are animal clinic and surgery, including medical and therapeutic pathology and nursing, as well as VPH.
During the 9th and 10th semesters in Y5, the students have mandatory rotations in all species called the small animal semester and the large animal semester. The students are devoted to it for 870h, the rest being seminars and Elective Practical Training (EPT).
Y6 is a 'tracking year' and devoted to EPT for 28 to 32 weeks. All fields of practice, including extramural and/or intramural practical clinical training specifically focusing on companion animals, equine, production animals, or mixed companion animals and equine, as well as non-clinical training focusing on research work, management and marketing, or VPH, are included in the programme. It also includes the preparation of a veterinary thesis.
The curriculum is managed by the teaching departments, which coordinate CUs interacting with DEVE. Teaching department Councils check the consistency of CUs with the Competences Framework, and its evaluation process allows the evolution of CU's content, the introduction of new disciplines when necessary, and the promotion of interdisciplinarity. The Academic Council and Academic and Student Life Council (CEVE (Conseil des Etudes et de la Vie Étudiante)), involving students and external stakeholders (practitioners) regulate the evaluation process of the curriculum and give feedback, and these processes are coordinated by the Department of Studies and Student Life (DEVE (Département des Etudes et de la Vie Étudiante)).
The Academic Council and CEVE also organise more comprehensive and cross-curricular changes in the undergraduate veterinary training and create guidelines for implementation by the Teaching Department Councils. These modifications in the curriculum are encouraged by student evaluations of teaching and exams, by former students through national surveys, by interactions between teachers and stakeholders, and during meetings organised with the veterinary profession. The Teaching Department Councils discuss, and the CEVE and Academic Council validate these developments.
The Curriculum, while fully compliant with the standard, is heavily weighted towards companion animals.

3.1.1.2. Analysis of the findings/Comments

The curriculum (Table 3.1.2 and Appendix 2.1), based on the Competences Framework implemented in the 2018-2019 AY and recently upgraded, allows transdisciplinary approaches covering all subjects listed on the D1C in Annex 2 of the ESEVT SOP 2023. These approaches at the French national level (Preuve 1.1.01) are organised and managed by appropriate Councils, and efficient for the veterinary students. It is clear that individual learning outcomes are equated in detail to the D1C and the overall aim of the degree programme is to meet all D1C by the time of graduation.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

The topics taught in basic sciences, during Y1 to Y4, fulfil the list of subjects and D1C in Annex 2 of ESEVT SOP 2023 including fundamental sciences (general biology, biostatistics and biomathematics, chemistry, and physics), animal biology, including physiology, anatomy, genetics and ecology and para-clinical sciences such as pharmacology, pathology, clinical biochemistry, and infectiology. Total hours of basic subjects (561h) and basic veterinary subjects (1,437h) comprise 43.7% of the curriculum hours of compulsory subjects from Y1 to Y5. The educational methods are various (lectures, seminars, supervised self-learning, and laboratory and desk-based work) for basic subjects, and mainly lectures and seminars for basic veterinary subjects.

The objective of required competences in basic science is to ensure the adequate prerequisite for clinical sciences and Veterinary Public Health (VPH), so that most of the basic sciences topics are also included in the CUs of clinical sciences and/or VPH (such as anatomy and imaging techniques, ethology and behavioural medicine or pharmacology and anesthesia).

To facilitate adequate prerequisites for clinical science, clinical applications of fundamental concepts are emphasised from the very beginning of the curriculum using active teaching methods such as digital tools.

3.1.2.2. Analysis of the findings/Comments

The order of the studies is logical, providing basic knowledge to students for the development of clinical subjects and VPH later in the course. Active teaching methods using digital tools (online voting system, self-assessment tools, and video capsules) are also introduced. Highly maintained experimental rooms and equipment for the practical training of basic science in the Camille Guerin building are commendable.

3.1.2.3. Suggestions for improvement

None.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

Clinical training in companion animals and equine spans from the 2nd to the 5th year, following a progressive learning approach. The Teaching Department of Breeding and Pathology of Equines and Companion Animals coordinates these activities. During 2nd year, students attend introduction to species, breeds, clinical pathology, and semiology, then at 3rd year: reproduction, breeding, selection, oncology, integrative neurology, and equine clinical conditions; 4th year: medical pathology, preventive medicine, surgery, imaging, anesthesia, emergencies, and intensive care. During the 5th year, there is a full semester in companion animal and exotic pet rotations, necropsies, and laboratory work, plus four weeks of equine clinical rotations. Students also gain practical skills through the Clinical Skills Laboratory (CSL) and early clinical immersion.

Throughout years 2–5, students participate in the pluri-annual “Competences Unit” (CU) "Permanence and Continuity of Health Care", gaining additional skills in emergency, intensive care, and triage for companion animals, exotics, and horses.

At the end of their 5th year, students choose one of seven tracks in companion animal, including equine and exotic pets (companion animals, equine, production animals, and combined companion & equine). Companion Animal Track includes 27 weeks in hospital rotations plus a 3-week private practice placement. Equine includes 14 weeks in the Equine Hospital, 6 weeks of theoretical training, and 7 weeks of external placements. Whereas Combined Track is 18 weeks split between companion animal and equine hospitals, plus a 5-week private practice placement.

3.1.3.2. Analysis of the findings/Comments

The VEE provides veterinary education, aligning with EU Directive 2005/36/EC (amended by 2013/55/EU).

Students engage early in clinical settings, starting with animal handling and care, as well as exposure to clinic operations, including reception tasks. Progressively, they become actively involved in consultations, hospitalisations, surgery, and preventive medicine, eventually managing basic cases under academic supervision. Their training includes night and emergency shifts, ensuring well-rounded clinical preparation.

The VEE benefits from a high caseload intramurally, with approx. 33,000 companion animal patients (approx. 83% first opinion cases) and more than 2,400 equine cases (approx. 17,7% first opinion cases) annually, providing extensive hands-on learning.

Students gain practical experience through case-based learning, supervised consultations, and emergency care. The integration of digital health records ensures a structured approach to clinical case management. The VEE actively collaborates with private practitioners and referral centres, expanding students' exposure to real-world veterinary practice.

It is commendable that students participate from the early stages of education in clinical areas (reception desk, pharmacy, sampling room, preventive medicine, surgery consultations, and hospitalisations).

3.1.3.3. Suggestions for improvement

None.

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

Core clinical training in production animals spans 2nd to 5th years of the curriculum. It is organised into three themes: animal husbandry, reproduction and pathology, including herd health management. Clinical skills are acquired in the CSL before exposure to cases in the Production Animal Hospital. A network of collaborating agriculture high schools and private farms provides further resources for animal husbandry, herd health management and clinical service throughout years 2-5 of the programme. The core production animal clinical training includes 4 mornings in the Production animal hospital in the 4th year, and one week in the 5th year, two mornings of ambulatory visits in the 5th year. Students are exposed to 2 days of Herd health management of intensive poultry and pigs, and bovine reproduction and herd health management are covered in a further 2.5 days. A virtual reality experience introduces students to intensive agriculture before the farm visit. A total of 12.5 days of core clinical rotations are production animal-oriented out of a total of approximately 150 days.
Professional training on a dairy farm for 2 weeks and 1 week in mixed or production animal practice takes place in the 2nd year, and a further 4 weeks of experience in production animal practice in the 5th year.
A production animal track is available in the 6th year, comprising11 weeks of intramural training and 16 weeks of extramural work placement.

3.1.4.2. Analysis of the findings/Comments

The VEE has responded to challenges in obtaining a sufficient caseload in production animals by closing a unit in Burgundy, opening a new, refurbished Production Animal Hospital on the main campus and building a network of contacts within the Ile de France Region within 90 minutes travel of the campus to provide caseload for the ambulatory clinic (see standard 4.7).

3.1.4.3. Suggestions for improvement

None.

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

Over 230 curricular hours are dedicated to VPH/FSQ, across the subjects of;

- Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification - 3rd and 4th year with practicals in 5th
- control of food, feed and animal by-products - 4th year
- zoonoses and their prevention - 4th year, practicals in 5th
- food hygiene and environmental health, and basic food technology.

Teaching of the VPH/FSQ curriculum through the Competency Units facilitates the integration of VPH/FSQ into Basic Sciences and Food Animal Medicine early on in the student's learning

experience, from the 2nd year. The general purpose of the basic science competences is stated to be to ensure that the prerequisites of knowledge for clinical sciences and VPH are in place.
Food safety and quality (FSQ) teaching commences in the 2nd year, with an introduction to the "One Health" concept and the roles of veterinarians, such as their involvement in the food chain, public health administration, veterinary inspectors, industry, and research.
A virtual slaughterhouse visit conducted in the 2nd year prepares students for a real slaughterhouse visit in their 3rd year. In the 4th year, students learn about pathology, diagnoses, seizure justifications, inspection techniques (ante-mortem and post-mortem), animal welfare in slaughterhouses, and the management of animal by-products.
A special focus is given to poultry and seafood production chains. While there is no visit for undergraduates to a poultry slaughterhouse, this is adequately compensated for by videos with explanations presented by academic staff. In addition, there is a plan in place to produce a virtual reality offering, similar to that already produced for a pig farm visit that was demonstrated during the visit.
In the 4th (or 5th) year, students must complete a three-day work placement in a slaughterhouse under the supervision of veterinary services in order to observe and understand official controls.
In the 5th year, 4 weeks are dedicated to VPH, including two weeks in FSQ.
For microbiological food control, they analyse minced meat and visit the food safety laboratory of ANSES. Visits to the catering services of the French Army allow students to apply hygiene practices and HACCP principles, while visits to food industries deepen their understanding of food processing technology.
They also visit a pig slaughterhouse to apply hygiene practices, examine animal welfare, and sanitary issues in the pork industry.
Finally, all 5th-year students receive a one-week Prerequisite Training for Sanitary Accreditation (FPHS), that is necessary for carrying out the duties of sanitary veterinarians, such as rabies vaccination, prophylaxis of regulated diseases, and sanitary visits.
Deficiencies identified by the EAEVE visitation in 2015 included 'inadequate coverage of Food Safety and VPH, especially in the pig, poultry and fish sector' and 'lack of practical training in food technology and food microbiology'. These have been corrected by the recruitment of additional professors and the addition of additional relevant visits. However, given the breadth of the teaching load, including practicals, the requirements for off-site visits and the fact that FSQ has no dedicated laboratory, the number of academic staff is still low, and there is no technical support.

3.1.5.2. Analysis of the findings/Comments
The provision of both theoretical and practical experience in VPH/FSQ provides the undergraduate student with a good understanding of the role played by the disciplines in the protection of human, animal health and the environment.
Consideration should be given to an increase in the number of FSQ academic staff and the provision of technical support.
The degree of integration of the VPH/FSQ theoretical and practical training into the broader curriculum is to be commended.

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

Professional Knowledge is taught throughout the whole curriculum. Six teachers are fully dedicated to teaching core knowledge and skills in Professional Knowledge, but many other teachers also incorporate Professional Knowledge into their courses. Four out of the six teachers hold a veterinary degree, while three of the six continue to practice privately outside the VEE, ensuring that their teaching in these disciplines remains fully aligned with the realities of the modern veterinary profession. The areas of focus of the teachers include marketing, business, client communication, English communication in the veterinary field, quality assurance, and ethics. Professional Knowledge is also part of the daily activities in the clinics (e.g. communication, handling phone, welcoming clients, and drafting reports), during ambulatory visits and EPT, and thus taught by the regular teaching staff, sometimes in cooperation with one or more of the six teachers (e.g. specific training sessions). Specific courses of Professional Knowledge, besides the graduation thesis and EPT, include information literacy and data management, professional ethics and communication, animal health economics and practice management, clinical practical training in common animal species, animal ethology, animal welfare, herd health management, veterinary legislation including official controls and regulatory services, forensic veterinary medicine and certification. The number of hours of Professional Knowledge required varies across different tracks and can reach up to 1,320 (CA), 1,782 (PA), 1,423 (EQ), and 1,429 (CA-EQ).

The practical relevance of the different topics is emphasised. For example, client communication is taught among others by simulation of consultations with peer students as actors, and playing business games (Y2, Y4) is used as a teaching tool in marketing and management. Furthermore, there are some initiatives that deserve to be mentioned. The hackathon model (an event where people engage in rapid and collaborative engineering over a relatively short period of time, such as 24 or 48 hours) has been used in creating and discussing entrepreneurial projects. Another one is the “Proveto Junior Conseil” (https://proveto.net), the Junior-Enterprise of the Alfort Veterinary School, which fosters innovation, collaboration, and problem solving. Both initiatives have a strong involvement from the veterinary field, including stakeholders. The VTH has been used as a model to introduce students to the financial, accounting, and managerial aspects of clinical operations.

Herd Health Management has been taught during visits to dairy farms and intensive poultry and pig farms (Y3). In these visits, evaluations of welfare, biosecurity, housing, and reproduction are undertaken. Moreover, transrectal palpations, including the use of ultrasound, and sanitary and coprological inspections are carried out. Courses on global ecological challenges were recently introduced. Key topics include biodiversity, drug resistance, effects of climate change on animal welfare, and corporate social responsibility.

Soft skills are continuously taught throughout the whole curriculum.

3.1.6.2. Analysis of the findings/Comments

Regarding teaching Herd Health Management in year 5, a group size of 20 students (farm at Grignon) is large but meets the learning goals.

The integration of the Teaching Hospital as a training ground for soft skills development is a commendable initiative that enhances students' communication, teamwork, and professional interaction abilities. By engaging in real-world responsibilities, such as working at the admission

desk, students gain hands-on experience in client communication, problem-solving, and managing clinical workflows.
The fact that initiatives on Professional Knowledge are developed in close cooperation with the veterinary field and stakeholders is commendable. Examples are the use of the Hackathon model for entrepreneurial projects and the "Proveto Junior Conseil", a platform that encourages innovation, collaboration, and problem solving. Recently introduced are courses on biodiversity, drug resistance, effects of climate change on animal welfare, and corporate social responsibility taking into consideration the ecological challenges facing the world today.

3.1.6.3. Suggestions for improvement
None.

3.1.6.4 Decision
The VEE is compliant with Standard 3.1.6.

Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.
The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1. Findings
Each Competences Unit (CU) is designed with specific learning outcomes, collaboratively developed by the CU head and teaching staff, and reviewed within Teaching Department Councils that include student representatives. The curriculum undergoes regular updates, integrating feedback from students (through mandatory evaluations), alumni (via national surveys), and external stakeholders (through CEVE and the Board) to ensure its relevance to veterinary practice.
Teaching methods emphasise active learning, with less than 40% of coursework delivered through lectures and a focus on small group sessions, workshops, flipped classrooms, e-learning tools, and clinical training in the VTH. The 5th and 6th years incorporate extensive clinical teaching, complemented by 20 ECTS of Personal Projects Credits (PPC) for individual projects and work placements, which are supervised by academic tutors.
Students benefit from advanced digital tools (EVE Moodle platform, virtual hospital, interactive clinical cases, 3D reality, video capsules, and quizzes), well-equipped laboratories, and connected lecture halls. The VEE promotes self-learning and lifelong learning, providing access to library services, electronic databases, and self-study spaces beyond scheduled classes. Courses on professional ethics, communication, and information literacy further encourage critical thinking, self-assessment, and continuous development.
Student involvement in shaping learning opportunities is presented through Teaching Department Councils, where CU heads and teaching staff collaborate with student representatives to define and update course content. The VEE also organises academic and

informal events, fostering student engagement, networking, and career development opportunities. The VEE also organises academic ceremonies, informal events, and networking opportunities to foster student engagement and community building. Additionally, students are introduced to continuing education and specialisation programs in their final years, for long-term professional growth and career planning.

3.2.2. Analysis of the findings/Comments

The VEE's competency-based curriculum is well-structured, ensuring that each CU aligns with EAEVE's D1C. The collaborative development of learning outcomes by CU heads, teaching staff, and student representatives integrates stakeholder feedback. Personal Projects Credits (PPC), allows students to engage in individualised career development under academic supervision. The availability of advanced teaching facilities, digital tools, and self-learning resources supports a learning environment conducive to critical thinking and continuous professional development.

3.2.3. Suggestions for improvement

None.

3.2.4. Decision

The VEE is compliant with Standard 3.2.

Standard 3.3: Programme learning outcomes must:

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

3.3.1. Findings

The VEE's undergraduate veterinary programme follows a competency-based model, ensuring the alignment of content, teaching, learning, and assessment activities within a cohesive framework. This approach has been in use for over ten years and replaces traditional disciplines with Competences Units (CU), allowing for interdisciplinary learning. Learning outcomes are clearly defined at both the programme and course levels and are continuously reviewed and updated through Teaching Department Councils, stakeholder input, student evaluations, and post-graduate surveys.

Assessment methods are mostly practical and competency-focused, emphasising problem-solving situations, simulations (with mannequins or actors), and real-life experiences within the VTH and during extra-mural activities. The CompetVet smartphone application, developed in collaboration with other French veterinary schools, is a specialised tool developed for veterinary students and educators in France, aiming to streamline the assessment of clinical competences. It facilitates real-time interaction between students and supervisors during clinical situations, allowing for the compilation of case logs, evaluations, self-assessments, and certifications related to D1Cs. This supports the mapping process that ensures each CU meets EAEVE's D1C requirements. The application is linked to structured assessment strategies,

including documentation of practical and clinical activities. Students can monitor their progress through an individual dashboard that continuously updates the percentage of completion for each competence and receive real-time feedback on their clinical skills and competences, which enhances learning. The app allows students and teachers to interact during the validation of transversal and clinical competences, ensuring structured evaluations.
To assess competency acquisition, students are surveyed at the end of their 6th year to evaluate their confidence in acquired skills, and post-graduate surveys (one and two years after graduation) help identify potential gaps in the programme. The student self-assessment data on their perceived competence levels at the end of their veterinary education, covering multiple graduating classes for the years 2018–2023, are presented. The dataset includes quantitative evaluations across various competences, categorised under key veterinary skills such as clinical examination, diagnosis, biosafety, imaging, surgery, therapeutics, public health, communication, and ethics. The results indicate progressive improvement in several areas, with higher scores in animal handling, biosafety, therapeutics, pain management, communication, and regulatory knowledge, while lower scores are observed in food safety-related competences. The Competences Framework is systematically monitored, with student feedback serving as a key indicator for curriculum adjustments. This structured self-evaluation, combined with postgraduate surveys, helps identify potential gaps between faculty expectations and student confidence levels, ensuring continuous refinement of the veterinary curriculum.
Changes to learning outcomes are made through a collaborative decision-making process, involving Teaching Department heads, student representatives, and the Executive Director for Education, before approval by the CEVE, Academic Council, and Board. Minor modifications occur annually, while major changes (e.g., timetable adjustments, course reorganisation, or ECTS credit modifications) require coordination between the three Teaching Departments.
Communication of learning outcomes is ensured via the VEE Moodle platform and CU syllabi, with teaching staff required to clearly present and explain the objectives at the beginning of each CU.

3.3.2. Analysis of the findings/Comments
The VEE's competency-based curriculum demonstrates a well-structured alignment between teaching, learning, and assessment activities, ensuring adherence to D1C. The integration of CompetVet, a real-time competency tracking tool, effectively supports student progress monitoring, structured evaluations, and supervisor interaction during clinical training. The systematic review of programme learning outcomes, based on Teaching Department Councils, student evaluations, and postgraduate surveys, enables data-driven curriculum adjustments.

3.3.3. Suggestions for improvement
None.

3.3.4. Decision The VEE is compliant with Standard 3.3.

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

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**

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

3.4.1. Findings

The VEE has a structured and collaborative framework for curriculum oversight and continuous improvement, primarily driven by Teaching Department Councils, CEVE, the Academic Council, and the Quality Assurance Committee (CAQ). These bodies ensure that curriculum design, pedagogical approaches, and assessment methods align with institutional and accreditation standards. The Executive Director for Education coordinates this dynamic, facilitating discussions between faculty, students, and external stakeholders.

A key aspect of curriculum management is the structured student evaluation process. At the end of each semester, students must assess teaching and examination quality for each CU. This feedback is systematically collected, formatted by the DEVE, and provided to CU heads, who are required to respond through structured PowerPoint presentations and, in cases where satisfaction scores fall below 7/10, a detailed written response. These documents are made available to students and faculty via the EVE platform, fostering transparency and engagement. For instance, the use of compulsory attendance in neurology courses has received mixed reactions, with students criticising its effectiveness and impact on learning autonomy. However, improvements in exam performance suggest potential benefits.

External and internal evaluations, including those by ESEVT and HCERES, further support curriculum oversight. National post-graduation surveys conducted by MASAF track the professional integration of graduates and provide additional feedback for curriculum adjustments. The VEE's close ties with professional organisations ensure ongoing dialogue with the veterinary profession, enhancing the relevance of training.

Periodic curriculum revisions occur approximately every seven years, with significant updates implemented in 2015 (competency-based approach), 2021 (introduction of a direct-entry first-year program), and a new revision initiated in 2024. The latest 2024 curriculum revision builds upon previous updates and focuses on enhancing competency-based learning, further integrating digital tools like CompetVet for real-time competency tracking, and addressing student feedback on workload, assessment methods, and self-learning opportunities in disciplines such as neurology and diagnostic imaging. Additionally, the revision aims to refine assessment strategies, balancing written, oral, and clinical evaluations, while strengthening continuous and self-assessment methods. Efforts are also directed toward improving professional integration, particularly in food safety-related competences, which have shown lower student confidence. By leveraging postgraduate surveys and stakeholder feedback, the VEE seeks to ensure that the curriculum remains aligned with veterinary industry demands and effectively prepares graduates for professional practice. While these changes aim to maintain educational relevance, the VEE ensures sufficient time for assessing long-term impacts before implementing further major modifications.

3.4.2. Analysis of the findings/Comments

The VEE demonstrates a systematic and collaborative approach to curriculum oversight and continuous improvement, ensuring that teaching, assessment, and programme design align with institutional and accreditation standards. The integration of student evaluations as a key feedback mechanism enhances transparency, with a structured response process in place for CUs receiving lower satisfaction scores. The 2024 curriculum revision effectively builds on previous updates, with a focus on enhancing competency-based learning, refining assessment strategies, and integrating digital tools like CompetVet for real-time competency tracking.

3.4.3. Suggestions for improvement
None.

3.4.4. Decision
The VEE is compliant with Standard 3.4.

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.
EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.
EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.

3.5.1. Findings
Courses and activities as part of Elective Practical Training (EPT) are split into Professional Training (PT) work placements, which are mandatory with fixed themes, and elective work placements within the framework of Personal Project Credits (PPC). The main difference between them is the fact that PT work placements are organised in predefined periods (Y1-Y5) and are governed by guidelines associated with a Competences Unit (CU). Elective work placements (Personal Project Credits (PPC)) must be chosen during their free time from Y2-Y5 for a period of 10 weeks in total, as part of a 20 ECTS plan. PT work placements must refer to the competences listed in the Competences Framework. More specifically, the Professional Training (PT) work placements include 2 weeks dairy cattle (Y2), 1 week mixed or Production Animal (PA) practice (Y2), 4 weeks PA practice (Y5), 2 weeks CA clinical (Y1), and 3 days VPH slaughterhouse (Y4, Y5, including FSQ). In PPC elective work placements, two categories can be distinguished with a different number of allocated ECTS. Category A comprises work placements in the veterinary, medical or scientific field that significantly contribute to the students' professional development, such as internships or high-level involvement in areas like sports, culture, humanitarian work, education, or service to the VEE. Category B includes activities with less direct impact on the professional project, such as recreational sports or other leisure-related activities, as long as they allow for the acquisition of several competences listed in the Competences Framework. The total number of ECTS for EPT must include at least 75% of category A. Category B is limited to a maximum of 2 ECTS per activity. Before the start of the elective work placements, it is mandatory for the student to discuss with the tutor the plan to get

approval to start the traineeship. Also, after the PPC has ended, the tutor will evaluate the PPC with the student. If students have chosen a veterinary clinic as work placement, a tripartite agreement between the VEE, the student and the veterinary clinic is necessary, and is established by a platform called StageVet. In addition to working in veterinary clinics, students can also apply for a wide range of traineeships in organisations, companies, and government institutions.

The 6th year is the tracking year with 7 tracks available to choose. There are 4 clinical tracks: companion animals (CA), equine (EQ), production animals (PA), and a combination of companion animals and equine (CA-EQ). The other 3 tracks include VPH, research, and management-marketing. All students are free to select the track they want to enter. The choice of a private clinic work placement is the student's responsibility, under the control of their academic tutor, who determines whether the student's proposal aligns with the expected objectives for the placement. This initial validation by the tutor is mandatory before any placement agreement process can be initiated (the StageVet application requires this initial validation before any further action can be taken). The number of students in 2024-2025 of the different tracks are 112 (CA), 18 (EQ), 6 (CA-EQ), and 34 (PA). The duration of the different tracks varies, and all tracks are a combination of extramural- and intramural activities for EPT. The track CA includes 27 weeks of intramural training in the different areas of the Companion Animal Hospital, including lectures in management sciences and professional knowledge. The track is completed by a 3-week work placement in a private clinic. The EQ track includes 21 weeks of extramural training in the Equine Normandy Campus (14 weeks), in equine reproduction (2 weeks in Oniris VetAgroBio), and in a private clinic (5 weeks). Students receive 6 weeks of intramural training, partly in cooperation with the other veterinary schools. The CA-EQ track consists of 11 weeks intramurally in the Companion Animal Hospital, 7 weeks extramurally on the Normandy Campus, 3 weeks of theoretical training in equine pathology, and a work placement of 5 weeks in a private clinic. The track PA has two options. The first one is a scheme of 9 weeks intramurally, 16 weeks in a private clinic, and a minimum of 2 weeks of an elective sub-track (dairy, meat, small ruminants, and swine and poultry farm). Additionally, students can engage in a training of 1-2 weeks in cooperation with professionals in the regions of Mayenne and Burgundy. The second option is the so-called "tutored rural work placement 6th year" and is a combination of intramural teaching activities and an 18-week work placement in one single veterinary clinic. Students must select an approved veterinary practice from a pre-established list of accredited clinics. This list is renewed annually based on a selection process, and practices may or may not be reapproved each year. The accreditation of veterinary practices is carried out through a national selection process, overseen by the National Steering Committee for Tutored Internships (CoPil). Applications are submitted through a comprehensive form designed to evaluate (1) the level of rural veterinary activity, ensuring that the practice can provide students with sufficient exposure to the required competences, and (2) the quality of supervision, verifying that the practice offers adequate mentorship to support students in their pedagogical progression.

The non-clinical tracks are organised together with organisations like the Ecole Nationale des Services Véterinaires, partner universities, ESSEC Business School, and ESCP Business School in pharmaceutical and biotechnical management, and have specific admission procedures.

3.5.2. Analysis of the findings/Comments

Elective Practical Training (EPT) is a combination of both intramurally mandatory work placements (PT) with fixed themes, connected with the Competences Units (CU) during Y1-Y5, and more flexible projects during their free time (Y2-Y5) extramurally, called Personal Project

Credits (PPC). About PPC, students have the option to choose work placements in the veterinary, medical, or scientific fields, but they can also choose activities that are more leisure-related. EPT might vary between all undergraduate students and does not replace Core Clinical Training (CCT). In the tracking year (Y6), 4 clinical and 3 non-clinical tracks can be chosen. The latter are organised together with organisations like the Ecole Nationale des Services Vétérinaires, partner universities, ESSEC Business School, and ESCP Business School in pharmaceutical and biotechnical management. The clinical tracks include both intramural training and extramural stages, such as in the Normandy Campus, and in private clinics. Between and in between the tracks, differences exist in the ratio between intramural and extramural activities. The supervision of extramural EPT is done by a qualified person (e.g. practitioner), intramurally by the teaching staff of the VEE.

3.5.3. Suggestions for improvement
None.

3.5.4. Decision
The VEE is compliant with Standard 3.5.

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

3.6.1. Findings
StageVet is the central platform for organising EPT (PT or PPC) work placements in private veterinary clinics. The platform is created by a collaboration between professional organisations and the French National Veterinary Schools and forms the connection between students, private veterinary clinics and the VEE. StageVet makes all procedures related to EPT more efficient, such as administration, searching, applying, and managing work placements, but also the objectives of work placements and reciprocal evaluations are available. The evaluations are visible not only for the EPT supervisor but also for students looking for a work placement. EPT supervisors receive instruction sheets and provide detailed feedback on the competences of the students. StageVet provides all the necessary information to the supervising teacher and the Department of Studies and Student Life (DEVE), including automatic alerts when students are underperforming (evaluation score ≤3,5). The supervising teacher and the EPT provider can communicate directly through an integrated chat function, which enables adequate quality control of EPT.
Extramural EPT work placements other than private veterinary clinics are governed by tripartite agreements (student, EPT provider, VEE). Insurance for students is provided by the VEE. The Executive Director for Education is responsible for EPT, assisted by the head of the DEVE and a work placement coordinator. They discuss guidelines and potential changes with the heads of the CUs, who are responsible for PT work placements, followed by discussions during Academic Councils and CEVE.

3.6.2. Analysis of the findings/Comments

StageVet, a commendable platform developed by the French National Veterinary Schools, facilitates the EPT both for students and for supervisors in veterinary clinics and the VEE, such as standardised evaluations of students' performance and feedback. StageVet enhances efficiency in all procedures and has numerous useful features. All formalities like agreements and insurances are in place. The Executive Director for Education has overall supervision of the EPT.

3.6.3. Suggestions for improvement
None.

3.6.4. Decision The VEE is compliant with Standard 3.6.

Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings
Students are responsible for their own learning process during extramural EPT. For PPC work placements, a preparatory document including planned activities and descriptions of competences they will focus on, must be presented and discussed with the academic tutor. As earlier described (standard 3.6), StageVet will facilitate the procedures, including information for the EPT supervisor, the reciprocal evaluations and the automated alerts if the student underperforms. For PT work placements, the head of the concerned CU provides the student with all relevant information.
In addition to the description of features of StageVet, the platform is also relevant because clinics can post a lot of detailed information about their clinics allowing students to make well-considered decisions. The ratings given by students are publicly visible. Clinics participate in StageVet on a voluntary basis. Generally, issues can be directly resolved between the academic tutor and the clinic, but they rarely occur.
Students must record activities in a case log, and other documents to track the educational progress of the student (PT), or in a summary report where PPC are discussed with the academic tutor to validate the ECTS credits.
An anonymous questionnaire is available on a VEE webpage which enables students to complain or raise concerns about issues during their work placement. Complaints can be made directly to the supervising teacher, or the head of the CU. Follow-up steps depend on the issues. This system of feedback ensures a QA process which can be used for future improvements and adaptations to the training programme (e.g. the curriculum revision program 2023), but also for a safe environment to work and learn for students.

3.7.2. Analysis of the findings/Comments
StageVet simplifies numerous procedures related to EPT, such as maintaining records of students' experience and furnishing information about participating clinics, including evaluations. A key strength of StageVet is its transparency, as clinics that voluntarily participate understand that their performance and feedback will be publicly visible, encouraging

accountability and high standards. The implementation of a solid QA process is being accomplished through the use of a feedback system is commendable.
For PPC work placements, students must write a preparatory document including the learning goals, planned activities which must be presented to and discussed with the tutor. For PT work placements, all relevant information has been given by the head of the different CU. There are different ways for complaining if necessary. Follow-up steps are depending on the issues.

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 is situated in a historic campus with multiple buildings that house lecture halls, clinical facilities, research laboratories, and administrative offices. The VEE has been engaged in a long-term renovation project to modernise and maintain its infrastructure, ensuring a modern learning environment. The campus includes facilities for companion animals, exotic animals, and farm animals, including a veterinary teaching hospital (VTH) that operates 24/7 for emergency services. The Equine Normandy Campus, operated by VEE in partnership with Normandy Equine Valley, spans 10,000 m^2 across 12 buildings and includes state-of-the-art facilities for equine medicine, surgery, imaging, sports medicine, and rehabilitation, with on-site accommodation for students and interns.
The VEE conducts extra-mural teaching in production animals and food safety and quality (FSQ) across established sites in Ile-de-France, Centre, and Burgundy, including agricultural high schools, farms, slaughterhouses, and the international food market in Rungis. Due to the distance between pig and poultry farms, a partnership with Le Chesnoy Agricultural High School allows students to stay on-site for farm visits and slaughterhouse training. Additional 6th-year practical activities take place in Cher, Eure-et-Loir, Loiret, Côte-d'Or, Mayenne, and Brittany, where students focus both on ruminants and monogastric production.
The physical infrastructure of the VEE is well-developed and continuously upgraded to meet modern veterinary education requirements. The VEE's strategy for maintaining and upgrading its buildings and equipment is based on a real estate master plan, which outlines long-term goals and is implemented through five-year strategic plans. The annual budget is aligned with these objectives, ensuring a structured approach to renovations and improvements. Maintenance is managed through a dual system, with in-house technical teams handling minor repairs, while external contractors provide preventive and corrective maintenance for critical infrastructure

like heating, air-conditioning, plumbing, electrical systems, fire safety, and medical equipment. Over the past 20 years, the VEE has completed renovations or reconstructions of 51% of its operating space, with 35% of these upgrades taking place in the last decade.
The VEE ensures internet access throughout both campuses, including teaching areas, clinical settings, and student workspaces. Additionally, accessibility measures for students with disabilities have been implemented in compliance with EU standards. However, given the historical nature of some buildings, ongoing maintenance and upgrades remain crucial to sustaining a high-quality learning environment.
The VEE ensures compliance with biosecurity, animal welfare, and care standards through the CoBios committee, which oversees the biosecurity manual, conducts audits, and ensures adherence to Directive 2010/63/EU, with regular inspections by the Departmental Directorate for the Protection of Populations (DDPP).

4.1.2. Analysis of the findings/Comments

The ongoing renovation projects and infrastructure updates at the VEE are commendable, ensuring that facilities remain fit for purpose despite the historical nature of some buildings. Continued investment in building upgrades will be necessary to sustain a high-quality learning and clinical environment.
The availability of internet access across the campus, including teaching areas, laboratories, and clinical facilities, supports digital learning and case management.
Some buildings are classified as historic monuments, which limits flexibility in renovations and requires additional bureaucratic procedures. Careful planning will be essential to balance preservation and modernisation.
The VEE's commitment to maintaining and upgrading its facilities is evident through its modernisation efforts, adherence to biosecurity and accessibility regulations, which is commendable.

4.1.3. Suggestions for improvement

None.

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 campuses: Maisons-Alfort and Equine Normandy (in full activity, including medicine and surgery, since January 2025), both equipped with modern and well-maintained teaching facilities. The Maisons-Alfort campus includes 7 amphitheatres, 21 modular seminar rooms, and 6 classrooms for practical teaching, along with a Clinical Skills Laboratory (CSL). All lecture halls and classrooms are equipped with Wi-Fi access and are being progressively

upgraded to support remote teaching.
The Equine Normandy Campus features specialised teaching spaces dedicated to equine locomotion, imaging, surgery, sports medicine, and rehabilitation, ensuring a high standard of equine education. Clinical training facilities include the Veterinary Teaching Hospital (VTH), which encompasses companion animal, equine, production animal, and wildlife hospitals, all fully integrated into the teaching curriculum.
Students have access to study areas, recreational spaces, lockers, sanitary facilities, and food services. While there is no canteen, partnerships with nearby cafeterias and food delivery services ensure that students have adequate meal options. In students dorms there are additional rooms for co-working and relaxation.
The offices for academic staff are grouped in the Guérin, Bouley, and Nocard buildings, while research laboratories are housed in the Chauveau and Bressou buildings, ensuring adequate facilities for teaching and research.

4.2.2. Analysis of the findings/Comments
The Maisons-Alfort and the Equine Normandy Campuses are well-equipped and sufficient in number and size for the student population. To date, although the number of students is steadily increasing, the faculty continues to make use of the limited space effectively and efficiently.
The Clinical Skills Laboratory (CSL) enhances hands-on learning, particularly in early years which is commendable. By providing hands-on experience from the beginning, it enhances skill development and confidence, ultimately leading to higher competency in clinical practice and better outcomes for animal welfare.
Facilities are progressively upgraded to support remote teaching and digital tools, ensuring students benefit from modern instructional methods, and continued investment in audio-visual technology across lecture halls will further improve the hybrid learning experience which is commendable.
Students have adequate access to study areas, lockers, sanitary facilities, recreational spaces, and an on-campus canteen served by external food providers. The distribution of academic offices and research laboratories across multiple buildings ensures dedicated spaces for faculty. However, as research activities expand, continuous monitoring of office and laboratory capacity will be essential to support growing teaching and research need**s.**

4.2.3. Suggestions for improvement
None.

4.2.4. Decision The VEE is compliant with Standard 4.2.

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

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

4.3.1. Findings

The VEE provides comprehensive and well-maintained facilities for livestock, animal housing, and core clinical teaching including adequate lecture theatres, laboratories, tutorial rooms, and clinical facilities that are well maintained. Students have access to study areas, recreational facilities, lockers, food services, and sanitary installations. Office space is sufficient for teaching and support staff. For production animals, the dedicated hospital includes an amphitheater for bovine standing surgeries, surgical suites for small ruminants, a laboratory with diagnostic equipment (e.g., blood gas analysers, microscopes), and a designated infectious disease area. All zones are equipped with necessary tools, and animals are categorised based on health status and biosecurity risk. The Equine Normandy Campus features state-of-the-art facilities for equine medicine, isolation, surgery, sports medicine, rehabilitation, and locomotion analysis. A connected amphitheatre allows for live clinical demonstrations, enhancing the learning experience.
Students are trained in best husbandry, welfare, and biosecurity practices, supported by CoBios, which oversees compliance and conducts regular audits. Sustainability measures are integrated into facility operations, including waste management and controlled resource usage. The Clinical Skills Laboratory (CSL) provides a simulated environment where students practice procedures before working on live animals, reducing animal stress and enhancing welfare.
The VEE integrates environmental sustainability into its Strategic Plan "Campus 2025", which includes the "Alfort Eco-Citizen" initiative aimed at reducing the VEE's environmental footprint. Key actions include waste management programs, energy efficiency measures, and sustainable resource use across campus facilities. Specific efforts include optimising water and energy consumption, improving waste sorting and recycling, and ensuring eco-friendly construction and renovation projects.

4.3.2. Analysis of the findings/Comments

The Companion Animal, Equine, Production Animal, and Wildlife Hospitals provide adequate capacity for hands-on training, ensuring students gain practical experience across different species. The Equine Normandy Campus enhances equine education with modern diagnostic and rehabilitation facilities.
The CoBios committee ensures that biosecurity protocols are maintained across all facilities, and students are actively trained in best husbandry and welfare practices. The presence of dedicated infectious disease areas for production animals strengthens disease control and management training.
Teaching hospitals and animal housing areas are well-maintained and fit for their purpose, with modern diagnostic equipment available in all core clinical teaching areas. The integration of live clinical demonstrations via connected amphitheatres improves the learning experience.
The VEE incorporates environmental sustainability measures, such as waste management systems and controlled resource usage, but continued monitoring and potential expansion of green initiatives could further align the facilities with modern sustainability goals.

4.3.3. Suggestions for improvement

None.

4.3.4. Decision

The VEE is compliant with Standard 4.3.

Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.
For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.
The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.
The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1. Findings

The Veterinary Teaching Hospital (VTH) operates across five clinical and paraclinical platforms: Companion Animal Hospital, Production Animal Hospital, Equine Hospital (Normandy campus), Wildlife Hospital, and the Medical Analysis Laboratory. The VTH provides 24/7 emergency services for companion animals, equines, and production animals, handling 5,081 emergency cases for companion animals, 214 for equines, and 67 for production animals in 2023. The Companion Animal Hospital spans four floors, housing consultation rooms, diagnostic imaging, emergency and intensive care units, hospitalisation areas for dogs, cats, and exotic pets, operating rooms, and specialised treatment zones. Additional amenities include student changing rooms, meeting spaces, and break areas, ensuring a comprehensive learning and clinical environment.
The medicine and surgery services of the Equine Hospital were relocated to the Equine Normandy Campus in late 2024 (in full activity since January 2025), consolidating all equine activities into a single, state-of-the-art facility. The new 2,000 m^2 hospital accommodates 40 horses and includes advanced imaging (CT, MRI, X-ray), rehabilitation facilities (50-meter swimming pool), surgical suites, intensive care, and specialised locomotor and medical-surgical hubs.
The 250 m^2 Wildlife Hospital in the Nocard building provides care for native wildlife, mainly birds (85%) and mammals (15%), with dedicated hospitalisation areas and fully equipped nursing and intensive care rooms for treatment and minor surgeries.
The Production Animal Hospital, located on the ground floor of the Nocard building, accommodates client-owned animals for treatment and breeder-supplied animals for diagnostic purposes. The facility includes three housing zones, accessible through a locker and changing area.

4.4.2. Analysis of the findings/Comments

The emergency services are fully integrated into teaching activities, allowing students to gain hands-on experience in triage, critical care, and hospitalization.
The clinical training follows research-based and evidence-based principles, with academic staff holding PhDs and/or veterinary specialist diplomas. Teaching is closely coordinated with research departments, ensuring students are trained in the latest diagnostic and treatment protocols. The hospital operates with a high caseload, supporting both undergraduate and postgraduate clinical training. The facilities are equipped with modern technology to ensure a

high standard of veterinary care, comparable to private sector clinics.
Since the VTH does not operate a 24/7 on-site emergency service for ruminants, an on-call system is in place to ensure that emergency cases can be addressed when needed. This system allows students to gain clinical exposure to emergency ruminant cases in coordination with external veterinary services.
The VTH facilities meet high clinical standards and are equipped with modern diagnostic and treatment technologies, ensuring that teaching clinics match or exceed those available in the private sector. The students gain important hands-on experience with a high caseload, which is commendable. This allows them to develop their clinical skills through exposure to both first-opinion and referral cases across multiple species.

4.4.3. Suggestions for improvement
None.

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
The VEE provides students with access to a comprehensive range of diagnostic and therapeutic facilities. The Clinical Skills Laboratory (CSL), located in the Agora building, offers pre-clinical teaching activities where students develop practical skills before working on live animals. The Executive Director of the VTH, reporting to the Dean, oversees operations with a team of platform managers, and for larger teams, a steering committee coordinates clinical services.
The Companion Animal Hospital provides training in preventive medicine, surgery (soft tissue and orthopaedics), reproduction, internal medicine (uro-nephrology, gastroenterology, endocrinology, neurology, oncology, etc.), dermatology, ophthalmology, anaesthesia, emergency and intensive care, imaging, cardiology, exotic pet medicine, nutrition, behavioural medicine, pharmacy, and client reception. The hospital is equipped with advanced diagnostic and surgical technology, including CT, MRI, ultrasound, X-ray, endoscopy, laparoscopy, electrocardiography, and laser therapy systems. The medical analysis laboratory supports clinical activities in parasitology, mycology, bacteriology, biochemistry, haematology, virology, histology, cytology, and necropsy. The VTH operates 2 laboratories for companion animals, equines, and production animals, ensuring students gain practical experience in emergency and critical care.
The Production Animal Hospital also provides ambulatory clinical activities, where students travel in VEE vehicles to conduct reproductive monitoring, sanitary inspections, and farm visits.
Soft skills training, including communication skills and client interactions, is integrated into the curriculum through preclinical teaching activities and role-play exercises. From the 4th year onwards, students practice communication and teamwork during clinical rotations in the Companion Animal, Equine, and Production Animal Hospitals. They actively participate in case

discussions, client interactions, and team-based decision-making.

4.5.2. Analysis of the findings/Comments

The Veterinary Teaching Hospital (VTH) at the Maisons-Alfort campus provides students with comprehensive training opportunities across a wide range of specialities, ensuring exposure to modern diagnostic and therapeutic practices. The presence of specialised hospitals for companion animals, equines, production animals, and wildlife strengthens species-specific training.

A strong emphasis on practical and pre-clinical training is commendable. The Clinical Skills Laboratory (CSL) enables students to develop hands-on skills before working on live animals, reducing stress on patients and enhancing confidence in clinical procedures. The integration of role-playing with professional actors in communication training is a valuable tool for preparing students for real-world client interactions and is also a part of the D1Cs.

The ambulatory services for production animals allow students to gain real-world exposure by conducting farm visits, reproductive monitoring, and sanitary inspections, strengthening their understanding of large animal practice.

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

In the Companion Animal Hospital, there is a restricted-access isolation area in the Cadiot building that houses cats, dogs, and exotic pets with suspected or confirmed infectious diseases. The facility includes an airlock, two isolation rooms, and species-specific cages, with strict entry and exit procedures for staff and students.

In the Equine Hospital, there is a separate isolation building that features five stables (three standard, two larger for neurological cases or mares with foals), a dedicated unloading area with a wheel disinfection station, and controlled access via multiple footbaths and airlocks. Owners are not permitted in the isolation area.

In the Production Animal Hospital, a standalone isolation unit in the Guérin building is situated, adjacent to the necropsy area, and includes a dedicated airlock, footbath, specific clothing, and equipment. Separate entry points exist for animals (backyard) and humans (changing rooms).

A restricted-access isolation room in the Nocard building can accommodate wildlife with suspected contagious/notifiable diseases, with personal protective equipment (PPE) and decontamination protocols in place in the Wildlife Hospital.

4.6.2. Analysis of the findings/Comments

The Companion Animal, Equine, Production Animal, and Wildlife Hospitals each have dedicated isolation areas, ensuring proper containment of infectious cases. The use of airlocks, footbaths, and restricted access protocols enhances biosecurity and infection control.

Each isolation unit follows detailed decontamination procedures, including separate entry points for staff and animals, PPE requirements, and designated equipment for each area.

The Equine Hospital's wheel disinfection station is commendable for preventing external contamination.

4.6.3. Suggestions for improvement

None.

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

Students at 3rd year participate in ambulatory visits to pig and poultry farms, assessing husbandry, biosecurity, and animal health, and proposing improvements for farmers.

In 5th year: students take part in cattle farm audits, reproduction monitoring, and herd health visits, covering parasite control, clinical examinations, and on-farm medical consultations.

As part of the Production Animal Hospital's clinical activities, interns and senior students accompany teaching staff on farm visits for reproduction audits, minor surgeries, prophylaxis, and sanitary inspections. After closing the Burgundy Campus, a 5-seat fully equipped van has been funded by the Ile-de-France Region to provide ambulatory clinical services for local farms, 9-seat vans, cars, and private buses are available for larger student groups. A plan is in place to purchase further vehicles as student numbers increase.

4.7.2. Analysis of the findings/Comments

The progressive approach from 3rd to 5th year ensures that students develop a solid understanding of farm health management, starting with husbandry and biosecurity in 3rd year, moving to herd health assessments in 4th year, and culminating in farm audits, reproduction monitoring, and disease management in 5th year.

The ambulatory clinic service for sick animals in the Ile-de-France region is a new service and case numbers are slowly increasing. Over 80% of extramural cases currently seen are for reproductive examination/palpation. This meets the indicator values but does not currently expose students to a broad range of cases of sick animals.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision The VEE is compliant with Standard 4.7.

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

4.8.1. Findings

The VEE operates a fleet of vehicles for extra-mural clinical activities, including four 5-seat cars, one 6-seat van, one 7-seat car, two 9-seat vans, and one 19-passenger bus. For large groups (over 14 students), transport is arranged via the VEE's bus or a private company. Smaller groups use 5- to 9-seat vehicles, driven by a teacher or student, with strict documentation and safety protocols in place.

A dedicated livestock truck transports animals for the Production Animal Hospital, cleaned and disinfected before each trip. It carries one large bovine or multiple small ruminants from the same farm, with movement permits and certified drivers ensuring regulatory compliance.

Small carcasses and anatomical parts are transported in watertight boxes, with sanitary documentation archived by the VEE. The VEE does not transport large cadavers, and all transport strictly follows the DDPP regulations.

4.8.2. Analysis of the findings/Comments

The VEE's fleet of vehicles effectively supports extra-mural clinical activities, ensuring students and staff have adequate transport options for field visits. The availability of a 19-passenger bus and private transport options for larger groups demonstrates efficient logistical planning.

The requirement for student drivers to provide documentation and the presence of a second driver enhances safety and accountability. The livestock transport protocols, including cleaning, disinfection, and compliance with movement permits, meet biosecurity and animal welfare standards.

The use of watertight boxes and sanitary documentation ensures safe and compliant transport of anatomical materials, with strict oversight by the DDPP. The prohibition on transporting large cadavers further aligns with biosecurity regulations.

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

The Veterinary Teaching Hospital (VTH) follows good clinical practices, with most service heads being board-certified. Operational policies are communicated via hierarchical structures, intranet, and the EVE platform, ensuring staff, students, and clients are well-informed. Clinical feedback is gathered through student evaluations, while client satisfaction is monitored via a new survey system in the Companion Animal Hospital.
A dedicated hygiene and security training program is provided to newly recruited staff, including procedures for fire safety, injuries, and accident response. Before clinical rotations, 5th-year students practice in the Clinical Skills Laboratory (CSL) and are assessed on technical skills and good laboratory practices.
The CoBios committee oversees biosecurity, ensuring compliance, audits, and regulatory updates, with a biosecurity manual accessible to staff and students. The VEE's renovation program has reinforced forward flow concepts and zone separation, with biosecurity integrated into teaching activities (totalling 61 hours across five years). All 4th-year students must pass a biosecurity test before entering 5th-year clinical shifts.

4.9.2. Analysis of the findings/Comments

The VTH follows structured operational policies, ensuring high clinical standards, with board-certified service heads and trained teaching staff. The introduction of a client satisfaction survey system in the Companion Animal Hospital is a proactive measure to improve service quality and patient care, which is commendable.
The CoBios committee plays a crucial role in ensuring biosecurity compliance, conducting audits, regulatory updates, and training sessions. The requirement for 4th-year students to pass a biosecurity test before clinical rotations strengthens infection control awareness and is commendable.
The integration of hygiene and safety training for new staff, along with CSL-based pre-clinical assessments for 5th-year students, ensures that clinical staff and students are well-prepared before working in the VTH. The structured biosecurity curriculum across all study years reinforces safe practices from the beginning of the program.

4.9.3. Suggestions for improvement

None.

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

The VEE has a clear strategy for access to sufficient normal animals. Companion animals owned by staff and students, as well as animals owned by the exotic pets student club, are used. Horses

may be rented for short periods (around four months), military horses from the Garde Républicaine cavalry regiment (15 min., 350 horses), and horses from the VEE's educational herd located in the Equine Normandy Campus (9 horses) are also used. A network of partner agricultural high schools managed by the MASAF, the farm of AgroParisTech, an agronomy engineering establishment and private farms to access production animals. Additionally, hospitalised cattle are used for propaedeutic courses on a smaller scale.
Clinical cases in all species are seen in the VTHs for small and production animals on the Maisons-Alfort campus and equine on the new VTH in Normandy. The VEE has identified issues in obtaining sufficient caseload in production animals and since the last visitation, have closed a previous arrangement in Burgundy and set up a new collaboration in the Ile-de-France region to provide healthcare for production animals. Case numbers are currently low from this route but it is forecast to increase in future.
Dog cadavers for anatomy teaching are sourced from a laboratory animal supplier. Horses, cattle and goats are purchased from a livestock dealer: these are culled animals with low economic value. Cull laying hens are sourced from poultry farms. A large collection of bones and platinated anatomical parts (over 400) produced by an in-house plastination laboratory also supports anatomy teaching.
Necropsy cases come primarily from the VTH. Additionally, pig cadavers (96 in 2025) are obtained via a partnership with a 1,700-sow farm. A similar arrangement with a poultry breeder supplied cull hens. All necropsies are systematically recorded in dedicated files (date of necropsy, persons involved, name of clinician, report, etc.). Suitable cold room and freezer facilities allow the supply of teaching material to be controlled.

5.1.2. Analysis of the findings/Comments
Systems are in place that have the potential to supply the required number of cases and cadavers, and these are efficiently recorded and monitored.
The high caseload of both first opinion and referral cases in the companion animal VTH is commendable.
Specific curriculum choices underline the lack of pigs and exotic pets used in anatomical training, but this is compensated by the provision of online dissection guides for these species and anatomy is reviewed during necropsy and clinical training in these species.
Absence of a visit to a poultry slaughterhouse is compensated for by seminar discussion, use of videos and photographs, and it is planned to produce a virtual reality experience of a poultry slaughterhouse visit.

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
There is some off-site equine and production animal training. Dairy and suckler cattle, small

ruminants, pigs and poultry visits in the clinical core curriculum (CCT) start from the 2nd to the 5th year and the "production animals" track in the 6th year also includes off-site teaching activities. Equine handling in the 2nd year and full clinical examination on healthy horses in the 5th year occurs at the Garde Républicaine cavalry regiment. From 2025, the 5th year equine activity has taken place at the Equine Normandy Campus. Two compulsory visits to slaughterhouses, food processing sites and catering facilities are included in the curriculum: one visit to the international fresh products market of Rungis (the French first fresh product market, including a meat pavilion, a seafood pavilion, and a dairy pavilion) and one visit in an ANSES food analysis laboratory at Maisons-Alfort. All are supervised by VEE staff.

5.2.2. Analysis of the findings/Comments
A range of supervised off-site training is undertaken with suitable partner organisations.

5.2.3. Suggestions for improvement
None.

5.2.4. Decision
The VEE is compliant with Standard 5.2.

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

5.3.1. Findings
Students are involved in the nursing care, client communication and diagnostic workup of cases in all species in the VTHs. The quoted group size for production animal clinical rotations is 11-12.

5.3.2. Analysis of the findings/Comments
The SER focuses on the involvement of students in veterinary care and diagnostic work-up of patients but they also have nursing responsibility for cases both in the 4th and the 5th year when in the different species VTH**.**

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
All hospitals use the Sirius hospital information system which is shared with the other french veterinary schools. It is accessed via a web portal in the VTH and remotely. Students draft the

initial version of medical reports and prescriptions that are subsequently reviewed and validated by supervisors. Students have access to the list of cases they have attended and/or managed, enabling them complete their case log. Initial patient and client data are entered by reception staff in the Companion animal and Equine VTHs but this is undertaken by students in the production animal VTH from hand written notes produced in the clinic. Sirius can further be used to extract databases for scientific purposes, a feature frequently utilised by students as part of their veterinary thesis work. Necropsy findings are stored in a separate database to clinical records.

5.4.2. Analysis of the findings/Comments

There is a record system across all VTHs that the students are actively involved in completing and it can then be used as a source of data for their theses.

The recording of necropsy findings on a separate database from clinical records does not facilitate the electronic correlation of clinical and necropsy findings.

5.4.3. Suggestions for improvement

None.

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

There are many learning resources available for students, staff and external visitors. Besides the library, IT services, two e-learning platforms ("EVE" and one for continuing education), an extensive Wi-Fi network, and Microsoft Office 365 (free of charge) software are available. The e-learning platforms (Moodle) provide students with all digital learning materials. The program Hyperplanning is the schedule management software for students and staff and is available on computers and mobile devices. The software has many features such as a timetable, grading of students, and tracking attendance.

All students, but also newly recruited teaching and support staff, receive an orientation to the library and a presentation of its resources. Students are required to attend four hours of teaching on documentary and bibliographic research, and bibliographic data management (Zotero software). Procedures around publication, but also principles of intellectual property and scientific integrity are taught. To ensure that all books considered fundamental for veterinary

medicine are available in the library, the library uses the publication 'Essential and core books in veterinary medicine' (Moberly and Page).
To be admitted to Y4, it is required to reach a B2 level in the English language, both in written as well in oral comprehension. Obtaining a B2 level at the end of Y3 ensures that students can fully engage with Y4 teaching activities, which include content delivered in English, such as clinical case presentations. Mandatory classes in small groups (max. 20) are conducted for teaching English in Y1 to Y4. This is part of the teaching in "Professional ethics and communication" (table 3.1.2.).
In the Clinical Skills Laboratory (CSL), students can do several workshops as preparation for the clinical rotations in the VTH. They are required to pass formative and summative assessments in a specific number of workshops (see further standard 6.3).

6.1.2. Analysis of the findings/Comments
There are many learning resources available for students, staff, but also for continuing education and research. E-learning platforms and a schedule management program (Hyperplanning) facilitate students and staff. The library is provided with the newest titles of veterinary textbooks. An orientation is given by library employees to students and newly recruited staff in the library. Students receive not only information about the practical use of the library, but they are also trained in the principles of intellectual property and scientific integrity. To be admitted to Y4, reaching the B2 level in the English language is necessary. The Clinical Skills Lab offers 220 workshops and gives students a wide opportunity for preparation for the clinical work to be sure that the concept 'never the first time on a live animal' will be practised.

6.1.3. Suggestions for improvement
None.

6.1.4. Decision The VEE is compliant with Standard 6.1.

Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.
The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings
The aim of the library is, besides supporting education and research, to preserve and expand its collections, especially because the library was founded in 1776. The opening hours of the library are from 8.00 am to 6.00 pm (working days), while the opening of the reading room (68 seats) is extended to 9.30 pm. Besides the reading room, the library contains two collaborative work rooms (14 and 10 seats). The library team includes four members (1 senior librarian, 2 librarians, and 1 technician). Since 2022, the yearly acquisition budget has been € 107,600. A university consortium (COUPERIN) provides access to digital resources (Elsevier and Wiley) for the VEE and funding to cover Article Publication Charges for open-access publishing. The library website

is an interface for quick access to electronic resources, e-books and online periodicals. The website, like all digital resources, is accessible both on-site and remotely (VPN). Students and staff are provided with a chip card, a school email, and a Microsoft OneDrive storage of 1 Tb.
The VEE's IT infrastructure is managed by a team of 9 employees, of which two members are responsible for the daily assistance of students and staff. The IT service includes 140 hotspots in Maison-Alfort and 40 on the Normandy campus. For exams, students are obliged to use one of 240 laptops made available by the VEE because of fraud prevention. Updates are communicated in the diverse channels, like direct mail, intranet and e-learning platforms. A Digital Committee, named CoNum, facilitates discussions about all digital matters within the institution, and is made up of representatives of students, staff, and IT personnel.

6.2.2. Analysis of the findings/Comments

The library, which was founded in 1766, offers sufficient opportunities to use because it is open all day during working days, while the reading room is open until 9.30 pm. The library has an annual budget which is sufficient for its needs. Moreover, a university consortium (COUPERIN) provides access to digital resources and open-access publishing. The VEE has subscribed to the Couperin contracts with Wiley and Elsevier, which include a national Article Processing Contract (APC) portfolio. A website is in place and accessible both on-site and remotely. Staff and students are provided with adequate equipment to use the IT facilities, including WiFi on the entire campus. Outside the campus, all facilities are accessible through a Virtual Private Network (VPN). Support staff (library 4, IT 9) is available for students and staff.

6.2.3. Suggestions for improvement

None.

6.2.4. Decision The VEE is compliant with Standard 6.2.

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

6.3.1. Findings

The library provides full-text access to over 5000 online scientific journals (360 veterinary journals). The ISTEX platform, the foundation of the national digital scientific library, grants staff and students access to over 20 million documents. The library of the VEE contains 12.000 printed books and an increasing collection of e-books (37 in 2017 to 675 in 2024). Veterinary theses of the four FNVS are shared in a collection named HAL (index - National Veterinary Schools of France). At this moment, 3729 theses are included in the collection. The Medical Library, part of the History of Medicine Department of the Université Paris Cité, contains 163 digitised ancient books and manuscripts.
The teaching platform "EVE" is an all-round teaching platform, which provides access to all kinds of lectures, online courses, teaching materials, case studies (e.g. the virtual hospital of the Companion Animal Hospital), forums, etc. Students can access all the preparations for the so-called flipped classroom (video/audio files, presentations, inter-active modules). "EVE" also

supports formative assessments, exams, and a digital logbook system (CompetVET).
Virtual Reality (VR) modules have been developed to prepare real-life visits to pig and poultry farms and slaughterhouses. 3D representations are used in anatomy, while video-recording and streaming systems are used in dissection rooms and surgical theatres. Teaching staff have access to Wooflash, a platform based on neuroscience and adaptive learning, and Wooclap, an interactive presentation tool. Both systems enable staff to create interactive quizzes and flashcards to enhance the engagement and participation of students. To verify the originality of veterinary theses, staff can use the plagiarism software of Compilatio.
The Clinical Skills Lab (CSL) features 220 stations in total. They are designed to ensure the acquisition of D1C and essential skills before entering the rotations in the VTH pre-clinical and clinical. QR-codes give access to specific workshops, which direct them to the application CSL Manager. All stations are linked to "EVE" in which all the teaching material is available. The activities can be divided into free and mandatory activities. On Monday and Thursday afternoon free access exists, where students can do workshops under the supervision of the educational engineer, assisted by 5th- or 6th-year students. Throughout the year, students can request additional slots. The mandatory teaching activities include 8 hours (Y1 and Y2), 9 hours (Y3), and 24 hours (Y4). The application CSL Manager must be used by students to self-assess their progress, including reflection on their strengths and areas for improvement. Monitoring progress includes metrics like time spent on each workshop, the number of workshops completed, and the level of achievement. OCSEs are used as summary assessments at the end of the semester (mainly in Year 4). The annual budget for CSL is € 13,000, excluding major investments, which are covered by additional funding.

6.3.2. Analysis of the findings/Comments

The library provides fultext access to 360 veterinary journals. The collection of ebooks increases every year (675 in 2024). The four FNVS share their theses in a collection named HAL, which enables access to recent research in the four veterinary schools in France.
The teaching platform "EVE" provides access to all kinds of lectures, case studies, teaching materials and is coupled with CompetVet, which includes assessments, exams and a digital logbook system. Virtual Reality modules are developed, which can be used in a variety of teaching activities (e.g. 3D in anatomy, real-life visits to farms and slaughterhouses). Teaching staff can create interactive quizzes and flashcards by two systems (Wooflash, Wooclap), based on neuroscience and adaptive learning.
The Clinical Skills Lab is equipped with 220 workshops. Students are able to exercise all handlings, needed to carry out in the clinical rotations later on. CSL Manager is a program that enables students to evaluate students' performance in the different workshops of the CSL. Before starting the clinical rotations, students must pass the exam carried out by OCSEs.

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

France's veterinary education system operates within the unique dual higher education structure, distinguishing between traditional university admissions and the competitive preparatory path associated with *grandes écoles*. Grandes Écoles are prestigious higher education institutions in France, distinct from universities, which are known for their selective admissions, rigorous academic programs, and strong industry connections. Veterinary schools (*Écoles Nationales Vétérinaires*) fall under this category and are governed by the Ministry of Agriculture (MASAF), rather than the Ministry of Higher Education.
Until 2021, students entered the four French veterinary schools (*FNVS*) through five distinct national competitive exam routes, overseen by the *Service des Concours Agronomiques et Vétérinaires* (SCAV) under the supervision of the *Ministry of Agriculture, Food Sovereignty, and Forestry (MASAF)*. The total number of veterinary students in France has increased due to workforce demands, FVNS has adjusted their intake policies accordingly. A new "post-bac" admission route, introduced in 2021, allows students to enter directly after high school. The post-bac route is coordinated by the *FNVS*, while the other five admission routes remain under MASAF's direct administration.
Tuition fees, as determined by MASAF, are officially published and communicated via the VEE's dedicated admissions webpage.
Each year, MASAF determines the number of students admitted per route in consultation with *FNVS*. The selection process is national and non-regionalised, ensuring equal opportunities regardless of applicants' geographical or social backgrounds. Non-French European students may also sit for national entrance exams, provided they meet eligibility criteria. The VEE maintains a dedicated webpage detailing the six admission routes and the annual intake per FNVS.
Prospective students are provided with comprehensive information on the curriculum, veterinary career paths, and macro-competences outlined in the Competences Framework (*Référentiel des Compétences*). This framework is publicly accessible through the VEE website and directly linked to D1C, ensuring clarity on expected learning outcomes.
The VEE hosts an annual "Forum for Veterinary Studies," an online event featuring conferences, virtual tours, and debates on career prospects, veterinary roles, and workforce trends. Recordings of these sessions are made available online. Additional information is disseminated via newsletters, ensuring that national and international applicants have full access to educational and professional pathways.
New students at the VEE undergo a structured onboarding process designed to facilitate their transition into veterinary education. Welcome Days provide a formal introduction led by the Dean, Executive Directors, and Heads of Teaching Departments, offering students an overview of academic expectations and institutional resources. A peer mentorship program, organised by 5th-year students, helps first-year students integrate into university life by introducing them to student associations and extracurricular activities. Additionally, students gain access to the EVE platform, a comprehensive digital resource that provides essential academic and administrative

information, library services, and council representation details. The academic calendar for each year is finalised and shared with students once approved by the Board, typically in early July, ensuring transparency and preparation for the academic term.
Student academic progression at the VEE follows the Competences Framework and is governed by the VEE's internal regulations, which outline study rules, grading systems, and disciplinary policies. The primary regulatory documents include the VEE's Internal Regulations, Studies Regulations, and Disciplinary Regulations. To qualify for graduation at the end of the 6th year, students must successfully complete all coursework, clinical training, and final-year projects, fulfil the required ECTS credits, and defend a final thesis (*Diplôme d'État de Docteur Vétérinaire*). Additionally, students must comply with all academic and disciplinary regulations outlined by the VEE. The Department of Studies and Student Life (DEVE) oversees academic certification and student records, ensuring a structured monitoring process for student progression. Furthermore, the CompetVetSuivi application is used for tracking students' academic progress and certification throughout their training, providing a digital record of their achievements and competences.
The VEE enforces strict disciplinary procedures, as outlined in the Disciplinary Regulations, to maintain academic integrity and professional conduct. Students fall under the disciplinary authority of the Director and the DEVE, with mandatory attendance for all scheduled academic activities. Academic integrity is emphasised, with strict penalties for examination misconduct, including unauthorised notes, mobile phone use, plagiarism, and AI-generated work. Regarding formal cooperation with other VEEs, the VEE participates in joint events and scientific committees. This includes specific scientific events, coordination of funding applications, and shared educational activities within Masters and Doctoral Schools.
Furthermore, the student representative for each CU, plays a crucial role in collecting all information from the students to transfer to the teaching unit.

7.1.2. Analysis of the findings/Comments
The VEE provides clear and structured information regarding admission processes, ensuring transparency for prospective students. The VEE applies a structured student monitoring process, with academic progression governed by internal regulations and overseen by the DEVE. The use of CompetVet for tracking student certification and progression enhances digital record-keeping. The integration of multiple admission pathways demonstrates a well-structured and inclusive approach to student admissions which is commendable.

7.1.3. Suggestions for improvement
None.

7.1.4. Decision
The VEE is compliant with Standard 7.1.

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

7.2.1. Findings
The number of students admitted to the VEE is aligned with national veterinary workforce projections and resource availability. A 2018-2019 prospective analysis predicted veterinary

workforce needs for the next 5, 10, and 15 years, leading to a decision to increase the number of veterinary graduates in France. To accommodate this increase, MASAF implemented structural and financial measures, including the construction of a new building in 2022, designed to house cohorts of 200 students, ensuring adequate lecture hall and classroom capacity. The number of teaching and support staff also increased progressively, from 331 in 2021 to 353 in 2024, maintaining appropriate student-to-teacher ratios. Financially, MASAF funding was increased by 13% between 2021 and 2022, followed by an additional 9% increase between 2022 and 2023, alongside tuition fee adjustments to sustain high-quality education.
In 2023-2024, 182 students were admitted, a number consistent with workforce projections, whereas 2021-2022 saw an exceptional peak of 202 students due to the introduction of the post-bac admission route, which allowed direct entry from high school. The total number of enrolled students increased from 801 in 2021-2022 to 872 in 2023-2024, particularly in the 5th and 6th years, ensuring that the expected number of annual graduates aligns with workforce needs. Graduation rates remain stable, with a mean of 142.7 graduates per year, and 98.6% of students completing their studies on time, indicating an efficient academic progression system. Additionally, the VEE maintains a steady postgraduate enrolment, with an average of 35.7 interns, 25 residents, and 16.3 PhD students.
Recent campus expansions, including renovations at both the Maisons-Alfort and Normandy campuses, have enhanced facilities to support increased student numbers. A comparative analysis of different admission pathways (preparatory class, university route, technological route, and PB track) has been conducted to ensure that resource distribution remains efficient while maintaining student success rates.

7.2.2. Analysis of the findings/Comments
The increase in student admissions is strategically planned based on national veterinary workforce projections, ensuring that the VEE contributes to meeting future demands. The infrastructure expansions, staffing increases, and financial adjustments have been implemented to compensate for the increase in student numbers.

7.2.3. Suggestions for improvement
None.

7.2.4. Decision
The VEE is compliant with Standard 7.2.

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

7.3.1. Findings
Admission is based on pre-defined, objective selection processes, including competitive

entrance exams and multiple pathways, ensuring diversity while maintaining academic excellence. The VEE offers six distinct admission pathways, each tailored to attract students from varied educational, geographical, and social backgrounds:

- BCPST-TB Route (39% of admitted students): Targets academically strong French students who have completed a two-year preparatory program focused on biology, chemistry, physics, and earth sciences.
- Licence Route (7%): Designed for students holding a university degree in biology or chemistry.
- BUT Route (7%): For candidates with a Technological University Diploma emphasising biology.
- BTSA-BTS-BTSM Route (7%): Caters to students possessing a higher technician's diploma in general or agricultural fields.
- BAC ≥ 5 Route (<1%): Intended for individuals with a Master's degree.
- Post-Bac Admission Route (39%): Introduced in 2021, this pathway admits students directly after high school, streamlining the transition into veterinary education.

The exam validation board, comprising Deans from the four FNVS institutions, oversees and validates all strategic elements and results of the admission process. Reports generated are discussed with representatives from MASAF and subsequently made publicly available, exemplifying the VEE's commitment to transparency and accountability. The general result reports regarding student performance based on their admission routes across different FNVS institutions (Nantes, Lyon, Alfort, Toulouse) help the VEE maintain fairness and efficiency in its selection and progression policies while ensuring that all students have a reasonable chance of completing the program successfully. According to these results, students from the BCPST-TB route tend to have higher average grades in the first exam session across all FNVS institutions.

Recognising the diverse needs of its student body, the VEE has established procedures to accommodate students with disabilities or chronic illnesses. Examination adaptations are available, with guidelines provided on the SCAV (*The Service des Concours Agronomiques et Vétérinaires*; which is the official body responsible for organising competitive entrance examinations) website and the Parcoursup platform (The French national online platform for pre-enrollment into the first year of higher education), offering access to education for all students. Examiners involved in the post-bac competitive exam undergo annual training sessions. These sessions equip them with the necessary skills to evaluate applicants fairly and uniformly. Post-evaluation, examiners receive anonymised performance statistics, allowing them to benchmark their assessments against their peers and maintain objectivity. Candidates who are not selected or wish to contest their scores can submit appeals through the SCAV or via a specific tool available on the post-bac admission route's homepage. Additionally, an online satisfaction questionnaire, boasting a response rate exceeding 90%, enables candidates to provide feedback on the admission process, fostering a culture of continuous improvement. Additionally, the selection and progression system is free from discrimination or bias, following national and institutional policies promoting equal opportunities and inclusivity.

7.3.2. Analysis of the findings/Comments

The VEE effectively accommodates students from various educational, geographical, and social backgrounds by offering six distinct admission pathways, which ensure flexibility and accessibility, and allows students from non-traditional backgrounds to enter veterinary education. Also, public availability of admission reports enhances transparency and institutional responsibility.

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
French law, Article L111-1 of the French Education Code, guarantees equal access to higher education. Additionally, the law of 11 February 2005 on equal rights and opportunities for people with disabilities (Art. 20 of law n°2005-102) further reinforces their right to academic, vocational, and higher education. Students with long-term disabilities are entitled to reasonable adjustments in their studies and exams, provided these modifications allow them to acquire the necessary competences. Early application is encouraged (preferably starting in September) to allow for necessary discussions. If a disability develops during the academic year, students should contact DEVE as soon as possible. Confidentiality is maintained throughout the process, and students are not required to disclose the nature of their illness.
A Disability Referent is appointed to assist and support students, ensuring their needs are met effectively. A Disability Committee, including faculty members, medical professionals, and administrative staff, assesses proposed accommodations to ensure they do not hinder the acquisition of necessary competences. Curriculum adaptations are proposed in consultation with medical doctors and submitted to the Academic Council for approval. Tailored academic solutions are developed for students whose disabilities impact their ability to acquire specific competences. Accommodations may include extended exam durations, adjusted study timelines, or authorised study breaks, ensuring students can complete the curriculum under fair conditions. Despite accommodations, all students must acquire the ESEVT D1Cs to be eligible for graduation, ensuring professional standards are maintained.

7.4.2. Analysis of the findings/Comments
The VEE has clear policies and procedures for students with disabilities or illnesses, ensuring fair access, appropriate accommodations, and structured academic support. The presence of a Disability Referent, a dedicated committee, and tailored solutions demonstrates a commitment to inclusivity while still upholding the professional competences required for graduation.

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 progression criteria and procedures are outlined in the VEE's study regulations, approved by CEVE, the Academic Council, and the Board. Decisions on student progression are made based on final exam results, and students who fail multiple CUs may be required to repeat the year. Students facing academic difficulties can request support from their academic tutor at any time. If a student must repeat a year, the DEVE establishes a contract between the student and their tutor, outlining necessary teaching activities, work placements, and mandatory monthly meetings for ongoing support. The Committee for Pedagogical Support and Student Assistance provides guidance to the students repeating a year, those who failed three or more CUs in the first session, students flagged by the DEVE or their academic tutor, and any student requesting additional academic support.
The MASAF determines the annual intake of students in consultation with the Post-Bac Veterinary Admission Process with FNVS Deans and veterinary professionals. This process is well-structured, transparent, and effective in selecting high-performing students while maintaining geographical and social diversity goals. The selection process balances academic excellence with essential non-academic skills, ensuring candidates have strong scientific backgrounds, communication skills, and motivation for the veterinary profession. In the 2024 report, it is stated that the acceptance rates increased in comparison to 2023. (26.1% to 33.3%; where the minimum scholarship student rate of 17% is maintained. Also, 76.1% of applicants were female, reflecting the growing trend of female dominance in the veterinary field and admitted candidates excelled academically, with 69% receiving a "Très Bien" (High Distinction) grade on their Baccalaureate and 24% receiving "Très Bien avec Félicitations du Jury" (Highest Distinction).
Student attrition is low (less than 0.1% per year), occurring primarily due to resignation or educational exclusion. The DEVE ensures that students resigning receive proper guidance and an official file of acquired competences, allowing them to claim academic equivalencies for future education. Exclusions are rare (less than five cases in ten years for academic reasons; none for disciplinary reasons).

7.5.2. Analysis of the findings/Comments
The VEE demonstrates a structured and transparent approach to student progression and admissions, ensuring academic excellence, equity, and strong student support mechanisms. The low attrition rate and high academic performance of admitted students reflect effective selection criteria and robust pedagogical support. The increase in student intake aligns with workforce demands, though continuous monitoring of resource adequacy and gender representation remains important. The institution's proactive academic support systems and CompetVet tracking further strengthen student success and retention.

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 VEE has well-defined mechanisms for student exclusion and ensures that appeals processes are transparent and accessible to students. French regulations (Art. D. 812-64-III, Ministerial Order n°2020-1520) allows students to repeat each year only once.
Academic progression is determined by the end-of-semester and end-of-year exam validation boards, which operate under the supervision of the Academic Council.
Students who fail two or more CUs after both exam sessions are required to repeat the year, while those failing only one CU may still progress, provided they retake the failed CU the following year.
Exclusion decisions are made by the Dean, based on Academic Council recommendations. Exclusions are rare and occur only after careful review of the student's situation by the end-of-year exam validation board. Before an exclusion decision, the academic tutor provides additional information to ensure all relevant factors are considered. If exclusion is confirmed, the DEVE and academic tutor assist the student in finding alternative higher education opportunities, ensuring a structured transition. There are multi-level appeal mechanisms that provide students with several opportunities to challenge exclusion decisions, while academic and administrative support systems help students transition into alternative education paths when necessary.

7.6.2. Analysis of the findings/Comments
The VEE's exclusion policies are clearly defined, legally compliant, and designed to uphold fairness, while academic and administrative support systems assist students in transitioning to alternative educational pathways when needed.

7.6.3. Suggestions for improvement
None.

7.6.4. Decision
The VEE is compliant with Standard 7.6.

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

7.7.1. Findings

The DEVE oversees all aspects of student life, including communication, registration, academic tutorship, and student support. The Training Service, which manages educational processes, health issues, and student-specific concerns, with 7 employees coordinating interactions with the student doctor and psychologist. The Student Life Service, which supports extracurricular activities, manages two student residences and oversees student associations, clubs, and sports, with a team of 4 employees.
The Cercle des Étudiants plays a vital role in student life by organising various social and cultural events, fostering a sense of community and engagement among students. Complementing this, the Sports Office manages student sports activities, promoting physical well-being and teamwork through diverse athletic programs. Additionally, the "ProVéto" Junior Enterprise offers students a unique opportunity to gain hands-on experience in veterinary consultancy, allowing them to develop skills in animal health, client relations, and project management, bridging the gap between academic learning and professional practice. The EVE system provides comprehensive student support, which promotes nutrition and dietary balance awareness, along with prevention programs for alcohol consumption, drug use, and sexual health education. Furthermore, students can receive rabies vaccination and guidance on the prevention of zoonotic risks, including bites and infections. The EVE platform serves as a crucial hub for student welfare, ensuring a safe, healthy, and supportive learning environment. Students experiencing interpersonal conflict, harassment, or other grievances have access to formal resolution mechanisms. A confidential unit for handling sexual/sexual violence cases is available, with two trained staff members managing these situations through EVE.
The role of teacher-tutors, outlining their responsibilities in guiding students through their academic and professional development, validating personal project credits, and providing support in case of difficulties, are outlined in the detailed guideline (*Guide du Tuteur*). The guide ensures standardisation in tutoring practices while allowing flexibility for tutor-student dynamics, ensuring students receive both academic and personal support. Each newly admitted student is assigned a faculty tutor responsible for providing guidance on career planning and academic progression, validating Personal Projects Credits (PPC) activities, and identifying and assisting students experiencing academic difficulties in coordination with the DEVE. The academic tutorship program is structured by Article 6 of the studies regulations applicable to students.

7.7.2. Analysis of the findings/Comments
The VEE supports student well-being through DEVE, covering both academic and extracurricular aspects of student life. The involvement of the Training Service and Student Life Service ensures that students receive medical, psychological, and social support. The EVE system also offers diverse student support services, including health education, risk prevention, and grievance resolution mechanisms. The academic tutorship program, structured under Article 6 of the study regulations, provides essential mentoring, career guidance, and academic progression support.

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

Student representatives participate in various VEE councils, including the Board, CEVE, and Teaching Department Council, where they address general student difficulties and propose governance improvements. Over the past three years, these discussions have led to a review of student working hours and workload. Students also provide feedback through mandatory anonymous evaluations of each Competence Unit (CU), which assess teaching activities, exams, availability of learning resources, training experiences, facilities, and assessment methods. Teachers are required to respond to this feedback during Teaching Department Council meetings, ensuring that student input leads to meaningful improvements in academic programs. For individual concerns, students can reach out to their academic tutor, year manager, or DEVE management for confidential support regarding academic or personal difficulties. If systemic problems are identified, they are escalated to the Executive Board to implement corrective actions. Additionally, a confidential unit exists for handling sensitive cases such as interpersonal conflicts, harassment, and grievances related to VEE operations.

7.8.2. Analysis of the findings/Comments

The student representatives are involved in VEE councils, ensuring that students have a voice in governance and policy decisions. The mandatory anonymous evaluations of CUs provide students with an opportunity to assess and give feedback on key academic aspects, including teaching quality, learning resources, training experiences, and assessment methods.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Standard 7.8.

Area 8. Student assessment

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

8.1.1. Findings

The student assessment strategy is defined by the Academic Council followed by the CEVE, and it is implemented and reviewed by the Teaching Department Councils. Those are structured to validate the acquired competences and underlying knowledge of students using Miller's Pyramid (knows, knows how, shows how, does) as a reference.

The Academic Council set up general key principles leading to the assessment strategy which priorities: aligning assessments with learning outcomes, fostering critical thinking and practical application, promoting formative and self-assessment, and ensuring the certification of

competences. Each CU adapts and implements the general principles, and covers theoretical, directed, practical, and clinical teaching, extra-mural clinical placements in professional settings, and personal work.
As the assessment methods, various types are used, such as formative assessments, OSCEs, case-based assessments, written exams and MCQs, log-books and self-assessment tools, oral presentations and debates, etc., to address different aspects, ranging from theoretical knowledge to practical and clinical application.
Non-clinical CUs take examinations during one dedicated week as an 'examination week' at the end of the semester, and clinical CUs assess the knowledge and skills during and at the end of the clinical rotation. The results from each assessment are approved by examination validation boards under the supervision of the Academic Council.
The assessment procedures are outlined in the student regulation in the VEE. Feedback from the students on exams, input from examination validation boards, and the monitoring of student performance are gathered and discussed to adjust and evolve the assessment strategy.

8.1.2. Analysis of the findings/Comments
There is a general strategy to ensure coherence of the overall assessment regime.

8.1.3. Suggestions for improvement
None.

8.1.4. Decision
The VEE is compliant with Standard 8.1.

Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.
The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.
Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings
All the procedures for student assessments are reported in the Syllabi published on the digital webpage of the CU in the Moodle platform, and the timetable of exams approved by the Board is communicated during the first class. In the same site, the prerequisites for each competency are reported. The syllabus is updated every year, incorporating feedback from the students through the yearly student evaluations of teaching and exams of the CU.
The macro-competences and competences are assessed by the exams in each CU using various methods. Based on the results of the exams at the end of semester or on the average of grades from different assessment methods during the semester, the student is awarded with grade A, B, C, D, or E for an excellent, very good, good, fairly good or just fair result, respectively, depending on the achievement, and grade F is awarded when student did not reach the minimum required level. Grade FX is a 'stand-by' grade as a pending status, and it will then be transferred into E or F after discussion.
The student can ask for post-assessment feedback and guidance for improvement to the teaching staff of the CU as well as to the student's academic tutor upon request. Students can

appeal against the assessment outcomes to the head of the CU and the Teaching Department during the provisional period.

8.2.2. Analysis of the findings/Comments
Information about assessment (methods, required competences and criteria) is clearly reported.
Mechanisms for students to appeal against assessment are explicit and reported in a procedure.

8.2.3. Suggestions for improvement
None.

8.2.4. Decision
The VEE is compliant with Standard 8.2.

Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings
The teaching activities and assessment strategy are reviewed in the Academic Council, CEVE, and Teaching Department Council for the specific disciplines and subjects, according to the learning outcomes and assessment design. This may also be discussed during the Academic Councils, as reported in Standard 3.
The VEE regularly receives the results of anonymous evaluations for teaching and exams, including assessing the relevance of the exam questions in relation to the teaching material and activities, the pedagogical tools used, and the overall preparation for the exam, from each CU from the student at the end of the semester. These data are analysed and discussed in each CU and Teaching Department Council, and the head of CU sets down the response on a dedicated web page with opens access to all teaching staff and students.

8.3.2. Analysis of the findings/Comments
Procedures to review assessment outcomes and to change strategies are in place.

8.3.3. Suggestions for improvement
None.

8.3.4. Decision The VEE is compliant with Standard 8.3.

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.
The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.

8.4.1. Findings

The assessment procedures are presented in the Syllabus for all CUs. Learning objectives are also communicated with the ranking of priority level of acquisition; A+ for critical learning objectives, which should be archived, A for critical, or B for important, to guide students in focusing on essential subjects in each CU.

In the questionnaire bank 'Pedagolab', students can create the questions that are validated by the teacher to test their knowledge.

Accumulation of clinical skills during the clinical rotation in Y5 is followed by the CompetVet app., which encourages students to actively self-evaluate and track their progress in acquiring new skills, including specific clinical skills related to their rotation and soft skills such as interpersonal communication, teamwork, and organisational abilities.

8.4.2. Analysis of the findings/Comments

The students are certified upon passing the exams and completing the credits for the course. The students are also encouraged to study and to take an active part in 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 summative assessment of theoretical and practical knowledge is implemented using various methods at the end of courses per CU and additional intermediate exams for some CUs. Formative assessment is also applied in the curriculum, especially for technical skills.

In the Y4, soft skills such as client communication are evaluated by a criteria-based evaluation grid and by analysing video recordings of simulated consultation. Students should also be validated preclinical practical skills by 1) completion in the CSL, 2) a written exam covering biosecurity competences, 3) participation in the soft skills rotations, and 4) completion of an imaging exam.

During the CCT rotation at Y5, the assessment strategy is presented in the syllabus of the CU, and the student is assessed using the CompetVet app., which is structured into three components: Certif, Eval, and List. The 'Certif' component assesses the mandatory must-have skills required to achieve D1C, and students should complete these skills in the app. under

validation by the teaching staff. The 'Eval' component is used for providing observation and feedback from both academic and non-academic staff, and for self-assessment of acquired competences. The 'List' component is for the recording of clinical cases the student encountered during the clinical rotation (case-log). At the end of the clinical rotation, all the information collected in three components is evaluated by the teacher for the final grading. The final assessment also includes the oral presentation of clinical cases and criteria grids for specific evaluations.
For extra-mural clinical training in work placement, the clinical and managerial skills acquired are assessed by several procedures, including case and skills logbooks, report writing and oral presentation, and feedback from placement supervisors on the StageVet app.

8.5.2. Analysis of the findings/Comments
The CompetVet application is a highly valuable tool that enhances student competency tracking to ensure the achievement of D1C and academic progression monitoring. By providing a structured digital record of achievements and skills, it ensures transparency, self-assessment, and alignment with professional standards, which is commendable.
The CCT and EPT are clearly divided, and there are assessment methods in each training. The StageVet app. gives an assessment procedure for the training in work placement.

8.5.3. Suggestions for improvement
None.

8.5.4. Decision
The VEE is compliant with Standard 8.5.

Area 9. Teaching and support staff

Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.
Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings
Staff in the VEE are recruited by a number of routes. Academic staff are civil servants appointed via national competition organised by the Ministry MASAF. Certified Teachers and support staff are also civil servants and need specific qualifications to be appointed or promoted. Certified teachers must have received at least 1 year of pedagogical training and must have had at least 3 years of experience in teaching.
All academic staff attend a MASAF course on teaching methods in the first year of appointment. For teaching staff, a pedagogical training programme, organised by the Centre for Pedagogical Engineering and Development of the Paris-Est Créteil University, has been operating since 2023.

A 1-day initial training program has been established in 2023 for clinicians-teachers and all non-academic teaching staff involved in teaching activities in the VTH.

9.1.2. Analysis of the findings/Comments

MASAF has a large role in the recruitment, annual review and training of staff employed as civil servants. The number of posts funded is determined by the number of students enrolled.
The VEE can use clinical income from the VTH to employ staff. These can be on fixed-term contracts, but after 6 years, they become permanent staff with similar job security to civil servants. Staff have job security and support staff have mobility and opportunity for advancement throughout the French civil service but all staff recognised the VEE as a good working environment.

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.
A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

9.2.1. Findings

MASAF informs the VEE of the number of teaching staff it will directly employ based on student numbers. The VEE can decide to use clinical income to appoint further staff, which they do in the VTHs. This has been increased due to a planned expansion in student numbers but recruitment has not been possible for all posts. Staff:student ratio is over the indicator value minima.
Individual staff teaching assessment is not allowed under French national law. Students can mention staff in feedback on Competence Units. Individual staff names are removed, but student representatives are able to discuss specific issues in department teaching meetings where feedback is discussed.

9.2.2. Analysis of the findings/Comments

There is a system to increase staff numbers when student numbers increase. Placement of staff in specific areas is decided by the Dean and the Heads of Departments.
Assessment of individual teachers is not permitted, but both staff and students are happy that the system in place to evaluate CU successfully identifies problems and allows feedback and improvement of teaching quality.

9.2.3. Suggestions for improvement

None.

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
An education specialist is employed to support pedagogic training and the implementation of innovative and digital teaching tools. They organise thematic pedagogical meetings for all teaching staff, focusing on teaching concepts and tools (5 sessions for the 2022-2023 and 5 sessions in 2023-2024). All teaching staff can also participate in 3-hour workshops organised by the Centre for Pedagogical Engineering and Development of Paris-Est Créteil University. 14 registrations from the VEE's staff were recorded for these workshops.
The Teaching Department Councils hold monthly meetings, focusing on pedagogical methods and the sharing of teaching experiences. Participation in conferences and symposiums is supported through dedicated funding allocated to Teaching Departments and the VTH. Additionally, the VEE covers the costs of memberships in numerous European and American scholarly societies and colleges.

9.3.2. Analysis of the findings/Comments
There are opportunities for pedagogic studies, and all staff, including interns and residents, state that they have timely training before they teach and the opportunity to develop their teaching skills.

9.3.3. Suggestions for improvement
None.

9.3.4. Decision
The VEE is compliant with Standard 9.3.

Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.
Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.
Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

9.4.1. Findings

A training programme set up in collaboration with staff representatives has an allocated budget. This programme was widely communicated to the staff. The VEE partakes in a national Mentor platform, and there was also evidence of informal mentoring from line managers. Additionally, requests for training related to personal development, such as pursuing a diploma, are reviewed and decided annually by a commission composed of members of the Executive Board and staff representatives.

Many councils of the VEE include teaching staff (Board, Academic Council, CEVE, Research Council, Teaching Department Council, CAQ) and support staff (Board, Social Committee, Committee for Hygiene and Work Safety, Joint Consultative Committee) provide staff with opportunities to actively contribute to the VEE's direction and decision-making processes.

Teachers-researchers submit an activity report every four years. These reports are reviewed by the CNECA, which provides feedback and advice and determines promotions. An internal evaluation committee decides on the creation of new full professor positions for associate professors to be promoted.

Promotion and advancement criteria for permanent support staff are governed by national regulations, with ministerial memos specifying procedures for each annual promotion cycle. They have a mandatory annual evaluation meeting with their manager to discuss achievements during the year and the objectives to be met in the following year. This meeting also provides an opportunity to recommend promotion and training needs.

The VEE has a management framework for contracted VTH clinical staff. Following a favourable appraisal by their manager, staff members are eligible to keep being employed on a 2-year basis, and a transition to a permanent contract may be considered after four years of service. An annual campaign is organised each year by the Human Resources Department to implement seniority-based salary upgrades. Requests for upgrades submitted by managers are reviewed, considering the employee's annual evaluation meeting report.

9.4.2. Analysis of the findings/Comments

The staff who are civil servants undertake appraisal annually, with reports sent to the ministry. They are able to sit examinations to be promoted in the civil service grade and apply for other jobs within the civil service. Staff employed by VEE have a similar appraisal system and can also apply for vacant civil service roles within VEE. Promotion of staff funded by the VEE is possible using similar criteria to the civil servants but with a different weighting of activity than civil servants, reflecting their different responsibilities.

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

Each student anonymously evaluates teaching and exams for each CU providing anonymous comments and two satisfaction marks out of 10: one for the teaching activities and one for the exams. Two students are nominated per CU to work with the staff member responsible for the CU to review feedback. If comments concern a specific teaching staff member, the department head is tasked with addressing the issue. Teaching staff members of the relevant CU are required to respond to these evaluations by presenting suggestions for improvement using a pre-formatted PowerPoint during a Teaching Department Council meeting, which has student representation. A detailed written response in a pre-formatted Word document is required if at least one of the two satisfaction scores falls below 7/10. These documents are uploaded on a dedicated VEE web page accessible to all teachers and students.

9.5.2. Analysis of the findings/Comments
French national law does not allow student appraisal of named individual staff. Students state that they can provide effective feedback and obtain improvement in teaching quality if there is an issue.

9.5.3. Suggestions for improvementNone.
None.

9.5.4. Decision
The VEE is compliant with Standard 9.5.

Area 10. Research programmes, continuing and postgraduate education

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

10.1.1. Findings
All teaching staff on government contracts are legally required to dedicate 50% of their activity to research. Other academic staff, employed directly by the school, must spend a minimum of 20% of their time on research. The contribution of the academic staff in the VEE's research programmes is demonstrated through annual key performance indicators defined by the government, MASAF, for all agronomic, veterinary and agricultural establishments. The importance of these indicators is that they determine the annual basic and performance-based funding attributed to each research laboratory supervised, or co-supervised, by the VEE.
The list of scientific publications from the VEE's teaching staff in peer-reviewed journals over the last three years runs to almost two hundred. A wide range of basic science to clinical papers are amongst those listed with publication in a wide range of peer-reviewed scientific journals, including 'Nature'.

10.1.2. Analysis of the findings/Comments
All teachers are involved in the VEE research programme, which is broadly based and supports

research-based training of the undergraduate across the breadth of the curriculum.

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
A veterinary thesis is a mandatory component of the curriculum, either on an original subject chosen by the student or on a topic suggested by an academic member of staff. To support this process, resources are available to the students that include a thesis writing guide and exercises. The students, through their thesis, develop competency in scientific methodology, analytical thinking, bibliographic research, statistical analysis and bibliographic formatting.
Each thesis is supervised by a designated thesis director, who must be either a teacher-researcher or a clinician-researcher and reviewed by an examiner and by the president of the thesis defence board. The process culminates in a public defence, consisting of a 20-minute presentation followed by 40 minutes of questions from the examiner and the president.
Students with a particular interest in research are able to participate in short-term work placements in the VEE research laboratories, to participate in Research Events and to travel for further experience or to pursue a career in research.

10.2.2. Analysis of the findings/Comments
All students are trained in scientific methods and have the opportunity to pursue further laboratory work and to progress to further experience and a career in veterinary research either within France or abroad.

10.2.3. Suggestions for improvement
None.

10.2.4. Decision
The VEE is compliant with Standard 10.2.

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

10.3.1. Findings
The VEE offers a wide range of postgraduate clinical courses through the European Board of Veterinary Specialisation Programmes, with 44 certified specialists within the staff complement. There were, in the 23/24 academic year 24 residents across 12 of the 16 specialist courses available. Residents hold the position of hospital assistants, recruited by the VTHs.

In the same year there were 39 Interns across Companion animals (24), Equine (10) and production animals (2). This postgraduate training is regulated by MASAF and undergoes accreditation every 4 years. The recruitment of Interns is through a national competitive exam for the 4 FNVS.
The internship and residency programmes involve direct interaction with undergraduate students (4th, 5th & 6th year students) under the close supervision of the academic staff.
In the 23/24 academic year, there were a record number of 49 PhD students registered with the VEE, due to its recent accreditation for PhD registrations within the ABIES doctoral school for agriculture and agronomic science.
The VEE began registering MSc students for the 24/25 year in partnership with Paris-Est Creteil University.
The VEE offers a wide range of continuing education and lifelong learning courses, aimed at supporting professionals in maintaining, upgrading and developing their skills. It is well integrated with the requirements of the practising profession and aligned with the deontological training obligation issued by the National Council of the Veterinary Profession.

10.3.2. Analysis of the findings/Comments
The VEE offers a wide range of postgraduate programmes and continuous professional education courses for veterinary graduates. Its integration with other academic providers and with its customer base within the veterinary profession maintains both the quality and the relevance of its offering.

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
The VEE demonstrates a strong commitment to integrating research into its academic framework. Meanwhile, the VEE currently does not have a fully developed quality assurance system for systematically monitoring and evaluating student involvement in research activities beyond their diploma theses, such as participation in research projects, student-authored publications or presentations at scientific conferences.
There is strong evidence demonstrating active student engagement in research leading to published papers or ongoing submissions.
In addition, external validation is provided every 5 to 6 years by HCERES (a national agency accredited by ENQA and registered on EQAR, in charge of evaluation of research and educational systems in France), in compliance with the quality assurance framework within the European Higher Education Area. This evaluation is a prerequisite to the formal recognition of the research laboratories by the VEE and the MASAF.
HCERES also evaluates MSc courses and PhD programmes.
The VEE has implemented a comprehensive approach for monitoring and evaluating publications for academic staff. It uses an online database, specifically the Web of Science

(Clarivate Analytics), ensuring accurate attribution of publications through standardised institutional affiliation ('Ecole nationale vétérinaire d'Alfort'). Additionally, the VEE maintains a dedicated open-access platform (https://enva.hal.science/) where all publications, including professional references not indexed by Clarivate Analytics, are systematically uploaded, aligning with principles of open science. Furthermore, an annual internal verification using Excel is conducted to ensure the accuracy of publication data for the VEE's staff, primarily serving as a validation step and aiding budget allocation; in cases of duplicate entries, only one is counted. The budget for each research unit is calculated annually with performance-linked incentives directly associated with publication output, encouraging active research participation among staff members.

10.4.2. Analysis of the findings/Comments

The VEE has a strong QA-system to validate its research activities across all of its research activities.

Active student engagement in research leading to published papers and several veterinary theses defended in 2024, resulting in peer-reviewed publications in indexed journals covering diverse topics such as horse biomechanics, equine lameness diagnostics using machine learning, canine olfactory diagnostics for prostate cancer, pain assessment tools in guinea pigs, comparative analgesic studies in dogs etc. is commendable.

10.4.3. Suggestions for improvement

None

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

	Name of the VEE:	**ALFORT**				
	Name & mail of the VEE's Head	**Christophe Degueurce (christophe.degueurce@vet-alfort.fr)**				
	Date of the form filling:					**12-12-2024**
	Raw data from the last 3 complete academic years	**Year -1**	**Year -2**	**Year -3**	**Mean**	
1	n° of FTE teaching staff involved in veterinary training	146,35	148,3	141,1	145,3	
2	n° of undergraduate students	872	837	801	836,7	
3	n° of FTE veterinarians involved in veterinary training	138,1	140,3	132	136,8	
4	n° of students graduating annually	147	148	133	142,7	
5	n° of FTE support staff involved in veterinary training	164,88	176,1	174,5	171,8	
6	n° of hours of practical (non-clinical) training	1616	1457,9	1457,9	1510,6	
7	n° of hours of Core Clinical Training (CCT)	1000	1153,3	1153,3	1102,2	
8	n° of hours of VPH (including FSQ) training	254,3	244	244	247,4	
9	n° of hours of extra-mural practical training in VPH (including FSQ)	46,5	43,5	57,5	49,2	
10	n° of companion animal patients seen intra-murally	33151	33311	32297	32919,7	
11	n° of individual ruminant and pig patients seen intra-murally	591	629	558	592,7	
12	n° of equine patients seen intra-murally	2380	2393	2447	2406,7	
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	2629	2598	2850	2692,3	
14	n° of companion animal patients seen extra-murally	80	0	0	26,7	
15	n° of individual ruminants and pig patients seen extra-murally	4477	4500	5562	4846,3	
16	n° of equine patients seen extra-murally	62	100	202	121,3	
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	9	4	45	19,3	
18	n° of visits to ruminant and pig herds	350	270	355	325,0	
19	n° of visits to poultry and farmed rabbit units	8	8	6	7,3	
20	n° of companion animal necropsies	388	395	348	377,0	
21	n° of ruminant and pig necropsies	265	297	327	296,3	
22	n° of equine necropsies	59	76	26	53,7	
23	n° of rabbit, rodent, bird and exotic pet necropsies	358	486	301	381,7	
24	n° of FTE specialised veterinarians involved in veterinary training	44	45,3	42,8	44,0	
25	n° of PhD graduating annually	23	25	23	23,7	

Name of the VEE:	**ALFORT**				
Date of the form filling:	**12-12-2024**				
Calculated Indicators from raw data		**VEE values**	**Median values[1]**	**Minimal values[2]**	**Balance[3]**
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0,17	0,15	0,13	0,05
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,96	0,84	0,63	0,33
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,20	0,88	0,54	0,66
I4	n° of hours of practical (non-clinical) training	1510,60	953,50	700,59	810,01
I5	n° of hours of Core Clinical Training (CCT)	1102,20	941,58	704,80	397,40
I6	n° of hours of VPH (including FSQ) training	247,43	293,50	191,80	55,63
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	49,17	75,00	31,80	17,37
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students gradu	230,93	67,37	44,01	186,92
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of stude	38,12	18,75	9,74	28,38
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annual	17,72	5,96	2,15	15,57
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gra	19,01	3,11	1,16	17,85
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	2,28	1,29	0,54	1,74
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,05	0,11	0,04	0,01
I14	n° of companion animal necropsies / n° of students graduating annually	2,64	2,11	1,40	1,24
I15	n° of ruminant and pig necropsies / n° of students graduating annually	2,08	1,36	0,90	1,18
I16	n° of equine necropsies / n° of students graduating annually	0,38	0,18	0,10	0,28
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2,68	2,65	0,88	1,80
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduatin	0,31	0,27	0,06	0,25
I19	n° of PhD graduating annually / n° of students graduating annually	0,17	0,15	0,07	0,10
1	Median values defined by data from VEEs with Accreditation/Approval status in May 2019				
2	Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019				
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

11.1. Findings

All indicators are above the minimal value.

11.2. Analysis of the findings/Comments

All indicators are above the minimal value and a few comments have been mentioned under Analysis in the relevant Standards and Areas.

11.3. Suggestions for improvement

None.

12. ESEVT Rubrics (summary of the proposal from the Full Visitation Team 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	NC
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	**C**	**PC**	**NC**
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	**C**	**PC**	**NC**
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.**	x		

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**			
3.1.2. 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		
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.**	x		
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.**	x		
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.**	x		
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.**	x		
Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme. **There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.**	x		
Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.	x		
Area 4. Facilities and equipment	**C**	**PC**	**NC**

Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.	x		
Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. **Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.**	x		
Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must: ● **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students** ● **be of a high standard, well maintained and fit for the purpose** ● **promote best husbandry, welfare and management practices** ● **ensure relevant biosecurity** ● **take into account environmental sustainability** ● **be designed to enhance learning**	x		
Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. **For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.** **The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.** **The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.**	x		
Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.	x		
Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.	x		
Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.	x		
Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.	x		
Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.	x		
Area 5. Animal resources and teaching material of animal origin	**C**	**PC**	**NC**
Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. **Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**	x		
Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.	x		
Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	x		
Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.	x		
Area 6. Learning resources	**C**	**PC**	**NC**
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	x		

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.			
Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	x		
Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	x		
Area 7. Student admission, progression and welfare	**C**	**PC**	**NC**
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		
Area 8. Student assessment	**C**	**PC**	**NC**
Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	x		
Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	x		
Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	x		

Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. **The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.**	x		
Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.	x		
Area 9. Teaching and support staff	**C**	**PC**	**NC**
Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. **A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.** **Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**	x		
Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. **A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.**	x		
Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. **Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**	x		
Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. **Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.** **Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**	x		
Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to 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		
Area 10. Research programmes, continuing and postgraduate education	**C**	**PC**	**NC**
Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).	x		
Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	x		
Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.	x		
Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.	x		
C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance			

Executive Summary

The VEE was established in 1764 and moved to the village of Alfort in 1766.

The VEE was visited by EAEVE in April 2015, based on the SOP of Budapest 2012. The VEE received a conditional approval. The revisitation was in June 2017, after which the VEE was granted both "approval" status under the Budapest SOP and "accreditation" status for its quality assurance procedures, under the Uppsala SOP. The VEE was visited in 2019 by the French High Council for Evaluation of Research and Higher Education (HCERES).
The VEE is one of four VEEs in France. Most of the students are female.

The School of Veterinary Medicine is located at 2 campuses, the Normandie Campus and the Maisons-Alfort Campus.

The SER was well written according to the SOP. The VEE responded carefully and in full to the questions asked before the visitation.

The visitation was carried out in a friendly and effective atmosphere.

Commendations

3.1.2.2.
Highly maintained experimental rooms and equipment for the practical training of basic science in the Camille Guerin building are commendable.

3.1.3.2.
It is commendable that students participate from the early stages of education in clinical areas (reception desk, pharmacy, sampling room, preventive medicine, surgery consultations, and hospitalisations).

3.1.5.2.
The degree of integration of the VPH/FSQ theoretical and practical training into the curriculum is commendable.

3.1.6.2.
The integration of the Teaching Hospital as a training ground for soft skills development is a commendable initiative.

It is commendable that initiatives on Professional Knowledge are developed in close cooperation with the veterinary field and stakeholders.

3.6.2. & 3.7.2
It is commendable that the StageVet, a platform facilitating all aspects of EPT, including QA at all levels, has been developed by the French National Veterinary Schools.

4.1.2.
The ongoing renovation projects and infrastructure updates at EnvA are commendable.

The VEE's commitment to maintaining and upgrading its facilities is evident through its modernisation efforts, adherence to biosecurity and accessibility regulations, which is commendable.

4.2.2.
The Clinical Skills Laboratory enhances hands-on learning, particularly in the early years, which is commendable.
Facilities are progressively upgraded to support remote teaching and digital tools, ensuring students benefit from modern instructional methods, and continued investment in audio-visual technology across lecture halls will further improve the hybrid learning experience, which is commendable.

4.4.2.
The high caseload and Companion Animal Hospital facilities meeting high clinical standards, thereby supporting students' hands-on experience, is commendable.

4.5.2.
A strong emphasis on practical and pre-clinical training is commendable.

4.6.2.
The Equine Hospital's wheel disinfection station for use in the isolation unit is commendable for preventing external contamination.

4.9.2.
The introduction of a client satisfaction survey system in the Companion Animal Hospital is a proactive measure to improve service quality and patient care, which is commendable.

The requirement for 4th-year students to pass a biosecurity test before clinical rotations strengthens infection control awareness and is commendable.

7.1.2.
The integration of multiple admission pathways demonstrates a well-structured and inclusive approach to student admissions, which is commendable.

8.5.2.
CompetVet, a structured digital record of achievements and skills, ensures transparency, self-assessment, and alignment with professional standards is commendable.

10.4.2.
Active student engagement in research leading to published papers and several veterinary theses defended in 2024, resulting in peer-reviewed publications in indexed journals covering diverse topics is commendable.

List of items of potential partial compliance with the ESEVT Standards identified by the Team
None.

List of items of potential non-compliance with the ESEVT Standards identified by the Team
None.

Glossary

AY = Academic Year
ABVS = American Board of Veterinary Specialties
ANR = French national research agency (Agence Nationale de Recherche)
ANSES = French Agency for Food, Environmental and Occupational Health & Safety (Agence Nationale de Sécurité Sanitaire de l'Alimentation, de l'Environnement et du Travail)
CAQ = Quality Assurance Committee (Comité Assurance Qualité)
CCT = Core Clinical Training
CEVE = Academic and Student Life Council (Conseil des Etudes et de la Vie Étudiante)
CNECA = National Commission of Teachers-Researchers of the Ministry of Agriculture, Food Sovereignty, and Forest (Commission Nationale des Enseignants-Chercheurs relevant du ministère chargé de l'Agriculture (*The CNECA is a national body made up of teachers-researchers divided in 10 disciplinary sections. Main responsibilities include evaluating the teaching, research, and administrative activities of faculty members, making decisions regarding recruitment, promotion, and advancement. The CNECA operates through disciplinary sections, ensuring balanced representation of professors and lecturers.)*)
COP = Strategic Objectives and Performance Agreement (Contrat d'Objectifs et de Performance)
CRPM = Rural and Maritime Fishing French Regulations (Code Rural et de la Pêche Maritime (*The Rural and Maritime Fishing Regulations Code is a French legislative compendium that governs agricultural and maritime fishing activities, including veterinary practice and education as well as veterinary public health)*)
CSL = Clinical Skills Laboratory
CU = Competences Unit, a multidisciplinary unit of teaching activities providing 3-6 ECTS
D1C = Day-one Competences
DDPP = Departmental Directorate for the Protection of Populations (Direction Départementale de la Protection des Populations)
DEFV = Diploma of Core Veterinary Studies (Diplôme d'Etudes Fondamentales Vétérinaires)
DEVE = Department of Studies and Student Life (Département des Etudes et de la Vie Étudiante)
DVM = Doctor of Veterinary Medicine
EBVS = European Board of Veterinary Specialisation
ECTS = European Credit Transfer and System of the Bologna process in European higher education
ENVF = a common brand of the 4 French national veterinary schools (Écoles Nationales Vétérinaires de France)
EPT = Elective Practical Training
EVE = Moodle platform used for undergraduate veterinary education by students and teachers (Etudes et Vie Étudiante)
FNVS = French National Veterinary Schools
FPHS = Prerequisite Training for Sanitary Accreditation (Formation Préalable à l'Habilitation Sanitaire (*In France, the sanitary mandate is an official delegation granted by the State to veterinarians to perform specific public veterinary health missions. These include controlling and preventing regulated animal diseases, conducting epidemiological surveillance, and intervening during health crises such as epidemics.)*)
FSQ = Food Safety and Quality
HACCP = Hazard Analysis Critical Control Point
HCERES = High Council for Evaluation of Research and Higher Education (Haut Conseil de l'Évaluation de la Recherche et de l'Enseignement Supérieur (*The HCERES is a national agency, accredited by ENQA and registered on EQAR, in charge of the evaluation of research and educational systems in France)*)
HDR = Accreditation to Supervise Research (Habilitation à Diriger les Recherches)
ISPV = Veterinary Public Health Inspector (Inspecteur de Santé Publique Vétérinaire)

IT = Information Technology
MASAF = Ministry of Agriculture, Food Sovereignty, and Forest (Ministère de l'Agriculture, de la Souveraineté Alimentaire, et de la Forêt)
MCQ = Multiple Choice Question
MESRI = Ministry of Higher Education, Research and Innovation (Ministère de l'Enseignement Supérieur, de la Recherche, et de l'Innovation)
MSc = Master of Science
ONF = French National Forestry Office (Office National des Forêts)
OSCE = Objective Structured Clinical Examination
PDCA = Plan-Do-Check-Act
PPC = Personal Project Credits
PT = Professional Training, for work placements associated with a Competences Unit carried out in professional settings
QA = Quality Assurance
QMS = Quality Management System
SCAV = Service of Agronomic and Veterinary Competitive Exams (Service des Concours Agronomiques et Vétérinaires (*French organisation responsible for managing entrance exams to national veterinary schools and agronomic engineering schools national service under the supervision of the MASAF that organises the admission routes for the FNVS))*
Sirius = the new-generation hospital information system developed by and for the VTHs of the 4 French national veterinary schools
VPH = Veterinary Public Health

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the National Veterinary School of Alfort is therefore classified as holding the status of: ACCREDITATION.