École nationale vétérinaire d'Alfort
Paris, France

Self-Evaluation Report for the European Association of Establishments for Veterinary Education
Full Visitation, 17-21 March, 2025

RÉPUBLIQUE FRANÇAISE
Liberté Égalité Fraternité

ÉCOLE NATIONALE VÉTÉRINAIRE ALFORT
Paris - 1765

FOREWORD AND ACKNOWLEDGMENTS

This SER is the result of the collective efforts of the members of the VEE (Ecole nationale vétérinaire d'Alfort, Paris, France), including the Executive Board, support staff, teaching staff and students. The report has been prepared in compliance with the ESEVT SOP approved at the Leipzig General Assembly, 8 June 2023. It was sent for comments and corrections to all members of the VEE and student representatives.

We sincerely thank all contributors for their commitment to providing factual data and specific information, while addressing challenges openly and constructively. Special thanks are due to Prof. Loïc Desquilbet, who also serves as the Liaison Officer for the EAEVE visit, for his dedication, guidance throughout the drafting of the SER, and significant involvement in this meticulous, long-term process. His enthusiasm and hard work are deeply appreciated.

We are confident that the upcoming EAEVE visitation will provide us an opportunity to outline the progress made since the ECOVE accreditation in 2017. Moreover, we look forward to receiving constructive recommendations on how to further enhance our facilities, procedures, and organisation to ensure the highest standard of education and training for our veterinary students. We are deeply grateful to the team of EAEVE experts for dedicating their time and effort to assist us in this endeavour.

Christophe Degueurce

Dean of the Ecole nationale vétérinaire d'Alfort

INFORMATION REGARDING PROOFS ACCESS

Each assertion requiring proof is identified in the text by a superscript number. This proof is accessible to experts in a secure online folder by clicking on the associated hypertext link. The majority of the proofs have been translated into English. They will also be available in hard copy on request from the experts during the visit.

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INTRODUCTION

The VEE was created in 1764 and moved to the village of Alfort in 1766. Its long history - 260 years and 256 graduating classes - explains the importance of its heritage. Its Parisian site (campus surface of 10 ha) has always been strategically located (in the city of Maisons-Alfort), in the immediate vicinity of Paris. Since 1999, the VEE has 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. Initially dedicated to equine locomotor pathologies, the VEE's **Board** decided in 2018 to develop it and create a hospital dedicated to equine medicine and surgery, which opened in January 2025.

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 (the France's largest healthcare university), and the University of Caen.

The VEE was visited by ESEVT 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 in 2016 to the Uppsala version, including standards dedicated to quality assurance. After this revisitation, the VEE was granted with both "approval" status under SOP of Budapest and "accreditation" status for its quality insurance politics, under SOP of Uppsala. The VEE was visited in 2019 by the French High Council for Evaluation of Research and Higher Education (HCERES). The report is available here. The VEE has strengthened its presence in international rankings: in 2023, Shanghai Ranking (rank 51-75, first veterinary school in France), QS thematic ranking (43 out of 70 establishments), and Center for World University Rankings (CWRU) (rank 1363). The VEE is an independent establishment in higher education, not a veterinary faculty, which limits its ability to improve its ranking against universities.

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 Rural and Maritime Fishing French Code ("Code Rural et de la Pêche Maritime", CRPM) is the law governing agriculture, fishing and food safety in France, thus the VEE. Its article D812-60 stipulates that "Veterinary studies are regularly evaluated by the European system for the evaluation of veterinary training designated by order of the Minister for Agriculture". In accordance with this

article of the CRPM, France recognised in 2020 the ESEVT as the official assessment system for the FNVS (Art. 5 of the Ministerial Decree of December 3, 2020 on veterinary studies).

In 2018, veterinary professional organisations, the National Union of Private Veterinary Practitioners, and the Ministry (MASAF) commissioned a prospective analysis of the need for veterinary graduates in France over the next 5, 10 and 15 years. The VEE's Dean represented the FNVS. The study has resulted in a decision to increase the number of veterinarians trained annually in France. 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. To support the FNVS, the MASAF has set up a reinforcement plan, with the provision of support and teaching staff and financial resources. Starting in 2018, to accommodate the need for larger class sizes, the MASAF and FNVS decided to implement a new national competitive entrance exam for high school graduates at the end of the French high school diploma (baccalauréat). This initiative aimed to enhance the social and geographical diversity of incoming students. The four FNVS introduced this new admission route in April 2021. The success of this initiative has led to a gradual increase in the number of students admitted through this route: 40 students in 2021, 55 in 2023, and 70 in 2024. These students enter a newly established first year, officially making the veterinary curriculum six years post-baccalaureate starting in 2021. Students admitted through the historical admission routes enter directly into the second year, after completing 2-3 years of post-baccalaureate education, resulting in a total curriculum length of 7-8 years. The introduction of this new admission route provided an opportunity to streamline and shorten the veterinary curriculum in France.

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).

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.

One of the VEE's site 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 on the Maisons-Alfort campus and the development of a robust network of partners. 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.

The SER has been drafted and completed with the ESEVT SOP approved at the Leipzig General Assembly, 8 June 2023.

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.

In France, there are four FNVS: the VEE of Maisons-Alfort, the FNVS of Toulouse (called "EnvT"), the FNVS of Nantes (called "Oniris VetAgroBio"), and the FNVS of Lyon (called "VetAgroSup"). Like the three other FNVS, the VEE is a Higher Education and Research Establishment operating under the authority of the MASAF. Like the three other FNVS, the VEE is a Higher Education and Research Establishment operating under the authority of the MASAF. The FNVS are independent higher education institutions that operate outside the supervision of universities, though they maintain strong collaborative relationships with them. The VEE is a founding member of the "Paris-Est Sup" Community of Universities and Establishments. The missions of the VEE are stated by Art. L812-1 of the CRPM, and are presented in Table 1.1.1.

Table 1.1.1. Missions of the VEE

1	Provide training in agricultural, forestry, aquaculture, and seafood production; the processing and marketing of these products; the agri-food and food industry; agriculture-related industries; animal and plant health and protection; hygiene, food quality, and safety; the planning, development, management, and protection of rural areas, forest, water resources, natural environments, and natural landscapes
2	Contribute to environment education and sustainable development, and to implementation of these principles
3	Participate in the policy of scientific development through fundamental, applied, and clinical research activities
4	Conduct research, innovation, and engineering activities in the field of education and training
5	Contribute, in collaboration with the relevant organisations, to scientific and technical monitoring, technological innovations and development, as well as to the evaluation of research results, based in particular on experiments carried out on its farms, veterinary teaching hospitals, and technical facilities, and on research work carried out with the involvement of partners
6	Participate in the dissemination of scientific and technical information
7	Contribute to the implementation of international scientific, technical, and pedagogical cooperation, in particular through the execution of agreements for the exchange of students, teaching staff, and researchers
8	Contribute to the advancement of European higher education and research and contribute to the attractiveness of the national territory, in particular through partnership agreements
9	Promote recruitment diversity and gender diversity, and contribute to the social and professional integration of students
10	Provide support for technical agricultural education, notably through the initial and continuing training of personnel and the transfer of research results, particularly in the field of agroecology

The VEE must legally embrace the ESEVT standards since ESEVT has become, since December 2020, the official evaluation system of the undergraduate veterinary education in France (see Art. 5 of the Ministerial Order of December 3, 2020). Consequently, the curriculum aims to fulfil the EU requirements for veterinary training as outlined in EU Directive 2005/36/EC. To achieve this objective, the VEE provides: (i) the fundamental veterinary, scientific, interdisciplinary and methodological competences, (ii) veterinary practical competences, and (iii) professional attitude committed to the well-being of humans, animals and the environment, following an ethical attitude.

The VEE also delivers diplomas of Master of Science (MSc) and PhD for which it is accredited by the Ministry of Higher Education, Research and Innovation (MESRI), either alone or in partnership with other universities. The VEE's research units and diplomas of MSc and PhD are evaluated every 5 years by the HCERES.

Students receive their undergraduate veterinary training mostly from teachers-researchers, who devote half their time to research and the other half to teaching activities (Art. 6 of the Ministerial Order of February 21, 1992), thus ensuring a veterinary training based on scientific evidence. The

core undergraduate veterinary curriculum is defined according to the Professional Activity and Competences Reference Framework (called "Competences Framework" thereafter) for veterinary studies[1.1.01], that was issued in 2017. This Competences Framework "has been designed to ensure that all students graduating from FNVS have acquired all the competences they need to meet the requirements of European directive 2005/36/EC amended by directive 2013/55/EU and its annex V.4.1, […] and corresponds to EAEVE's Day-1 competences" (page 10 of the Competences Framework). Students are made aware of the importance of lifelong learning, enabling them to develop skills beyond the Day One Competences (D1C) through the Department of Continuing Education and Lifelong Learning, which provides information on available programmes and emphasises their relevance (see Standard 3.2).

The VEE continuously works with veterinary professional organisations (the National Council of the Veterinary Profession, the National Union of Private Veterinary Practitioners, French Associations of Veterinarians for companion animals, for equine, and for production animals, practitioners, public health officials, and the veterinary industry in the broadest sense) through its **Board**, on which 6 representatives of the veterinary profession sit, through the **Academic and Student Life Council** (**CEVE**), on which 2 representatives of the veterinary profession sit, and through its alumni network (Association of Former Students and Friends of the EnvA). Involving professionals in these councils and networks is essential to ensuring that undergraduate veterinary education aligns closely with the current needs of the profession. The VEE assesses this alignment through national annual surveys, overseen by MASAF, which are sent to alumni one and two years after graduation. The survey results are presented and discussed during **Academic Council** and **CEVE** meetings (see Standard 1.5).

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 academic 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.

The VEE is a higher education establishment under the supervision of MASAF (Art. D812-1 of the CRPM). Every 5 years, each FNVS signs a Strategic Objectives and Performance Agreement (COP) with MASAF, outlining planned actions and monitoring indicators. The COP is reviewed annually and reported to both MASAF and the **Board**. In addition, the VEE's Dean receives an annual mission statement from MASAF detailing the current situation and required actions. Table 1.2.1 provides the administrative details of the VEE.

Table 1.2.1. Administrative details of the VEE

Official name of the VEE	École nationale vétérinaire d'Alfort (EnvA)
Address	7 avenue du général de Gaulle, 94704 Maisons-Alfort cedex, France
Contact	00 33 1 43 96 71 80, direction@vet-alfort.fr
Website	www.vet-alfort.fr
Dean of the VEE	Prof. Christophe Degueurce (DVM, PhD)
Vice-Dean of the VEE	Prof. Renaud Tissier (DVM, PhD)
Executive Director for Education	Prof. Henry Chateau (DVM, PhD, ESEVT expert, CIQA)
Executive Director for Research	Prof. Renaud Tissier (DVM, PhD)
Executive Director of the VTH	Dr Djérène Maso (DVM, ISPV)
Head of the General Secretary	Emmanuel Berthenand
Head of the Equine Normandy Campus	Prof. Fabrice Audigié (DVM, PhD)
Accreditation Officer	Prof. Loïc Desquilbet (Ing., PhD, ESEVT expert)
Official authority supervising the VEE	Direction générale de l'enseignement supérieur et de la recherche, Ministère de l'agriculture et de la souveraineté alimentaire, jerome.coppalle@agriculture.gouv.fr

The VEE's hierarchical organisation chart[1.2.06] includes all executive divisions, departments and services. All functions and name given in this hierarchical organisation chart have mission statements that are available to all VEE's staff on a dedicated VEE's intranet webpage[1.2.10].

The VEE's Dean Prof. Christophe Degueurce has been appointed for 5 years by the MASAF, once the **Board** has given its opinion on the candidates.

The Dean is accompanied by a Vice-Dean, Prof. Renaud Tissier, who is a teacher-researcher in pharmacy-toxicology and who is also the Executive Director for Research. Prof. Renaud Tissier relies on a support service dedicated to research and to the management of research platforms, and on heads of Research Departments, elected by the researchers working in each research field:

- Prof. Laurent Tiret is the head of the Physiopathology Research Department, and also in charge of its quality policy;
- Dr Bernard Klonjkowski is the head of the Infectiology Research Department, and also in charge of its quality policy.

The Executive Director for Research also relies on the support of a referent for Scientific Integrity, Prof. Yves Millemann (see Standard 1.4).

The Executive Director for Education, Prof. Henry Chateau, oversees all VEE's training (undergraduate veterinary training and continuing education). Prof. Henry Chateau is a teacher-researcher in anatomy, an ESEVT expert, and a member of EAEVE's CIQA. He is supported by two departments: the Department of Studies and Student Life (DEVE) and the Department of Continuing Education and Lifelong Learning. He is also assisted by three project managers:

- Prof. Loïc Desquilbet, professor in biostatistics and clinical epidemiology, in charge of Quality Assurance in training, ESEVT expert;
- Dr Jérémy Béguin, teacher-researcher in oncology, is responsible for international coordination and student mobility, in collaboration with Ms. Mélissa Ordonez-Caceres, project officer;
- Prof. Yves Millemann, professor in production animal pathology, who coordinates the work placement process, including tutored work placements (in the 6th year).

The Executive Director of the VTH, Dr Djérène Maso is a Veterinary Public Health Inspector (ISPV). She oversees and coordinates the 5 clinical and paraclinical platforms of the VTH: the Companion Animal Hospital, the Production Animal Hospital, the Equine Hospital (relocated to the Equine Normandy Campus in early 2025), the Wildlife Hospital, and the medical analysis laboratory (called "Biopôle"). She is assisted by:

- a director of each of the 5 platforms, and administrative staff;
- a person in charge of litigation, Prof. Pascal Fayolle, emeritus professor in surgery;
- a person in charge of VTH's e-reputation and clinical quality, Dr Morgane Canonne-Guibert, teacher-researcher in veterinary internal medicine.

The head of the General Secretary and his deputy supervise all support services, with the exception of the 5 following entities which are directly supervised by the Dean: the Quality Assurance, the Communication Department, the Library, the Fragonard museum, and the Real Estate and Logistics Department.

The VEE's **Executive Board** is comprised of the Dean, the 3 Executive Directors, the head of the General Secretary and his deputy. It meets weekly to discuss, plan and monitor actions and follow-ups. Three or four times a year, the **Executive Board** meetings are expanded to include **N-2 level staff** as outlined in the VEE's organisational chart.

The VEE has established several referents to ensure compliance with key civic principles:

- **Equality Referent** (Juliette Bourdon): ensures the prevention of gender discrimination and sexual or gender-based violence;
- **Laicity Referent** (Sarah Seroussi): ensures adherence to French regulations on the religious neutrality of public services;
- **Disability Referent** (Isabelle Vassias): facilitates the inclusion of individuals with disabilities;
- **General Data Protection Regulation (GDPR) Referent** (Maxime Hovaere): oversees compliance with European Regulation 2016/679;
- **Scientific Integrity Referent** (Yves Millemann): ensures adherence to principles of scientific integrity (see Standard 1.4);
- **Sustainable Development and Social Responsibility Referent** (Cécile Le Barzic): promotes sustainable practices and the VEE's social responsibility initiatives.

Each referent has a defined position description or mission statement, with their actions evaluated annually. The three Executive Directors, the head of the General Secretary and his deputy each hold a letter of delegation, authorising them to act on behalf of the VEE within their respective areas of responsibility.

Undergraduate veterinary training is organised into three Teaching Departments, each led by a head and a deputy. The Teaching Department of Basic Sciences covers teaching activities related to fundamental subjects and basic sciences disciplines. The Teaching Department of Breeding and Pathology of Equines and Companion Animals covers clinical sciences in companion animals (including exotic pets) and equines. The Teaching Department of Production Animals and Veterinary Public Health covers clinical sciences for production animals (including herd health management) and VPH (including FSQ). All VEE academic staff are assigned to a single Teaching Department, based on their teaching discipline.

The list of councils, boards and committees is presented in a synthetic chart (see Appendix 6). Statutory councils and mandatory committees, governed by French Regulations review proposals from VEE's specific councils and committees, approve matters within their area of expertise, and provide recommendations to the **Board**, which makes final decisions.

The **Board** is the sovereign council of the VEE and convenes 3 times per year. Its missions are defined in articles R812-3, R812-4 and R812-6 to R812-9 of the CRPM. The **Board** consists of 36 members[1.2.02]: 8 academic staff members, 5 support staff members, 5 student representatives, and 18 stakeholders. Members serve a four-year term, except for students, who are renewed annually. The current chairman of the **Board** is Dr. Hervé Gomichon. All **Board** minutes are accessible to the VEE's staff and students via the electronic platforms (intranet and EVE). The **Board** includes two disciplinary sections, one for academics and staff, and the other for students. The **Board** approves the following VEE's regulations: internal regulations[1.2.19], internal regulations on local organisation of working hours[1.2.13], studies regulations[1.2.18], internships regulations[1.2.17], disciplinary regulations for students[1.2.11], continuing education regulations[1.2.12], Quality Assurance Committee internal regulations[1.2.20], Biosecurity Committee regulations[1.2.21], Joint Consultative Committee regulations[1.2.14], IT policy[1.2.15], and Technical Committee regulation[1.2.16]. The **Board** reviews, validates, and monitors the implementation of the VEE' s Strategic Plan.

The **Academic Council** is composed of 40 elected representatives of the teaching staff. It convenes 8 times per year and all VEE teaching staff as well as the Executive Director of the VTH and the head of the Equine Normandy Campus are invited to attend. This council is responsible for overseeing the organisation and supervision of the undergraduate and post-graduate veterinary training, as well as assessments certifying acquired competences. It proposes to the **Board** the procedures for awarding diplomas and provides recommendations on the creation of diplomas (including continuing education), on the organisation of the Teaching Departments, on the teaching programme, and on the VEE's Strategic Plan. Additionally, the council is consulted on the creation, renewal, and reallocation of teacher-researcher positions.

The **CEVE** is composed of 2 members representative of the veterinary profession (external stakeholders) appointed by the **Board**, and 18 elected members including 7 teaching staff representatives, 7 student representatives (from the 1st to the 6th year), and 4 support staff representatives[1.2.03]. The **CEVE** convenes 3 times per year and is consulted on matters related to undergraduate veterinary training and continuing education, training programmes, assessment procedures. It provides opinions on proposals for the creation or modification of diplomas. Additionally, the **CEVE** prepares measures to assist students in career planning and entering the profession confidently, promote cultural, social and community activities for students, improve living, safety and working conditions, and support social services, and medical and social assistance initiatives.

The **Research Council** is composed of 10 external scientific experts appointed by the **Board**, and 10 elected members including 4 teachers-researchers holding an Accreditation to Supervise Research (HDR), 4 research staff representatives, and 2 post-graduate student representatives. The council convenes 3 times per year and advises the **Board** on the direction of research activities conducted within or in collaboration with the VEE. It is consulted on the allocation of the research budget, the characteristics of newly created teacher-researcher positions, the creation or transformation of research units, and on the VEE's Strategic Plan. It ensures the integration of teaching and research, provides opinion on applications for accreditation to award national diplomas, and periodically assesses research activities and outcomes.

The **Social Committee** is composed of 2 statutory members (the Dean and the head of the Human Resources Department), 8 elected representatives of administrative and support staff and 2 permanent guest members (the head and the deputy of the General Secretary). The committee convenes 3 times per year and may convene additionally to address specific topics as needed. It is primarily consulted on matters related to collaborative working issues.

Each of the 3 **Teaching Department Councils** is composed of 14-17 elected members, including 11 to 14 teaching staff representatives and 3 undergraduate student representatives. It convenes each

month (except in August). All teaching staff within the department are invited to attend these meetings. The **Teaching Department Council** is responsible for:

- designing, organising and coordinating undergraduate veterinary training and continuing education within the disciplines it covers;
- proposing and discussing the competences to be acquired, learning outcomes, programmes, teaching and assessment methods, in alignment with the Competences Framework;
- evaluating the needs and opportunities for new training development in its areas of expertise;
- serving as a key point of contact with the relevant professional bodies;
- identifying recruitment needs and advising on the prioritization of teacher-researcher positions.

The **Quality Assurance Committee** (**CAQ**) is composed of 18 members, including 15 representatives from teaching, administrative and support staff, and 3 undergraduate student representatives[1.2.04]. The CAQ convenes 4 times per year and supports the VEE's Quality Assurance (QA) approach, focusing on continuous improvement. Its key missions are to: promote a quality management system (QMS) based on the "Plan-Do-Check-Act" (PDCA) principle, propose strategies for deploying the QA approach to the councils and committees, draft periodically update the VEE's Quality Manual, validate QA procedures, and ensure that VEE processes comply with the up-to-date ESEVT SOP.

The **Biosecurity Committee** (**CoBios**) is composed of 18 members, including 15 representatives of academic, administrative and support staff, and 3 undergraduate student representatives[1.2.22]. It convenes at least twice a year and upon request for any specific referral. Its mission is to ensure that biosecurity rules are applied across all VEE activity sectors exposed to biological risk. Specifically, the **CoBios** is responsible for updating the Biosecurity Manual and ensuring its adoption and understanding by all relevant parties. It proposes biosecurity actions, coordinates their implementation, conducts audits and reports to the **Executive Board** on corrective measures needed for any detected irregularities. All VEE's staff and students can submit comments, suggestions or complaints to the **CoBios** via e-mail.

The **Animal Research Ethics Committee** (**ComEth**), jointly operated by the VEE, ANSES, and Paris-Est Créteil University, is composed of members designated by the directors of these institutions, and convenes once a month. It evaluates and provides opinions on project authorisation applications submitted to the MESRI, required for any research activity involving live animals, except for clinical practices.

Each year, the DEVE sends a message to all students and interns announcing the election process for students wishing to be representatives in the **Board**, the **CEVE**, and **Teaching Department Councils**[1.2.07]. This message includes a link to a webpage of the Moodle platform (called "EVE"), where the councils and the roles of student representatives in each council are described.

The current Competences Framework was collaboratively elaborated by the 4 FNVS (see Standard 3.1), before being approved by the MASAF in 2017. The same year, the 4 FNVS united under the common brand "ENVF" to strengthen collaboration through shared projects. Together, they have launched key projects such as the "Sirius" hospital information system and the CompetVet software to streamline educational and clinical processes. They also coordinate national competitive exams, including student admissions after high school and intern recruitment for Production Animal, Companion Animal, and Equine Hospitals. Furthermore, they collaborate to advance clinical research and support continuing education through a shared agency. To optimise efficiency, specific actions are delegated to each FNVS for the benefit of ENVF. Two positions have been allocated by the MASAF to coordinate these actions, one focused on teaching and training cooperation, the other one dedicated to coordinating joint projects.

The 4 FNVS have privileged relations with the veterinary faculty of the University of Liège (Belgium) and have relations with the Sidi Thabet School of Veterinary Medicine (Tunisia), the National Higher School of Veterinary Medicine in Algiers (Algeria), the Hassan II Institute in Rabat (Morocco) and the Faculty of Veterinary Medicine in S^{te}-Hyacinthe (Quebec, Canada).

Table 1.2.2. Persons responsible for the veterinary curriculum and the professional, ethical, and academic affairs of the VTH

Executive Director for Education	Prof. Henry Chateau (DVM, PhD)
Teaching Department of Basic Sciences	Prof. Matthias Kohlhauer (DVM, PhD, Dipl. ECVPT) Prof. Caroline Gilbert (DVM, PhD, Dipl. ECAWBM)
Teaching Department of Breeding and Pathology of Equines and Companion Animals	Prof. Alain Fontbonne (DVM, PhD, Dipl. ECAR) Dr Ghita Benchekroun (DVM, PhD, Dipl. ECVIM-CA)
Teaching Department of Production Animals and Veterinary Public Health	Dr Maxime Delsart (DVM, PhD) Prof. Julie Rivière (DVM, PhD)
Executive Director of the VTH	Dr Djérène Maso (DVM, ISPV)
Companion Animal Hospital	Prof. Christelle Maurey (DVM, PhD, Dipl. ECVIM-CA) Dr Charly Pignon (DVM, Dipl. ECZM) Dr Maxime Kurtz (DVM, Dipl. ECVIM-CA)
Equine Hospital	Prof. Fabrice Audigié (DVM, PhD) Dr Céline Mespoulhès (DVM, PhD, Dipl. ECVS) Dr Sandrine Jacquet (DVM, Dipl. ACVSMR, Dipl. ECVSMR)
Production Animal Hospital	Dr Bérangère Ravary (DVM., PhD, Dipl. ECBHM)
Wildlife Hospital	Dr Pascal Arné (DVM, PhD, competency certificate in native wildlife management)
Medical analysis laboratory (Biopôle)	Prof. Sylvain Bellier (DVM, PhD)

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.

The VEE systematically draws up a Strategic Plan every 5 years, following a broad consultation process involving staff and students. The Strategic Plan is discussed by the **Teaching Department Councils**, the **Academic Council**, the **CEVE**, and the **Research Council** before being adopted by the **Board**.

The current Strategic Plan[1.3.01], titled "*Campus 2025*", was discussed over a 10-month period and covers the period 2020-2025. It was created using SWOT analyses and digital tools. The plan focuses on five key axes to address contemporary challenges: (i) unleashing scientific energy, (ii) pursuing pedagogical transformation, (iii) Alfort eco-citizen, (iv) pushing back the walls, and (v) guaranteeing and increasing social cohesion. Each axis is sub-divided into 4 or 5 objectives, with specific actions monitored through indicators. The Strategic Plan is publicly available on a dedicated VEE webpage and its progress and monitoring is presented[1.3.02] annually to the **Board** during the March meeting[1.3.04].

In addition, the VEE conducted specific consultations with students in the aftermath of the COVID-19 pandemic. The pandemic, along with the associated isolation measures, significantly disrupted student dynamics and caused psychological distress for many. In spring 2022, the VEE launched a process of consultation, called "student life conferences", to support students and restore momentum in campus life (e.g., catering, sustainability, community activities, student housing, sports, and culture). This consultation led to a list of actions, validated by the **CEVE** and presented to the **Board**. Progress is reviewed annually by the **CEVE** and the **Board**.

Students can also be part[1.3.05] of the National Council for Higher Education and Research in Agriculture, Agri-food, and Veterinary Sciences, which aims to discuss the missions of public higher

agricultural education establishments, the policies to be implemented, the distribution of resources, accreditation procedures and future directions.

Table 1.3.1. SWOT analysis

Strengths	**Weaknesses**
• Two campuses, each located at the heart of a major European concentration of companion animals and hub for extramural activities (Paris) and equines (Normandy) • Strong organisation of the VEE with clear and evolutive rules • Strong involvement of staff and students • A united, proactive community • Management of the overall graduation process: veterinarians, nurses, MSc, PhD • Large and dynamic customer base • Renovated premises fitting the VEE's ambitions • Strong links with partner universities, in a region that accounts for 60% of France's higher education and research strengths • Strong heritage and cultural dimension, vectors of a strong identity, acting as a brand • Campus shared with ANSES and ONF, providing research and work placement opportunities	• Main campus located at significant distance from livestock farming areas, requiring strong logistical support to organise transportation • Cost of living and living conditions in Île-de-France • Limited attractiveness for staff recruitment due to factors such as salaries and location • Two distant campuses • Historical site with buildings classified as "historic monuments" by the Ministry of Culture, leading to complicated procedures to renovate them • The sound financial health of the VEE relies on VTH activity
Opportunities	**Threats**
• Relocating equine activities to the Equine Normandy Campus internationally recognised for its expertise in locomotor pathology and diagnostic imaging (Cirale) and setting up a site dynamic with the University of Caen, Labeo, ANSES and INRAe (Cluster Centaure) • Synergies with Université Paris Cité, a French leading healthcare university, and Institut Pasteur of Paris	• Difficulties in recruiting teaching and support staff • Potential destabilisation of the French veterinary profession in the mid-term due to the high number of French veterinary students trained abroad • Rapid corporatisation of the veterinary profession, with the rapid development of veterinary groups since 2018

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.

The VEE has consistently placed a strong emphasis on quality over the past several years. It was "accredited" by EAEVE in 2017 under the Uppsala SOP, Standard 10. Since then, the VEE has intensified its efforts, particularly to meet EAEVE's evolving expectations.

The VEE's QMS was reorganised as part of the VEE's restructuring process. This significant phase redefined the VEE and its departments. All administrative and support staff were relocated to a new building, the "Agora" building, and the departments were reorganised. These changes led to an updated organisational chart and the introduction of new internal regulations in 2021. By the end of 2022, it became evident that the 2016 Process Mapping no longer reflected the VEE's new structure. Consequently, a new Process Mapping was developed in 2023 to align the QMS with the VEE's updated organisation and objectives.

The VEE's QMS is structured around the following key documents:

- an annual letter of intent from the Dean, outlining the objectives for the year. The letters triggering the QMS revision were issued in February 2023[1.4.03] and March 2024[1.4.04];

- the 2023 process mapping[1.4.05], which identifies 12 processes: 2 management processes (Management and QA), 4 realisation processes (training, research, animal care, and culture), and 6 support processes (finance and legal, information systems, human resources, communication, facilities and equipment, and health and safety).
- a Quality Manual for each process (accessible to all staff via an intranet webpage[1.4.07]; see Appendix 4), which together form the VEE's Quality Manual;
- an annual review of processes and strategic documents (COP, Strategic Plan);
- internal audits.

The first annual review of this renewed processes and strategic documents took place in 2024. It forms a starting point and was presented to the **Board** in July 2024.

The VEE's QMS operates at two levels of management:

- the general level, overseeing the overall organisation of the VEE and managed by the QA Manager, a quality engineer responsible for the general quality management of the VEE;
- a level dedicated to EAEVE's compliance, managed by Prof. Loïc Desquilbet, in charge of QA in training and an expert for ESEVT, who leads the dedicated **CAQ**. The Executive Director for Education, also an ESEVT expert and a member of EAEVE's CIQA, actively participates in the **CAQ** and is strongly involved in this process.

The QA policy engages the entire teaching staff, with students playing a major role in its training aspect (see Standard 3.4 for details on mandatory student evaluations of teachings and exams with mandatory responses from the teaching staff). The VEE implements its QA policy according to a "Plan/Do/Check/Act" cycle.

Internal audits are carried out throughout the year on various types of process by authorised internal auditors. The results of audits and surveys help to identify areas for improvement and guide decisions on corrective actions. These actions are documented in an audit report (see for instance the internal audit of the pharmacy of the Equine Hospital[1.4.08]) and can be evaluated during subsequent internal audits or surveys to ensure effectiveness and continuous improvement.

The VEE is a member of the professional veterinary organisation dedicated to Quality Assurance in the veterinary profession (Qualitevet) whose outputs are useful in the fields of education and research.

The VEE has a Scientific Integrity referent, a full professor who serves as the primary contact for all research-related questions on scientific integrity. The referent provides advice, addresses cases of misconduct, and mediates conflicts related to research activities. He also promotes a culture of scientific integrity by offering training and information to various VEE councils and newly recruited academic staff. In addition to dedicated teaching on scientific integrity in the 2nd year, particularly in relation to evidence-based veterinary medicine, students engage with scientific integrity principles through their veterinary thesis (see Standard 10.2).

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, views and employment destinations of past students as well as the profile of the current student population. 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.

The VEE's website is available in 5 languages (French, English, German, Italian, and Spanish). It presents general information on the education (including access to veterinary studies, curriculum, characteristics of students et graduates, professional integration of graduates), research, its VTH (Companion Animal Hospital, Production Animal Hospital, Equine Hospital, Wildlife Hospital, and the medical analysis laboratory), and its heritage. It also includes information on the VEE's

accreditation status along with previous self-evaluation and visitation reports on a dedicated webpage publicly accessible. The VEE publishes an annual activity report available online (2019, 2020, 2021, 2022, and 2023) with key facts and figures of interest. The last annual report is available on a dedicated VEE webpage, and is printed for all strategic, academic and commercial partners and visitors. Information about the latest promotion of students is available on a dedicated VEE webpage. General information about the whole population of students who graduated at the VEE between 1766 and 2017 is available on a dedicated VEE webpage.

Since 2018, the VEE has been investing heavily in social media to disseminate its activities to a wide range of audiences. The VEE posts information daily on Facebook (27 000 subscribers), Instagram (15 700), and Linkedln (20 000) (the Twitter/X account was closed in January 2024). The audience is tracked to assess the effectiveness of this communication. This strategy also encompasses global monitoring of social media, with tracking of relevant topics or issues and economic or academic partners.

As described in Standard 7.1, the "Forum for Veterinary Studies" is a one-day event designed to inform prospective students about the FNVS and provide insights into potential career paths. This information is also communicated to a targeted audience via numerous distribution channels (flyers sent to high schools, social networks, emails, etc.).

The VEE has close contacts with the professional organisations of the various veterinary professions. Eighteen of the 36 members of the **Board** are representatives of external stakeholders: 10 are representatives of the veterinary profession, of industries and companies in the sector, and of French research organisations (ANSES, INRAE, INSERM), 3 are local elected representatives, and 5 represent various government sectors related to VEE's activity. These external stakeholders as members of the **Board** influence all decisions of the VEE. They take part in the debate and vote on the decisions that the VEE is subsequently responsible for implementing. They vote on the Strategic Plan, on the creation of positions for academic staff, and on all documents concerning the evaluation of training and research (self-evaluation reports for EAEVE and HCERES).

Two of the **Board** stakeholder members representing the veterinary profession are also members of the **CEVE**, the body responsible for teaching and student life. They take part in all discussions and votes, and contribute on issues relating to training and student life.

As explained in Standard 1.4, professionals play a central role in the design of training. They collaborated with the FNVS to develop the Competences Framework, which then allows for the definition of day-one competences and abilities at the national level. The update of this Competences Framework began in June 2024, and is steered by the National Council of the Veterinary Profession.

As written in Standard 1.1, a national annual survey is sent to former VEE's students one and two years after graduation. This survey aims to identify their professional profile, including salaries by sector, and to gather feedback on their perception of the strengths and weaknesses of the training they received at the VEE. The main results of these surveys are presented each year in the **Academic Council**[1.5.01] and the **CEVE**[1.5.02], enabling the training programs to be adapted based on this feedback. A summary of the results of this survey is made publicly available on a VEE webpage.

The VEE is actively involved in projects led by the veterinary profession. The VEE's Dean is a member of the Council of Presidents and Directors, an assembly that convenes 3 times a year by the National Council of the Veterinary Profession, which involves 25 personalities who play a key role on the governance of the profession. This assembly debates strategic or practical issues requiring the involvement of most of the veterinary profession's stakeholders, including the FNVS.

Every year, the National Union of Private Veterinary Practitioners organises a 2-day conference in one FNVS (at the FNVS of Toulouse in 2024). The aim is to bring together students, practitioners

and staff from the FNVS to discuss current issues and desirable developments in the profession and training.

Because of its Parisian location, the VEE hosts and co-organises a large number of professional meetings, such as the "Veterinary Days", administrative and union meetings.

A nationwide study, called "Vet Futurs France" was conducted between 2017 and 2020. The aim was to prepare the future of the veterinary profession and veterinary businesses in the light of human, social, economic, technical and scientific changes that will impact daily practice, by setting objectives that are precise, measurable, realistic and acceptable for the next 15 years. It was conducted by veterinary professional organisations and in collaboration with the 4 FNVS. A working group of students was asked to participate and the results of this study were presented to the students.

Since 2017, the VEE's Dean has been a member of the steering committee for the Demographic Atlas of the veterinary profession, conducted annually by the National Council of the Veterinary Profession. This survey-based Atlas presents national demographic data, offering an objective basis for understanding changes in the profession and adapting the veterinary curriculum accordingly.

The VEE also maintains strong connections with its graduates through the Association of Former Students and Friends of the EnvA. This association supports students by providing grants and loans and actively promotes the VEE and its heritage.

As a public establishment under the supervision of MASAF, the VEE is required to implement public policies related to its areas of activity, including public health, animal health, international relations, animal welfare, and anti-discrimination efforts (Table 1.1.1). Monitoring of the national press, trade press, and social networks helps identify changes affecting the VEE's activities. This monitoring also serves as a basis for initiating debates within the VEE's councils and committees.

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.

The quality Assurance policy is overseen by the QA Manager, who reports directly to the Dean. As previously mentioned, the VEE's QA system is structured around a letter of intent from the Dean, Quality Manuals elaborated by sector managers, and annual process reviews conducted by the QA Manager. The QA Manager relies on the CAQ for implementing actions and making decisions. The CAQ includes representatives from academic staff, research staff, administrative staff, and students (see Standard 1.2). All QA documents (including **CAQ**'s internal regulations) are accessible to students via a dedicated EVE webpage. Each sector of the VEE manages its own QA review based on its Quality Manual. The overall QA policy is reviewed via the implementation of the Strategic Plan and the COP. Such implementation is discussed every year by the **Board** during its meeting of March or July, and in November for actions related to the "Student life conferences" (see Standard 1.3).

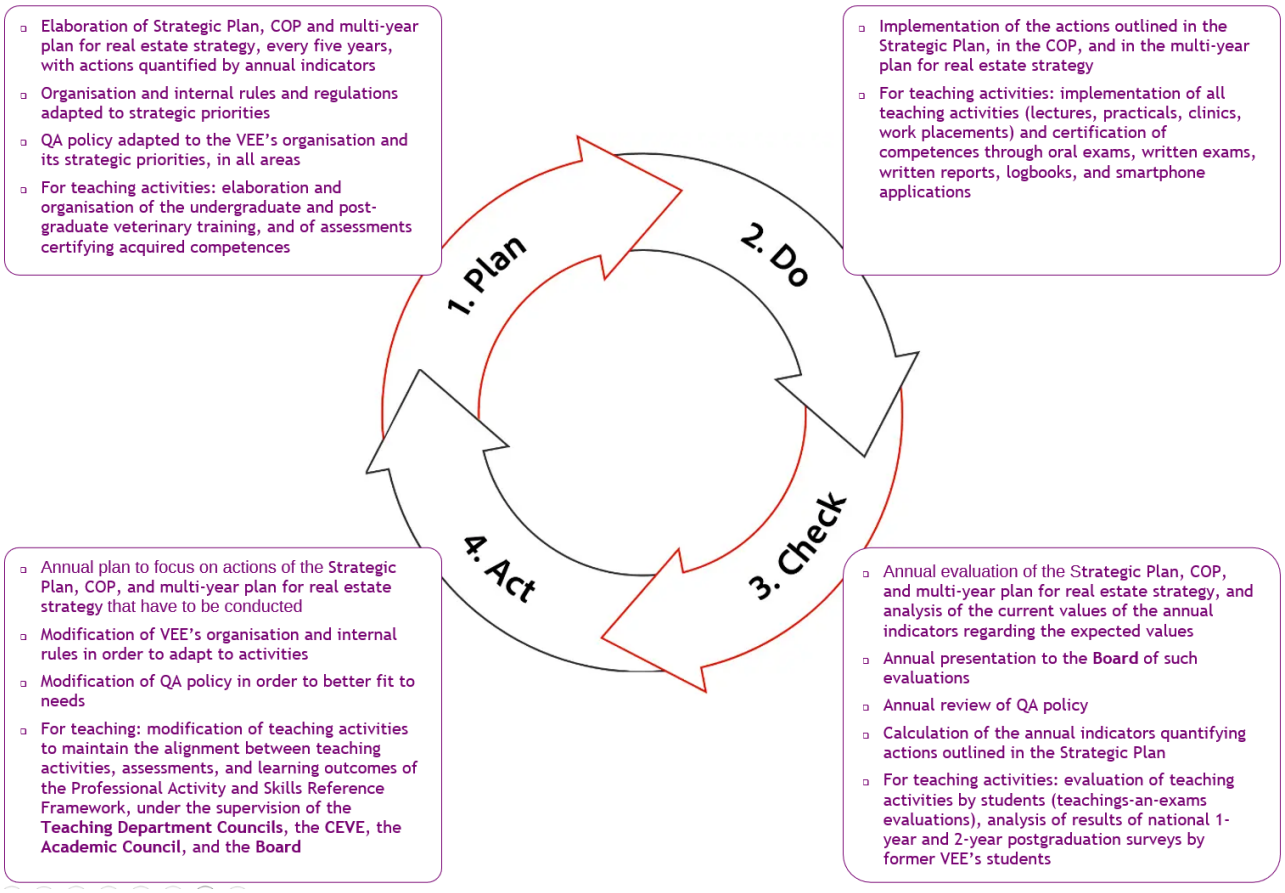
Quality Assurance in training is primarily overseen by the **CAQ**, which convenes 4 times a year. The CAQ regularly updates a dashboard that includes ESEVT indicators and data from the SER Tables required by the ESEVT SOP. These ESEVT indicators are presented annually using a dedicated Excel spreadsheet[1.6.04] and discussed in the December **CAQ**'s meetin[1.6.05] and in **Academic Councils**[1.6.03]. Depending on the values of the academic year (AY) or changes in the indicators, the **CAQ** suggests corrective actions and/or identifies individuals in charge of implementing corrective actions.

The VEE annually reports around hundred indicators to the MASAF; they are discussed during the Strategic Meeting with the MASAF in September. Some of these indicators are used to monitor the VEE's performance and the COP[1.6.07]. All data are collected by the administrative staff under the supervision of the **Executive Board**.

Minutes of councils' and committees' meetings are posted online on dedicated intranet webpages for staff[1.6.08], and on a dedicated EVE webpage for students.

General assemblies are also held several times per year. They are usually presented by the Dean or by an Executive Director. These meetings provide regular opportunities for the VEE's administration, academic staff, and support staff to meet and exchange views.

PDCA (Plan, Do, Check, Act) Diagram – Strategy, organisation and QA policies



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 theprogress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

The latest ESEVT full visitation, assessing Stage 1 of the 2016 SOP, took place in April 2015. The major deficiency recognised and listed by ECOVE ("Inadequate drugs' 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 by the ESEVT experts, which was considered successful by ECOVE. The VEE has held "accredited" status since 2017. The 2015 and 2017 visitation reports are publicly available on a dedicated VEE webpage.

The ESEVT experts also identified minor deficiencies during the 2015 visitation. The correction processes of these minor deficiencies are described below.

"*Inadequate clinical training in the pig and poultry sector*": the recruitment of a specialised swine practitioner in September 2017 led to an increase in annual clinical visits involving both individual and collective cases. This also resulted in the creation of a serious game featuring a virtual pig farm visit using 360° videos, a new virtual visit captured in a poultry farm using 360° videos, the development of poultry and pig necropsies, and the addition of new workstations in the CSL.

"*Inadequate coverage in Food Safety and VPH, especially in the pig, poultry and fish sector*" and "*Lack of practical training in food technology and food microbiology*": two associate professors were recruited in 2019 to support meat inspection training, enhance the organisation of visits to Europe's largest food market (MIN Rungis), and strengthen teaching in food microbiology. This led to the development of practical training in food shelf-life assessment and microbiological food analysis. Additionally, 5th year students participate in supervised visits to the ANSES microbiological laboratories and to a pig slaughterhouse. Virtual slaughterhouse visits have been developed for the 4 FNVS. Finally, a full professor in food technology was recruited in 2022 to expand theoretical and practical food technology training, a followed by the recruitment of an associate professor in 2024.

"*Lack of standards and control measures of most extramurally training*" and "*The quality of the extramural training [EPT] needs special attention in the future*": a charter of good pedagogical practices was written and implemented with the National Union of Private Veterinary Practitioners. In 2022, a web application called "StageVet" has been launched by the National Union of Private Veterinary Practitioners and the 4 FNVS (see Standard 3.6). This application facilitates connections between veterinarians and students by identifying available dates, regions, and themes for work placements. It also manages the entire process for legal agreements, provision of electronic documents outlining the objectives and offering pedagogical guidance to the contracted vet-supervisors, and reciprocal evaluations between students and vet-supervisors.

"*Lack of 24H emergency services in farm animals*": an emergency service was launched in March 2020 and is operational.

"*Apply SWOT analysis widely and on a regular basis as a tool of QA*": the systematic use of SWOT analyses continues to grow. Notably, a SWOT analysis has been used and shared by the community for the 2020-2025 VEE's Strategic Plan as well as for the regular and national external audit by the HCERES on both education and research outcomes. SWOT analyses are also used within Teaching Departments when addressing strategic issues.

Comments on Area 1

Decision-making at the VEE is guided by statutory councils that integrate representatives of teaching staff, support staff, students, and stakeholders. It is supported by strong social dialogue and has enabled the implementation of significant strategic projects. Over the past five years, these projects have included the construction or major renovation of four buildings, notably a new VTH for production animals and new teaching facilities, the development of a dedicated equine campus in Normandy, the reorganisation of the VTH, and a comprehensive transformation of training programs based on a national Competences Framework. Additionally, the VEE has successfully welcomed major agricultural institutions to its Maisons-Alfort campus, underscoring its regional and national prominence.

The VEE operates under an ambitious Strategic Plan that is meticulously monitored, which has allowed the institution to ensure transparency, growth, and financial consolidation. This has provided the VEE with the necessary flexibility to support and enhance pedagogical methods and curriculum while maintaining a good quality of working life for its staff, as confirmed by an independent study conducted in 2024. While challenges inherent to any human organisation occasionally arise, these are addressed through targeted measures such as appointing referents and establishing monitoring and

listening units. Student well-being is another critical priority, reflected in VEE's leadership in piloting a health study for students across all four FNVS.

The current Strategic Plan covers the period 2020–2025. A new Strategic Plan will be developed to cover the next five years. As usual, the process will begin with an update of the Strategic Objectives and Performance Agreement (COP) during the annual strategic discussions with MASAF, followed by a broad consultation involving staff and students. This will include working groups and digital tools to gather feedback before discussions and approval by the councils (**Teaching Department Councils**, **Academic Council**, **CEVE**, **Research Council** before being adopted by the **Board)**.

Since its last EAEVE evaluation, the VEE has undergone substantial evolution, culminating in the 2023 redefinition of its quality policy across all activities. This significant undertaking equips the VEE with continuous improvement tools aligned with its objectives and missions.

The VEE also actively participates in local (Ile-de-France and Normandy) and national dynamics, maintaining strong ties with the MASAF and veterinary professional organisations. These collaborations contribute to its development, while the VEE itself has played a pivotal role in shaping the evolution of veterinary training in France, including increasing student capacity, creating VTH platforms, and expanding clinical teaching positions in collaboration with the MASAF and the other three FNVS.

Suggestions for improvement in Area 1

The development of the Equine Normandy Campus represents a significant challenge for the coming years, requiring dedicated attention to its growth and streamlined operations. As with other VEE's entities, the Equine Normandy Campus will undergo a process of evaluation and dialogue regarding the resources allocated to it. One of the key avenues for development involves opening this campus to other French veterinary schools beyond the VEE, including the three other FNVSs and the private VEE that began operating in 2022. The VEE recognises the potential benefits of making this platform accessible to students from outside the VEE. While it is too early to implement this initiative, discussions are already underway.

On the Maisons-Alfort campus, a strategic initiative to welcome agricultural institutions began in 2017, with the VEE's **board** approving the principle of their integration. This effort included the 2022 relocation of the headquarters of the French National Forestry Office to the campus. This project reflects the French government's aim to optimise the use of this valuable land while reinforcing VEE's presence on its historical site. For the VEE, safeguarding its interests and development capacities remains a priority in both the medium and long term. This means ensuring that new buildings are located on the edge of the campus, remain compatible with VEE's operations and future developments, and provide the VEE with significant land and property reserves. These considerations form a critical focus for the VEE.

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).

Table 2.1.1. Annual expenditures during the last 3 years (in Euros)

Area of expenditure	2023	2022	2021	Mean
Personnel	22,866,249	21,540,034	20,245,751	21,550,678
- Local contracts	6,246,260	5,635,543	4,890,920	5,590,908
- Civil servants*	16,619,989	15,904,491	15,354,831	15,959,770
Operating costs	12,172,352	11,572,434	10,281,536	11,342,107
- Utility costs (water, electricity, gas, fuel)	1,918,195	1,632,697	1,136,577	1,562,490
- Other costs	9,515,615	8,714,892	8,215,844	8,815,450
- Maintenance costs	738,542	1,224,845	929,115	964,167
Investments**	3,282,381	3,200,661	13,488,864	6,657,302
Total expenditure	21,700,993	20,408,638	28,661,320	23,590,317
** Civil servants are paid directly by the MASAF; **Expenses > €800 are considered to be investments in the accounting system*				

Table 2.1.2. Annual revenues during the last 3 years (in Euros)

Revenues sources	2023	2022	2021	Mean
Public authorities	5,232,678	4,810,951	3,933,842	4,659,157
Tuition fees	1,809,045	1,718,142	1,643,567	1,723,585
Clinical services	8,569,659	7,986,574	6,918,495	7,824,909
Diagnostic services	765,317	681,738	697,334	714,796
Other services	445,626	575,820	686,145	569,197
Research grants	1,176,501	834,196	1,011,602	1,007,433
Continuing Education	965,352	878,183	1,052,280	965,272
Donations	576,330	22,659	152,639	250,543
Other sources*	5,726,646	8,013,836	11,841,628	8,527,370
Total revenues	25,267,154	25,522,099	27,937,532	26,242,262

** Student residencies, museum, library, hall rentals, valorisation of property assets (occupancy agreement)*

Table 2.1.3. Annual balance between expenditures and revenues (in Euros)

Year	Total expenditures	Total revenues	Balance
2021	28,661,320	27,937,532	- 723,788
2022	20,408,638	25,522,099	+ 5,113,461
2023	21,700,993	25,267,154	+ 3,566,161

The process of building the budget for year N begins in June of year N-1, with an initial framework phase during the strategic meeting between the MASAF and the Dean, and the first orientations of the national Finance Regulations Project for year N. A budgetary orientation discussion in July of year N-1 within the **Executive Board** then sets out the main trends for the VEE's budget for year N. From August onwards, these elements will serve as a framework for the management dialogues with all the heads of each responsibility centre (i.e., VEE's services and departments). An information memo[2.1.01] and a timetable[2.1.02] are issued between August and September to set up these management dialogues. The management dialogues for each responsibility centre enable to decide how to allocate staff resources and financial support that will be made available in year N to carry out their missions. These management dialogues result in the implementation of a contract of objectives and resources between the **Executive Board** and each responsibility centre (see for instance the one[2.1.07] of the Companion Animal Hospital), along with a draft overall consolidated budget based on the compilation of these discussions.

This initial draft of the VEE's budget for year N is first presented to the MASAF during bilateral meetings between the VEE and the MASAF in October of year N-1. It is then reviewed and analysed by the regional budget controller to ensure budgetary sustainability and compliance with financial indicators, including the VEE's self-financing capacity, cash flow and working capital. The budget for year N is then discussed and approved by the **Board** in November of year N-1.

In year N, the budget is made available to the responsibility centres for expenditure execution. Monthly monitoring is carried out in conjunction with the Financial Affairs Department. The accounts are closed on December 31st of year N and the financial balance for year N-1 is presented to the **Board** by March 15th (financial report[2.1.03] and financial account[2.1.04]).

Expenditures are categorised into staff, operating and investment expenditures. Personnel costs supported by the VEE represent approximately 22.5% of total budget expenditure and are primarily allocated to the VTH and to biomedical research platforms. In addition to these personnel expenditures from the VEE's own budget, there are also personnel expenditures financed by the MASAF, essentially devoted to teaching, clinical and support functions (see Table 2.1.1). Operating expenditures account for 51.8% of the total budget expenditure, and are spread across the various VEE's mission areas: undergraduate veterinary training, continuing education, research, VTH, support functions and real estate. Investment expenditures accounts for 25.7% of the total budget expenditure, focusing primarily on building infrastructure (renovation and maintenance) and the acquisition and renewal of equipment (medical, scientific, audiovisual and IT).

About 74% of the VEE's revenue, excluding civils servants directly paid by the MASAF, comes from its own activities, while 26% comes from public subsidies (MASAF and other national bodies). Public subsidies mainly come from the MASAF (€3.6 million in 2023). The main sources of the VEE's own revenue include the VTH (€9.8 million in 2023), research contracts (€2.1 million in 2023), tuition fees (€1.8 million in 2023), and continuing education (€1 million in 2023). These own revenues have increased by 38% from 2019 to 2023[2.1.08]. The VEE also receives revenue from student residences (€2.8 million in 2023); however, these funds are fully dedicated to covering rent for the buildings, which are owned by an independent entity, with the VEE solely responsible for their management. Global revenues are allocated to the VEE's various missions to carry out its activities. Resources are allocated during management dialogues with the responsibility centres to assess whether allocated resources are appropriate for achieving objectives. Targeted revenues are used to finance specific operations.

The VEE also benefits from major sources of funding for its investments, in particular from the Ile-de-France Region and the Val-de-Marne Departmental Councils, as well as from the Normandy Region, the Calvados departmental council, the French State (State-Region Development Plan), from Europe (FEDER funds), and from other financial resources allocated by funders in response to calls for proposals.

Over the last 3 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.

The cash flow is the main indicator to assess the financial substantiality of the VEE. This indicator should remain around or above €2 million to support the VEE's investments. It amounted to €5.16 million in 2021, €5.63 million in 2022, €6.01 million in 2023.

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.

Each hospital of the VTH is a responsibility centre. A staff, operating, and investment budget is decided during management dialogues. This budget, which is also founded by the MASAF, must enable the platforms to mobilise the resources they need for their own investments and to finance the teaching activities in the VTH. Over the last 3 years, each hospital's revenue has steadily increased, reaching the €10 million target fixed by the MASAF in the Dean's mission statement. The resources generated by each hospital are managed at the level of each hospital. In case of very large investments (such as the purchase of an MRI), the **Executive Board** decides on these investments to be made within these hospitals. Investments are made using accumulated resources, research contracts, and regional or national subsidies, with the aim of providing a top-quality healthcare for patients, and educational resources for students.

The VEE's positive cash flow enables the VEE to invest in the renewal of its equipment. Over the past 3 years, a major investment plan was conducted to modernise the audiovisual equipment in teaching rooms. This modernisation was carried out in the new Agora building dedicated to teaching activities (both for undergraduate veterinary training and continuing education) and central administration, and also in the Fragonard building (meeting rooms, teaching rooms). Hospitals have also benefited from major investments in terms of renovation of their facilities (construction of a new VTH for production animals) and equipment, such as the acquisition of an MRI for companion animals (€800,000), enabling the development of medical imaging activities within the Companion Animal Hospital. A surgical unit was equipped with videoconferencing systems enabling students to visualise the surgical procedure and interact with the surgeon. Building improvements have also been carried out.

The VEE has the necessary and sufficient resources to support its institutional project and guarantee the training of its students through the budget allocated to each of its three Teaching Departments. The VEE is autonomous in the development of its budgetary strategy and the allocation of resources to its missions. The VEE's autonomy is fully maintained as long as the budget it presents to the **Board** remains sustainable. Furthermore, the VEE has full autonomy in allocating resources generated by its VTH activities to investments necessary for clinical activities and student training.

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

For many years, the VEE has maintained a financial and accounting internal control system build on risk mapping, a maturity scale for the various processes[2.1.05], and a functional and nominative organisational chart[1.2.06]. This system is assessed annually and presented to the **Board**, which approves the corresponding report and the action plan. The VEE's budget is presented in terms of expenditures and revenues, divided into different categories[2.1.06].

The allocation of resources is reviewed on a regular basis once a year during management dialogues, the purpose of which is to reassess the resources allocated to the responsibility centres. The management dialogues are then used to produce an amending budget and an initial budget for the next year. The amending budget and the initial budget are presented to the **Board** for a vote (see Standard 2.1).

The management dialogues (one per responsibility centre) involve the Financial Affairs Department, the Human resources Department, members of the **Executive Board**, and the head of the responsibility centre, with the aim of determining the human and financial resources required to carry

out their missions. The management dialogues result in the formalisation of a contract of objectives and resources, which is the basis for the action of the responsibility centres.

Comments on Area 2

The VEE benefits from a diverse range of funding sources, with a significant proportion derived from its own resources, primarily generated through income from the VTH. This efficient allocation of resources allows the VEE to fulfil its missions in teaching, veterinary care, and research effectively. The VEE's business model, refined since its last evaluation, prioritises the dynamics of competitive structures, resulting in a strong self-financing capacity that supports essential investments, except buildings. However, this funding model is highly reliant on veterinary care activities, which are inherently variable, necessitating a robust organisational framework to manage these operations. While the VEE remains dependent on public service subsidies and tuition fees (both of which are beyond its control), this dependency is moderate, thanks to its substantial own resources. The financial dynamism of the VEE allows for the development of activities, as demonstrated by investments in the new Production Animal Hospital, advanced medical imaging, audiovisual equipment for teaching facilities on the Maisons-Alfort campus, and the establishment of the equine medical and surgical centre on the Equine Normandy Campus. The financial health of competitive sectors enables the VEE to focus resources towards inherently loss-making activities, ensuring their sustainability and alignment with its strategic priorities.

Suggestions for improvement in Area 2

The VEE's financial structure, which relies significantly on its own resources, carries two main risks. The first is that a decline in veterinary activity could threaten its sustainability. However, the model has been designed to adapt to such fluctuations, and despite a nationwide decrease in veterinary procedures over the past two years, the VEE's financial position remains strong. The key challenge is to maintain rigorous and continuous monitoring, suggesting the need to further strengthen all ongoing quality processes.

The second risk is that the emphasis on clinical activity could potentially conflict with the VEE's missions in veterinary training and research. This risk is well understood and effectively managed, with a focus on identifying and controlling it to prevent any deviation. Moreover, the current structure ensures that students benefit from extensive exposure to a wide variety of clinical cases under up-to-date material conditions, balancing the dual priorities of clinical activity and education. Another positive aspect of this organisation is the early exposure of students to management and operational challenges they will face in their careers. The VTH serves as a model to demonstrate how a structure must be organised to remain profitable, extending beyond simple medical training to introduce students to the financial, accounting, and managerial aspects of clinical operations. This environment is used as a pedagogical tool by teachers specialised in management and business sciences, enabling a practical application of theoretical concepts.

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).**

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.

General description of the curriculum

Veterinary studies in France are organised according to Decree No. 2020-1520 of December 3, 2020, which states that veterinary education aims to prepare veterinarians with the necessary competences to: treat and protect animals, prevent the spread of diseases among animal populations, ensure public health, particularly by guaranteeing food safety and quality through identifying risks related to various animal-linked hazards, analyse interactions between animals, humans, and the environment, especially their impact on public health and environmental protection, develop and implement a scientific approach to human-animal interactions in society, conduct research and training activities, as well as comparative medicine studies, facilitate the professional integration and career progression of students.

The law also outlines the organisation of the curriculum as follows (Art. R812-55 of the CRPM): veterinary studies are organised over six years and are divided into semesters; the first two semesters, corresponding to the 1st year, have a propaedeutic aim; semesters three to ten constitute the core curriculum (2nd to 5th year) of fundamental veterinary studies leading to the Diploma of Core Veterinary Studies (DEFV), a diploma equivalent to a MSc's degree; semesters eleven and twelve form the tracking year (6th year; see Standard 3.5), which includes the preparation and defence of a thesis leading to the Doctor of Veterinary Medicine (DVM) degree.

The DVM degree, obtained at the end of the 6th year, certifies that the student has acquired the knowledge, skills, and competences specified in Art. 38 of Directive 2005/36/EC of the European Parliament and Council, as amended by Directive 2013/55/EU. Within this legal framework, the VEE is responsible for organising its curriculum, aligning objectives, teaching methods, and assessments to meet a national reference standard common to all FNVS, directly derived from the EAEVE's D1C.

The curriculum implemented in the VEE is based on the Competences Framework[1.1.01] (see Standard 1.1) that was developed by working groups of academic staff and qualified professionals, from autumn 2016 to spring 2017 and coordinated by a national project manager and a steering committee. This committee included the Executive Directors for Education of the FNVS as well as members of the academic staff representing different disciplines. The committee's progress was regularly discussed during VEE's **Academic Councils**, pedagogical seminars, and with students during **CEVE** meetings. The Competences Framework was widely shared and discussed with members of the veterinary profession during a seminar, gathering 20 veterinary practitioners from various fields and 20 members of the academic staff from the FNVS. A focus group of veterinary practitioners recognised for their expertise provided further review, using the Delphi method. Feedback from

academic staff, students, and the veterinary profession enriched the group's work, leading to the approval of a the collectively accepted Competences Framework. It has been validated by various councils within each FNVS (**Academic Council**, **CEVE**, **Research Council**, and **Board**) and at the national level by National Council for Higher Education and Research in Agriculture, Agri-food, and Veterinary Sciences.

This Competences Framework was implemented in the 2018-2019 AY and recently upgraded; it significantly restructured the training programme to adapt to the profession's evolutions and challenges, aligning with the latest international standards. It was designed to focus on the expected competences for young graduates, comprehensively incorporating all EAEVE's D1C.

The Competences Framework following the structure of EAEVE's D1C, is divided into four macro-competences specific to veterinary practice (to advise and prevent, to establish a diagnosis, to care and treat, and to act for veterinary public health) and four transversal macro-competences (to work in a company, to communicate, to act as a scientist, and to act responsibly). Macro-competences are divided into 37 competences, further divided into abilities that describe a situation to be mastered or an action to be carried out. For each ability, a performance level is specified: "has seen" (the student has observed or seen, and can explain), "has done" (the student has performed under direct supervision), or "knows how to do" (the student is autonomous). Each situation can be experienced in CCT or EPT teaching activities, in real or simulated settings.

The teaching programme is structured into semesters, each comprising multidisciplinary teaching units called "Competences Units" (CU), providing 2 to 6 ECTS. Each CU is managed by the head of the CU, a teacher involved in teaching activities of the CU. A complete mapping of the competences targeted by each CU is established, along with the assessment methods to certify that all competences of the Competences Framework are addressed (see the competency matrix in Appendix 2). A computer-based visual aid (CompetVetSuivi), available on EVE, allows each student to track their skills acquisition through the CUs of the curriculum. In this way, each student has access to a personalised dashboard on EVE, displaying progress through histograms for each competence and ability being developed[3.1.01]. Additionally, on each EVE CU's webpage, the targeted competences are illustrated in the form of a pie chart (see for instance the one of a 3rd year CU[3.1.03]).

In addition, dedicated tools have been developed to assess students' competences using a digital logbook. The CompetVet application[8.5.14] (see Standard 8.5) collects student assessments and self-assessment, competences certifications by teaching staff and reflexive case log at the animal's bedside. Clinical and transversal competences (communication, teamwork, etc.) are thus tracked for each student (see Standard 8.5).

In terms of management, undergraduate veterinary training is handled by the Teaching Departments. They coordinate the CUs of the curriculum, interacting with the DEVE. The head of each CU is responsible for implementing the teaching plan with participating teaching staff from various disciplines. They must formulate the objectives of each CU in connection with the targeted competences of the Competences Framework and they must respond to the student evaluations of teachings and exams after semester exams (see Standard 3.4). **Teaching Department Councils** continuously monitor the coherence of CUs both among themselves and with the Competences Framework. This ongoing process allows for the evolution of CU's content, the introduction of new disciplines when necessary, and the promotion of interdisciplinarity. The entire process is coordinated by the DEVE under the control of, and feedback from, the **Academic Council** and **CEVE**, with the participation of students (**Teaching Department Councils** and **CEVE**) and external stakeholders (veterinary practitioners in the **CEVE**).

More comprehensive and cross-curricular changes in the undergraduate veterinary training are also led by the **CEVE** and the **Academic Council**, which establish guidelines for implementation by the

Teaching Department Councils. These changes may be prompted by student evaluations of teachings and exams (see Standard 3.4) and by former students through national surveys (see Standard 1.5), by interactions between teaching staff and external members of the veterinary profession (stakeholders of the **CEVE** and the **Board**, referring veterinarians, national and international congresses), and also during meetings organised with the veterinary profession (the National Council of the Veterinary Profession and professional organisations). These developments are discussed in the **Teaching Department Councils** and validated in the **CEVE** and the **Academic Council**. The marked increase over the past 10 years in teaching soft skills, including communication, business management, and professional knowledge, is for example a direct result of this process.

Table 3.1.1. Curriculum hours in each academic year taken by each student

Academic years	A	B	C	D	E	F	G	H	J
Year 1	295	280	178	81	11	10	70	0	925
Year 2	266	250	19	17	102	0	105	0	759
Year 3	341	283	51	71	35	6	0	0	787
Year 4	342	264	60	18	10	114	24	0	832
Year 5	0	158	67	28	8	870	140	0	1271
Year 6	See Table 3.1.4								

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: EPT; H: others (specify -e.g. graduation thesis); J: total

Table 3.1.2. Curriculum hours taken by each student (core curriculum 1st-5th years)

Subjects	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**
Basic subjects								
Medical physics	23	28	6	11	2	0	0	70
Chemistry (inorganic and organic sections)	59	71	26	18	0	0	0	174
Animal biology, zoology and cell biology	84	33	48	31	3	0	0	199
Feed plants and toxic plants	0	0	1	6	0	0	0	7
Biomedical statistics and biomathematics	49	38	20	4	0	0	0	111
Specific veterinary subjects - Basic Sciences								
Anatomy, histology and embryology	82	47	1	0	72	0	0	202
Physiology	72	62	25	6	0	0	0	165
Biochemistry	38	24	16	7	0	0	0	85
General and molecular genetics	60	36	5	10	0	0	0	111
Pharmacology, pharmacy and pharmacotherapy	31	40	6	0	0	4	0	81
Pathology	10	10	0	16	0	0	0	36
Toxicology	6	6	3	0	0	0	0	15
Parasitology	37	10	0	22	0	0	0	69
Microbiology	46	34	1	4	0	0	0	85
Immunology	27	30	0	6	0	0	0	63
Epidemiology	4	26	0	0	0	0	0	30
Information literacy and data management	0	10	18	0	0	0	0	28
Professional ethics and communication*	42	167	33	2	0	18	0	262
Animal health economics and practice management	9	63	3	0	0	0	0	75
Animal ethology	13	15	0	2	0	0	0	30
Animal welfare	8	6	0	0	8	0	0	22
Animal nutrition	36	28	6	0	8	0	0	78
Obstetrics, reproduction and reproductive disorders	19	23	0	2	2	26	0	72
Diagnostic pathology	17	49	0	0	0	32	0	98
Medicine	119	44	4	4	2	76	0	249
Surgery	51	12	17	5	3	88	0	176
Anaesthesiology and analgesia	18	16	4	0	0	92	0	130
Clinical practical training in common companion animals	14	24	48	10	18	200	0	314
Infectious diseases	5	9	0	0	0	45	0	59

Preventive medicine	11	34	0	2	6	45	0	98
Diagnostic imaging	26	9	12	2	2	53	0	104
Therapy in common companion animals	0	2	11	0	5	238	0	256
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)								
Obstetrics, reproduction and reproductive disorders	10	15	5	5	0	0	0	35
Diagnostic pathology	4	2	1	0	2	6	0	15
Medicine	28	18	3	0	0	0	0	49
Surgery	5	0	1	1	0	0	0	7
Anaesthesiology and analgesia	1	0	0	2	0	0	0	3
Clinical practical training in common food-producing animals	0	0	30	3	17	50	0	100
Infectious diseases	18	6	2	1	0	0	0	27
Preventive medicine	8	0	0	0	0	0	0	8
Diagnostic imaging	2	0	0	0	2	4	0	8
Therapy in common food-producing animals	3	22	0	0	0	0	0	25
Animal Production, including breeding, husbandry and economics	59	47	1	2	14	0	0	123
Herd health management	2	28	0	6	0	14	0	50
Veterinary Public Health (including Food Safety and Quality)								
Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification	24	43	0	0	0	0	0	67
Control of food, feed and animal by-products	12	25	18	10	0	0	0	65
Zoonoses and their prevention	10	14	0	0	0	0	0	24
Food hygiene and environmental health	18	4	0	12	0	6	0	40
Basic food technology	24	5	0	3	0	3	0	35

*A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animalwork; F: clinical animal work; G: others (specify); H: total; * including training in English communication.*

Basic sciences

Basic sciences teaching activities mostly take place between the 1st and the 4th year of the curriculum. The organisation of teaching activities is coordinated by the Teaching Department of Basic Sciences. The major basic sciences topics are related to 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. The general purpose of basic sciences competences is to ensure the adequate prerequisite for clinical sciences and veterinary public health (VPH). Most of the basic sciences topics are therefore included in CUs in which clinical sciences and/or VPH are taught (such as anatomy and imaging technics, ethology and behavioural medicine or pharmacology and anaesthesia).

Teaching activities in basic sciences are contextualised as early as possible in the curriculum. Clinical applications of fundamental concepts are emphasised from the very beginning of the curriculum, with a focus on active teaching methods wherever possible (practical work, dissection, seminars, laboratory, and desk-based activities), and using digital tools (online voting systems, self-assessment tools, video capsules, etc.).

Professional Knowledge (including soft skills)

Competences related to professional knowledge including marketing, management, leadership, psychology and social sciences, communication, ethics and deontology are taught by 6 teachers (two teachers in management and business sciences, one teacher in communication, one teacher in ethics and law, and two teachers in professional English). All these subjects are covered from the 1st to the 6th year of the curriculum with a special emphasis on the practical application of their different topics. Client communication teaching activities include 15 hours of theoretical and practical courses, as well as 12 hours of simulated veterinary consultations with peer students (3rd and 4th years) or professional

actors (4th and 5th year) playing the role of owners. Teaching activities in marketing and management include two serious business games (in the 2nd and in the 4th years). A notable initiative is the "Hackavet initiative", where entrepreneurial projects are created and discussed by students with the guidance of stakeholder mentors, following the hackathon model. This approach together with the dynamic student consultancy firm (junior enterprise) founded and managed by the students, fosters innovation, collaboration, and problem-solving within the veterinary field. This student initiative was awarded by the veterinary profession.

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

The training in clinical sciences in companion animals and equine is organised from the 2nd to the 5th year to allow a progressive approach to the learning of fundamental knowledge, followed by clinical skills. The organisation of teaching activities is coordinated by the Teaching Department of Breeding and Pathology of Equines and Companion Animals. Second-year students receive basic theoretical and practical teachings on the species and different breeds of pets, exotic animals and horses. They are introduced to clinical pathology and semiology. Third-year students are taught in reproduction, breeding and selection, cancerology, and integrative neurology of companion animals and main clinical conditions in horses. Fourth-year students are taught in medical pathology, preventive medicine, surgery, diagnostic imaging, anaesthesia, emergencies and intensive care. They are involved in the acquisition of their clinical gestures and skills in companion animals through a strong presence in the clinical skills laboratory (CSL; see Standard 6.3) and by participating to first clinical immersion (reception desk, pharmacy, sampling room, preventive medicine, surgery consultations, and hospitalisations; see Table 3.1.3). Fifth-year students complete a full semester dedicated to companion animals and exotic pets in clinical rotations, necropsies, and activities in the medical analysis laboratory, and four other weeks dedicated to equine clinical rotations. The Table 3.1.3 lists all the clinical rotations in the Companion Animal and in the Equine Hospitals. The Table 5.3.1 provides the group size in clinical rotations in the VTH.

From the 2nd to the 5th years of the curriculum, students must follow teaching activities of a pluri-annual CU "permanence and continuity of health care", contributing to the acquisition of complementary skills in the context of permanence of health care for companion animals, exotic pets, and horses, and skills in the field of intensive care and emergencies (triage, stabilisation, etc.).

Clinical Sciences in production animals (including Herd Health Management)

Core clinical training in production animals is provided from the 2nd to the 5th years of the curriculum. Teaching activities are organised within three main themes: (i) animal husbandry, including rural economics, farming systems, bromatology, nutrition and feeding of livestock animals, genetics, housing, animal welfare, and farm audits, (ii) reproduction, covering sexual cycles, gestation, birth, reproductive disorders, gynaecology in ruminants, reproductive monitoring on farms, obstetrics, neonatology, and mastitis, and (iii) pathology, including health management of ruminants (medical propaedeutics, surgery, neonatology, digestive, metabolic, locomotor, ocular, dermatological, cardiovascular, hepatic, urinary, and neurological conditions), poultry and swine health management, and regulated diseases.

Similar to companion animals, clinical training begins with the acquisition of clinical skills at the CSL. It is then conducted at the Production Animal Hospital, particularly during the 4th and 5th-year clinical rotations, where students provide care to sick animals. The teaching activities during these clinical rotations are described in Table 3.1.3. In the 5th year, additional self-directed learning is provided the week before the clinical rotation on a dedicated EVE webpage.

Students also participate in farm visits to private facilities between the 2nd and the 5th years (see Table 5.2.1). These visits allow students to explore different production systems (ruminants, swine, poultry), perform reproductive monitoring (ruminants), provide advice (health and parasite evaluation

of a herd, farm audits), or deliver veterinary care (off-site clinical services). The off-site clinical service of the hospital uses an equipped vehicle (see Standard 4.7). Additionally, virtual 360° virtual farm visits are offered: a virtual pig farm visit in clinical case format, and a virtual visit to a poultry farm, complementing the in-person visits students conduct in 3rd year for these two sectors.

The clinical training also benefits from an extensive network of agricultural high schools and agronomy schools, including the agricultural high schools of Brie Comte Robert, of Le Chesnoy, and of La Bretonnière, and the farm of Grignon (see Standard 5.1). This network provides a varied learning experience, offering students opportunities for hands-on training and exposure to a range of clinical situations. Through these partnerships, students work with a significant number of animals, primarily ruminants, where they practice restraint, perform technical procedures (such as blood sampling), and assess animal welfare and body condition, starting in the 2nd year of the curriculum. These intra-mural and extra-mural teachings activities, supervised by academic staff, are complemented by mandatory work placements (see Table 3.1.4.a and Standard 3.5). At the end of the clinical training in production animals, students are assessed on their ability to: diagnose both individual animals and herds, offer guidance and preventive solutions while understanding the production environment, conduct clinical examinations on production animals, either individually or collectively, identify and describe the main disorders, propose and discuss differential diagnoses, present relevant etiological and epidemiological data when applicable, and recommend appropriate therapeutic measures and preventive advice tailored to each situation.

Veterinary Public Health (including Food Safety and Quality)

Regulated diseases are taught in the 3rd and 4th years of the curriculum, by animal sector, providing theoretical foundations for the practical cases in the 5th year. Infectious and parasitic zoonoses are taught in the 4th year and revisited in the 5th year through applied learning in a spiral learning method. Teaching activities in food safety and quality (FSQ) start in the 2nd year, introducing 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. Additionally, students are taught about the meat and dairy sectors through lectures and tutorials. 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. Additionally, the 4th year covers foodborne hazards (bacteria, viruses, parasites, toxins, chemical contaminants), foodborne outbreaks, food safety and quality control (storage, hygiene practices, Hazard Analysis Critical Control Point (HACCP), traceability, risk analysis, expiration date determination, and product shelf-life validation), and introduces students to predictive microbiology. A special focus is given to poultry and seafood production chains, including inspection in slaughterhouses. A visit to the Rungis international market allows students to explore the meat, poultry, offal, and dairy pavilions and interact with veterinary services. In the 4th (or 5th) year, students must complete a three-day work placement in a slaughterhouse under the supervision of veterinary services. Afterward, they must describe how food chain information is handled, how specified risk materials are removed, and what happens to animal by-products. They are also expected to identify and describe lesions observed during the work placement and the resulting product disposition. Additionally, they must attend *ante-mortem* inspections carried out by the veterinary service and oversee general slaughterhouse operations (as requested by the Competences Framework and described in a Ministerial Order[3.1.02]). In the 5th year, 4 weeks are dedicated to VPH, including two weeks in FSQ. VPH topics include general health legislation, practical cases on regulated diseases, infectious and parasitic zoonoses in pets and production animals, and foodborne zoonoses. Students also practice inspection techniques on seized specimens brought to the VEE and conduct fish inspections. For microbiological food control, they analyse minced meat and visit the food safety

laboratory of ANSES. Visits to 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. European and national food hygiene regulations, along with the egg and egg product sectors, are also covered in the 5th year. All off-site visits in FSQ are listed in Table 5.1.2. 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 (see Art. R203.1 of the CRPM and the Ministerial Order of November 25, 2013).

All VPH teachings, including visits, are conducted in groups of 15-20 students, except for the visit to Rungis international market and sessions on regulated diseases in 3rd and 4th years (40 students) and the catering services of the French Army (10 students).

Table 3.1.3. Practical rotations under academic staff supervision (excluding EPT) for each student between the 1st and the 5th year

Types	List of practical rotations (Disciplines/Species)	Duration	Year of programme
Equine Hospital	Equine pathology, surgery, anaesthesia, locomotion, general medicine and emergencies	4 weeks	5th year
Necropsy room and MAL*	Necropsies (dissection, identification of lesions, conclusions with differential diagnosis), laboratory diagnosis in infectiology, clinical biology, and medical genetics	2 weeks	5th year
Wildlife Hospital	Zoological medicine	2 days	5th year
Companion Animal Hospital	Hospital organisation, animal care logistics, and biosecurity principles	2 mornings	2nd year
	Hands-on experience in basic veterinary care, application of biosecurity	2 evenings	3rd year
	Reception desk, telephone switchboard, pharmacy, sampling room, preventive medicine, surgery consultations, hospitalisations	10 mornings	4th year
	Care, diagnostic approaches, and treatment planning for hospitalised animals	3 days on weekends or holidays	
	Anaesthesia, emergency, intensive care and imaging	4 weeks	5th year
	General medicine (consultations, hospitalisations), neurology, cardiology, ophthalmology	4 weeks	
	Reproduction, preventive medicine, clinical nutrition, dermatology, exotic pets	4 weeks	
	Surgery (consultation, operating room, and hospitalisations)	4 weeks	
	Hospitalisations during “permanence and continuity of health care” clinical rotations	1 week during holidays	
Production Animal Hospital	Restraint, care, feeding of hospitalised animals, participation in consultations	4 mornings	4th year
	Consultations, hospitalisation, surgery, emergency, additional examinations (ultrasound, blood analysis, coprology, radiology) and necropsy for bovines, sheep, goats and pigs	1 week	5th year
Wildlife Hospital	Zoological medicine	2 days	5th year
Ambulatory clinics	Bovines, sheep, goats, pigs, poultry	2 mornings	5th year

Types	List of practical rotations (Disciplines/Species)	Duration	Year of programme
Herd Health Management	Discovery of intensive poultry and pig farms, biosecurity audit, farm audit	2 days	3rd year
	Bovines, welfare evaluation, farm visit, housing audit, reproduction monitoring, sanitary and coprological inspections, transrectal palpations and ultrasounds	2.5 days	5th year
VPH (including FSQ)	See text above + Table 5.2.1 for FSQ off-site visits	4 weeks	5th year
Electives	See Tables 3.1.4.a and 3.1.4.b		
** MAL, medical analysis laboratory.*			

Table 3.1.4.a Minimum duration of Professional Training (PT) and Personal Project Credits (PPC) work placements for Elective Practical Training (EPT) for each student between the 1st and the 5th year

Type of work placement	Students concerned	Field of Practice	Minimum duration	Year(s) of programme (CU)
PT	100% of students	Production animals (pre-clinical)	2 weeks (dairy cattle)	2nd year (CU-0224)
		Production animals (clinical)	1 week (mixed or PA practice)	2nd year (CU-0224)
			4 weeks (PA practice)	5th year (CU-0526)
		Companion animals (clinical)	2 weeks	1st year (CU-0125)
		VPH (including FSQ)	3 days (slaughterhouse)	4th-5th year (CU-0525)
PPC		Chosen by the student	10 weeks (20 ECTS credits)	2nd-5th year
PA, production animal; CU, competences unit concerned by the PT work placement; PT and PPC work placements are fully described in Standard 3.5.				

Table 3.1.4.b Minimum duration of work placements and intra-mural courses for Elective Practical Training (EPT) for each student in the tracking year (6th year)

Field of practice	Students concerned	Minimum duration		Year of programme
		Work placements	Intra-mural courses	
Companion animals	CA track	3 weeks	26 weeks	6th year
	CA-EQ track	2.5 weeks	11 weeks	
Equine	EQ track	7 weeks	19 weeks	
	CA-EQ track	2.5 weeks	10 weeks	
Production animals, VPH (including FSQ)	PA track	16 weeks	11 weeks	
Business, management, prof. knowledge	CA, CA-EQ, EQ, PA tracks	--	1 week	
Research laboratories	Research track	6 months	5 months	
Business, management, marketing	Management-marketing track	6 months	Depending on the MSc	
VPH (including FSQ)	VPH track	1 year	1 year	6th year + 1 additional year
CA, companion animal; EQ, equine; PA, production animal; MSc, Master of science (see Standard 3.5 for details).				

Global ecological challenges

Additionally, and to take into account the recent modifications of the EAEVE's D1C, courses on global ecological challenges were recently introduced into the curriculum, beginning with the recruitment of a teacher-researcher in this field. Themes related to social responsibility and ecological transition are integrated throughout various courses in the curriculum. Key topics include corporate social responsibility, biodiversity, antibiotic and antiparasitic resistance, and animal welfare in the context of climate change. Furthermore, many undergraduate students actively participate in voluntary on-call duties organised by Wildlife Hospital, which foster a strong awareness of biodiversity and emphasize the importance of wildlife welfare in urban environments.

Assessment of competences

Pre-clinical and clinical competences are assessed using numerous assessment systems including written exams, oral exams, OSCE evaluation in the CSL, and direct observation and assessment using the CompetVet application[8.5.14] for clinical competences, logbooks (see Standard 8.5).

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.

To ensure that the study programmes meet their objectives, a comprehensive framework aligning with the EAEVE's D1C and competences of the Competences Framework has been established (see competences matrix in Appendix 2). Each course within the curriculum is designed with specific learning outcomes that contribute to the overall D1C. The competences covered by each CU are subdivided into abilities and described in each CU webpage (for instance, the one of the 3rd year CU-0322) and a general description of targeted competences for each CU in its syllabus (for instance, the one of the CU-0322). The specific CU's learning outcomes are collaboratively developed by CU's head and teaching staff involved in the CU, and discussed in **Teaching Department Councils** (see Standard 8.4), which include student representatives. They are articulated and are subject to continuous assessment through formative and summative methods. The curriculum undergoes regular reviews and updates to incorporate the latest advancements in veterinary education and practice, and stay attuned to the evolving demands of the veterinary field. This periodic evaluation involves feedback from current students (thought mandatory student evaluations of teachings and exams; see Standard 3.4), from former students (through national surveys; see Standard 1.5), and external stakeholders (from discussions within the **CEVE** and the **Board**).

Teaching facilities are regularly upgraded to provide students with a comfortable and stimulating learning environment. This includes well-equipped laboratories and modern lecture halls (connected lecture theatres, video captioning and streaming in dissection rooms and operating theatres, co-working rooms, virtual tours, 3D reality, etc.) and advanced digital tools using the EVE Moodle platform (self-assessments, virtual hospital with interactive clinical cases, video capsules, H5P, quizzes, flashcards, Wooclap, etc.) that enhance both teaching and learning experiences.

Teaching staff receive ongoing professional development to enhance their pedagogical and subject-specific expertise (see Standards 9.1 and 9.3). Students research projects (such as the veterinary thesis), presentations of clinical cases, and other student-led research projects, enhance learning and promote critical thinking and problem-solving skills. The emphasis is placed on active learning (small

group sessions, workshops, CSL, flipped classrooms, e-learning tools, etc.) by limiting the number of lecture hours (less than 40%) in favour of more hands-on and interactive exercises. The 5th and 6th years incorporate many clinical teaching activities in the VTH (see Tables 3.1.3 and 3.1.4.b), and are therefore highly active. Incorporating 20 mandatory ECTS of Personal Projects Credits (PPC) for personal projects and work placements (see Standard 3.5), that are discussed and approved by the student's academic tutor (see Standard 7.7), is also a way to engage students in their learning process and in defining their personal career plans. Finally, various academic ceremonies and informal events are organised, such as welcome events, graduation ceremonies, garden parties, etc. These events provide opportunities for students, teaching and support staff to interact, share experiences, and build connections in a convivial atmosphere.

The availability of many digital and e-learning resources available on the EVE Moodle platform, as well as comprehensive library services including access to professional electronic databases, encourage students for self-learning and continuous professional development. Students have access to classrooms and to the CSL beyond scheduled classes, allowing them to practice skills and to study independently. Courses such as professional ethics, communication, and information literacy are designed to promote self-assessment, critical thinking, and continuous personal development. Self-assessment is encouraged through reflective exercises (for instance, the "narrative of a complex and authentic situation" report; see Standard 8.5) during clinical work placements and other practical experiences. Students are also prepared for lifelong learning through the access to a range of resources and opportunities for professional development such as: specialisation programmes, presentations of continuing education and lifelong learning programmes (to all 5th and 6th students, and to recently graduated students), and opportunities for research (see Standard 10.2).

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.**

The educational aims are designed to ensure that all content, teaching, learning, and assessment activities within the undergraduate veterinary programme are cohesively aligned. The educational strategy incorporates a competency-based model where learning outcomes are defined at both the programme and individual course levels. The competency-based approach, in use for more than 10 years in the VEE, removes the boundaries of traditional disciplines by mixing them into "competences units" (CU). This competency-based approach also changes the way students are assessed: the assessments focus more on students' ability to demonstrate their competence in authentic contexts, through problem-solving situations, simulations (with mannequins or actors), or in real-life situations (within the VTH and during extra-mural activities). In this regard, digital tools (the CompetVet smartphone application; see Standard 8.5) were developed by the VEE in collaboration with the 3 other FNVS. This application, used in the VTH, allows students and teachers to interact during the validation of transversal and clinical competences and to generate regular and constructive feedback[8.5.14].

The undergraduate veterinary programme starts from fundamental knowledge in the first years to more complex clinical and professional skills later. The Competences Framework, including the D1C, is available on an EVE dedicated webpage. Each CU has a detailed syllabus and a graphical representation of the targeted competences (for instance, the ones of the 4th year CU-0415). Students

have access to an individual dashboard that continuously tracks and displays their progress[3.1.01], showing the percentage of completion for each competence as they advance through the curriculum.

To align the learning outcomes with the EAEVE's D1C, a rigorous mapping process has been conducted and regularly revised (see the competency matrix in Appendix 2). Each CU's learning outcomes are compared against the D1C to ensure comprehensive coverage. The achievement of these learning outcomes is monitored through a structured assessment strategy combining written, computer-based, oral exams, completion of practical and clinical activities and documentation in the digital logbook (CompetVet), ensuring that all required competences are met (see Standard 8.5). Two additional strategies are implemented to ensure that the undergraduate veterinary programme fully covers the D1C outlined in the Competences Framework. First, at the end of the 6th year, students are surveyed to assess their confidence level in each of the acquired competences. This indicator is monitored[3.3.02] as it helps to identify potential gaps between the competences that teachers consider acquired and the areas where students feel more or less confident. Second, a survey is sent to former students one and two years after graduation (see Standard 1.5). This approach helps to identify areas that may need improvement in the long term.

The process of deciding and revising learning outcomes is collaborative and involves multiple levels. Changes and modifications to these objectives and learning outcomes are guided by the results of the student evaluations of teachings and exams (see Standard 3.4), the competency matrix, the exams' results and post-graduate surveys, and the input from private veterinarians involved in the education and training process. A syllabus sheet describing the general objectives, target skills, programme and assessment methods is discussed and analysed in the relevant **Teaching Department Council** for update (for instance, the syllabus of the 4th year CU-0415). Minor changes are performed annually. For more significant changes, such as adjustments to timetable volumes, comprehensive reorganisation, or modifications in the number of ECTS credits awarded, coordination between the three Teaching Departments is implemented. The process begins with discussions among Teaching Department heads, student representatives, the Executive Director for Education to draft a working proposal. This draft then undergoes successive discussions and approvals from various councils (**CEVE**, **Academic Council**, and **Board**) where feedback from students, teaching staff, and other external stakeholders is gathered and considered.

The communication of learning outcomes to staff and students is carried out on the EVE Moodle platform and CUs' syllabi. Teaching staff is required to provide the CU's learning outcomes and to ensure that they are clearly communicated to students at the beginning of each CU.

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.**

A continuous monitoring and improvement process of the overall curriculum and its delivery is organised based on key pillars committees: **Teaching Department Councils**, **CEVE**, the **Academic**

Council, and the **CAQ**. Within this system, **Teaching Department Councils** play a central role in gathering information, particularly through student evaluations of teachings and exams, and in implementing decisions collectively made during **CEVE** and **Academic Councils**. These decisions are made collaboratively, taking into account the opinions of teachers, students, and professional representatives who are either elected or appointed to the **CEVE**. The **CAQ** also plays an active role in monitoring recommendations from external audits (ESEVT, HCERES) and internal reviews (such as the follow-up of the Strategic Plan) to drive changes in the curriculum and its delivery. The Executive Director for Education is responsible for fostering this dynamic within the various councils.

For many years, the VEE has been using tools to evaluate teaching activities and exams by students at the end of each semester, following a strict procedure[3.4.01], accessible on a dedicated EVE webpages for teachers and for students. At the end of all semesters (from the 1st to the 5th year) or of the year (6th year), all students must evaluate teachings and exams for each CU of the undergraduate veterinary training. At the end of each questionnaire, students provide personal anonymous comments as well as two satisfaction marks out of 10: one for the teaching activities and one for the exams. The DEVE sends the formatted results of these evaluations to all heads of CU (see for instance here[3.4.03] for CU-0413). In any case, teachers involved in the concerned CU must provide and present an answer to these evaluations through a pre-formatted PowerPoint presentation[3.4.04] of suggestions for improvement during a **Teaching Department Council**, and must besides provide a written detailed answer[3.4.05] on a pre-formatted Word document when at least one of the two satisfaction marks is below 7/10. These suggestions for improvements are discussed with the student representatives of the **Teaching Department Council**, during the meetings**.** These PowerPoint and (if relevant) Word documents are uploaded on a dedicated EVE webpage in order to be accessible to all teachers and students. The results of these evaluations can also be discussed during **CEVE** meetings. These internal audits by students of teaching activities and exams are one of the cornerstones to continuously improve teaching methods and pedagogical alignment, to correct deficiencies, and to overall enhance the quality and efficiency of the VEE's veterinary programme.

Each year, an analysis of the quality of professional integration is conducted by the MASAF at the national level through national surveys carried out one and two years after graduation of VEE's former students. The specific results for each FNVS are then shared in the form of an interactive presentation with the entire community and discussed within the **Academic Council** and **CEVE** (see Standard 1.5). The analysis of the needs of recent graduates is a crucial source for adjusting the programmes. Additionally, the close relationship between the VEE, professional organisations, and professional associations (see Standard 1.1) ensures continuous dialogue with the profession, providing feedback on the quality of the professional integration of recent graduates.

In-depth curriculum revisions are periodically conducted, with significant revisions occurring in 2015 (competency-based approach), 2021 (new 1st year directly accessible after high school), and another one started in 2024. However, attention is paid to ensure that these major revisions are spaced out to allow sufficient time to assess the long-term impacts of these structural changes.

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.

EPT included into the core curriculum (1st-5th year)

The EPT organised during the core curriculum take mostly the form of extra-mural work placements in professional settings. These work placements strongly complement the training provided within the VTH. EPT first includes mandatory and fixed-thematic work placements called "Professional Training (PT) work placements". These PT work placements must be completed during specific pre-defined periods and are governed by guidelines associated with a CU: CU-0125 in 1st year, CU-0224 in 2nd year, CU-0525 and CU-0526 in the 5th year (see Table 3.1.4.a). The supervising teachers for these work placements are teachers involved in the concerned CU.

EPT also include mandatory work placements chosen by the students based on their professional goals. These elective work placements are conducted within the framework of Personal Project Credits (PPC), fully described on a dedicated EVE webpage. They must allow for the acquisition of several competences listed in the Competences Framework[3.5.01]. The thematic and objectives of these work placements are discussed between the student and their academic tutor (see Standard 7.7), who plays the role of supervising teacher of the work placement. Students must complete these work placements whenever from the 2nd to the 5th year, during their free time, as part of the 20 ECTS credits allocated to PPC (which corresponds to approximately 10 weeks of work placements). If the work placement is conducted in a veterinary clinic, a tripartite agreement between the student, the VEE, and the clinic is established through a dedicated platform called StageVet (see Standard 3.6), developed with the support of the veterinary profession.

In connection with PPC, students can also earn ECTS credits for participating in civic, associative, or entrepreneurial activities. For example, this includes students involved in the management of the school's junior enterprise, student associations, civic duties, and similar engagements.

Tracking year (6th year)

At the end of their 5th year, students must choose their 6th tracking year among the 7 tracks, including 4 in clinical areas (companion animals, equine, production animals, and combined companion animals and equine), and 3 in non-clinical areas (veterinary public health, research, and management-marketing). There is no selection process for the 4 clinical tracks: each student is free to choose the track that best suits their professional project, and the academic staff adapts to any potential (often minor) variations in the number of students in each clinical track from year to year. The Table 3.1.4.b summarises the duration of work placements and intra-mural courses for each track.

Students who chose the companion animal track (n=112 in 2024-2025) spend 27 weeks in the Companion Animal Hospital, in each of the following services: medicine and neurology (6 weeks), surgery (6 weeks), emergency (3 weeks), intensive care (2 weeks), anaesthesia (2 weeks), diagnosis imaging (2 weeks), exotic pets (2 weeks), reproduction (1 week), dermatology (1 week), cardiology (1 week), and ophthalmology (1 week). Intra-mural clinical training is supplemented by theoretical teaching activities, including lectures in management sciences and professional knowledge. A mandatory 3-week work placement in private practice completes the intra-mural training.

Students who chose the equine track (n=18 in 2024-2025) spend 6 weeks of theoretical training (4 of which organised jointly with the other FNVS), 14 weeks in the Equine Hospital in the Equine Normandy Campus (medicine, surgery, emergency, intensive care, and locomotor pathology), 2 weeks of work placement in equine reproduction (in Oniris VetAgroBio), and 5 weeks of work placement with a practitioner.

Students who chose the combined companion animal and equine track (n=6 in 2024-2025) spend 11 weeks in the Companion Animal Hospital and 7 weeks in the Equine Hospital in the Equine Normandy Campus. They spend an additional 3 weeks of theoretical training in equine pathology (2 of which organised jointly with the other FNVS). A mandatory 5-week work placement in a private practice complements the intra-mural training.

Students who chose the production animal track (n=23 in 2024-2025) have two options available. The first option includes 6 weeks of theoretical and practical training, 3 weeks in the Production Animal Hospital, 16 weeks of work placement in private practice, and a minimum of 2 weeks of elective sub-track (dairy, meat, small ruminants, and swine and poultry farm). In addition, students have the opportunity to engage in one to two weeks of extra-mural training, co-organised with professionals in the regions of Mayenne and Burgundy. The second option is the "tutored rural work placement" 6th year (n=11 in 2024-2025), developed with the financial support of the MASAF. This programme allows students to alternate between intra-mural training periods at the VEE and extra-mural training in a single veterinary clinic that accompanies them throughout a 18-week work placement. The host veterinary clinics apply through an electronic application form examined by the National Council of the Veterinary Profession.

The 3 non-clinical tracks are organised in partnership with other institutions (ENSV, research MSc in partner Universities, ESSEC MSc in Management, and ESCP MSc in pharmaceutical and biotechnologies management).

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.

Each extra-mural EPT (i.e., PT or PPC work placement[1]) is governed by a tripartite agreement that outlines the rights and responsibilities of all parties involved. They are explicitly mentioned in various sections of the VEE's studies regulations[1.2.18]. Students are covered by the insurance policy provided by the VEE. For EPT conducted in private veterinary clinics, a specific procedure utilising the StageVet platform is implemented (see below). PPC work placements can be completed abroad, which also fulfil the national requirement for international mobility.

Each work placement (whether PT or PPC) is assessed based on the objectives assigned to it. For PT work placements, the assessment is part of the assessment of the whole corresponding CU (see last column in Table 3.1.4.a). Besides, oral presentations are organised to validate most of these PT work placements. For PPC work placements, the assessment allows for the validation of up to 20 ECTS credits from the 2nd to the 5th years. The attribution of these ECTS credits is under the supervision of the academic tutor of the student. During each EPT, the EPT provider is evaluated by the student, while the student is evaluated by the EPT supervisor. Depending on the work placement, various documents may be required, including a case log, a report of observations, a clinical case study, etc.

[1] In Standard 3.6, "EPT" will refer to extra-mural work placements only, and not to intra-mural teaching activities of the tracking (elective) 6th year.

Collaboration between professional organisations and FNVS led to the creation in 2022 of the StageVet platform. Its primary objective was to improve the connection between students and veterinary clinics (EPT providers). This initiative, first launched by the VEE on behalf of the 4 FNVS, aims to encourage EPT providers to adopt an active pedagogical approach, formalised through their commitment to an educational charter and their proactive proposal of well-documented and structured work placement opportunities highlighting the strengths of their facilities. This charter was then collaboratively developed by the FNVS and professional organisations (the National Council of the Veterinary Profession and the National Union of Private Veterinary Practitioners). The StageVet platform streamlines administrative procedures, making the process of searching, applying, and managing work placements more efficient. The platform also helps to structure and formalise reciprocal evaluations. Objectives of work placements are available online (see for instance: PT3.6.04 and PPC3.6.05). EPT supervisors receive instruction sheets (see for instance: PT3.6.06 and PPC3.6.01) and provide detailed feedback on the competences acquired and performance observed3.6.07. Students evaluate the EPT provider, and the global satisfaction of the student is visible on the StageVet platform for other students looking for a work placement3.6.08. All this information is electronically transmitted to the supervising teacher and the DEVE. Automatic alerts are triggered for any evaluation (from the student or from the EPT provider) when falling below the required standard (evaluation score ≤ 3/5). The StageVet platform also facilitates direct communication between the supervising teacher and the EPT provider through an integrated chat function which permits direct feedback. The co-construction of this tool with the veterinary profession enables enhanced structuring and quality control of the work placements and the processes implemented.

The organisation and monitoring of EPT are under the responsibility of the Executive Director for Education, assisted by the head of the DEVE, with the support of a work placement coordinator (a member of the VEE's academic staff). General guidelines and potential changes are discussed among these individuals and the heads of the CUs concerned by the PT work placements, followed by discussions during **Academic Councils** and **CEVE**.

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.

Students are expected to take full responsibility for their own learning during their extra-mural EPT (i.e., PT and PPC work placements[2]). For PT work placements, the head of the concerned CU provides their specific objectives, the target type of structure, the skills to be developed, and the required documents to be completed during the work placement (such as reports, logbooks, and case logs). For PPC work placements, students must complete a preparatory document3.5.01 with their academic tutor, describing the activity planned for the work placement and detailing the expected competences they will focus on (from the ones of the Competences Framework). The StageVet platform automates the transmission of work placement objectives and instructions to the EPT supervisor. It also triggers the reciprocal evaluation process (evaluation of the EPT provider by the student and evaluation of the student by the EPT supervisor), with automated alerts when a low evaluation score is detected (see Standard 3.6).

The clinics post on the StageVet platform work placement opportunities, outlining the characteristics of the practice and the expected competences. Students select their work placement facility through

[2] In Standard 3.7, "EPT" will refer to extra-mural work placements only, and not to intra-mural teaching activities of the tracking (elective) 6th year.

the StageVet platform thanks to a matching system allowing students to choose clinics that best meet their needs[3.7.04]. The clinics are rated by students, and these ratings are publicly visible. If any issue arises, the clinic is contacted by the student's academic tutor or the work placement coordinator, and corrective actions are taken in collaboration with the professional organisations that co-manage the StageVet platform with the FNVS. However, such cases are rare, given the voluntary commitment of all participating clinics to the charter.

During PT work placements, students must record their activities in a case log[3.7.03]. This case log, along with other documents such as the work placement report, helps to determine whether the initial objectives have been met and tracks the student's educational progress. For PPC work placements, students submit a summary report describing what they did, what they improved on, and what they felt was lacking or needs further work[3.7.01]. Then they meet with their academic tutor to discuss their feedback and validate (or not) the associated ECTS credits. These discussions participate in building the students' future professional goals.

Students can formally and anonymously complain about issues occurring during their work placements through the anonymous questionnaire[3.7.02] accessible on a dedicated EVE webpage about work placements, or by directly contacting the supervising teacher and also the head of the CU concerned (for PT work placements). Complaints are handled individually, with investigations conducted in collaboration with the EPT provider hosting the work placement. Depending on the issue, corrective actions may include changing the EPT provider or adjusting the training programme.

The feedback loop between students, their case log, heads of concerned CUs, and supervising teachers ensures a continuous QA process. This QA system monitors the progress of EPT activities and ensures that any arising issue is promptly addressed. It provides valuable insights that inform future improvements to the training programme and the selection of EPT providers, ensuring that students have a private and secure environment to address their concerns, enhancing the overall EPT experience.

Comments on Area 3

The VEE is engaged in a strong dynamic of innovation and continuous improvement in the pedagogical organisation, driven by major initiatives such as the adoption of a competency-based approach in 2014. This reform transformed the traditional discipline-based structure into interdisciplinary competences units (CUs), fostering integrative and student-centred approaches to skill acquisition. Several objectives have been collectively defined and serve as guidelines for these developments: (i) grounding the didactic approach in a student-centred system through a competency-based approach with hierarchised learning outcomes; (ii) emphasising analysis, reasoning, and knowledge transfer over rote learning; (iii) increasing the use of active methods (limiting lectures to 40%), and innovative educational technologies (flipped classrooms, simulations, digital tools); (iv) promoting self-assessment and personal reflection; and (v) supporting students in defining their professional projects while proactively addressing potential challenges through enhanced tutoring.

Balancing the growing demands of the field and advancements in medical sciences with the need to avoid overloading the curriculum remains a key challenge, making strict monitoring of hourly volumes essential. Another critical challenge is ensuring that students receive foundational clinical training in the VTH that partly handles complex cases and employ specialised clinicians. While essential for advancing knowledge and meeting demand, this balance must be carefully managed to maintain access to primary care cases and focus on pedagogical development of D1C. For this purpose, competences' certification, anchored in the Competences Framework, is a strength, with regular adjustments ensuring alignment with evolving sectoral needs. The ongoing revision of the Competences Framework, coordinated by a ministerial committee, reflects the VEE's commitment to this priority. Additional challenges include managing the impact of increasing student numbers,

maintaining strong local clinical activity dedicated to production animals in the Production Animal Hospital, and further expanding collaborations with partner organisations for extramural teaching opportunities.

Suggestions for improvement in Area 3

Opportunities for improvement have been identified and are actively being addressed. For example, adjustments to CU content are underway to accommodate the increased cohort size, with a reorganisation into smaller groups (1/5 instead of 1/4). This restructuring allows for a stronger focus on key competences, such as soft skills, veterinary public health (One Health), environmental issues, digital technology and artificial intelligence, while decreasing the emphasis of some historical fundamental disciplines. The curriculum revision program initiated in 2023, currently being implemented for the 2024-2025 AY, is an example of proactive adaptation. This reorganisation of the curriculum also leverages spiral learning principles, ensuring quicker access to clinical sciences in earlier years while incorporating fundamental refreshers in later years. This ongoing work is an important step in strengthening the mastery of clinical competences and will require sustained support over the coming years.

The development of a dedicated mobile application for precise tracking of competences acquisition is another notable advancement. However, its implementation, which replaces more traditional evaluation methods, is relatively recent and would benefit from further expansion and refinement. The involvement of the teaching staff in these advancements is commendable, but the time-intensive nature of these processes must be acknowledged.

For all these reasons, it is essential to support these numerous and demanding transitions with adequate human and financial resources. The MASAF must play its part in supporting this transition, but the VEE must also rely on increasing its own resources, which remains an ongoing challenge.

Finally, the revision of the Competences Framework, based on ongoing updates of the Professional Activity Framework by the National Council of the Veterinary Profession and initiated in 2023, must be pursued, as the curriculum clearly requires constant reassessment to adapt to evolving societal expectations and ensure continued alignment with the demands of the veterinary sector.

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.

Overall description of the VEE's facilities

The VEE is located on two campuses in France: in Maisons-Alfort, in the Ile-de-France region, and in Goustranville, in the Normandy region (called "Equine Normandy Campus").

The Maisons-Alfort campus of the VEE has been its historical location since the middle of the 18th century. It consists of 28 buildings with a total area of 53,000 m², situated on a campus spanning nearly 10 ha (see map 3.1 in Appendix 3). The oldest buildings still in use date back to the early 19th century, while the most recent was inaugurated in 2022 (see map 3.2 in Appendix 3). The Maisons-Alfort campus houses care and animal owners reception areas for the Companion Animal Hospital, the Production Animal Hospital and the Wildlife Hospital, as well as teaching and research facilities. Additionally, it includes spaces dedicated to student life, associations, sports, and accommodation, with 492 students housed in two student residences on-site. The VEE's grounds and some of its buildings are listed in the inventory for the protection of historic monuments, resulting in restrictive constraints on their preservation. This situation significantly impacts the organisation of the campus, limiting flexibility in building usage and campus layout.

At the Equine Normandy Campus (see map 3.3 in Appendix 3), the VEE operates facilities owned by Normandy Equine Valley, a joint association formed in 2010 by the Normandy Region and the Department of Calvados (see map 3.4 in Appendix 3). These facilities support equine care, teaching activities and research. The campus includes 12 buildings with a total area of 10,000 m², situated on a 40 ha campus shared with ANSES and the National Horse Racing Federation. The buildings on the Equine Normandy Campus have been progressively constructed and commissioned since 1999, with the most recent one completed in late 2024. The facilities feature areas for equine locomotion, care, imaging, sports medicine, and rehabilitation, as well as areas dedicated to equine medicine and surgery. Students at the Equine Normandy Campus have access to accommodation facilities, including double rooms for 20 5th year students and 42 studios 6th year students and interns.

Maintenance of buildings and technical installations is managed through two complementary approaches. The VEE has its own maintenance facilities, and technical teams comprising 4 members at Maisons-Alfort and 2 at the Equine Normandy Campus, responsible for promptly handling minor repairs. In addition, maintenance contracts with external operators cover preventive and corrective maintenance (heating, air-conditioning, plumbing, electrical, fire safety, elevators, hoists, medical fluids, roofing). All premises used by students and teaching staff are equipped with wired and wireless Internet access. The VEE has a biosecurity manual detailing operating procedures implemented on its premises (see Standard 4.9). Before constructing the new hospital at the Equine Normandy Campus, a specific biosecurity study was conducted by a specialist consultancy firm. Biosecurity measures were integrated into the campus design, with a particular focus on flow management (vehicles[4.1.02], horses[4.1.03], and staff[4.1.04]).

Description of the strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones

The VEE's real estate investment policy is based on a real estate master plan outlining long-term ambitions, which are further translated into five-year real estate strategy plans[4.1.08]. The annual budget is designed to align with the objectives set out in these strategic documents. The **Board** is responsible

for approving the strategic documents and budgets, thereby determining the orientations and priorities for action while balancing existing needs, regulatory obligations, and financial resources. Over the past 20 years, the VEE has undergone an ambitious renovation program, resulting in the renovation or reconstruction of 51% of its operating surface, with 35% completed in the last 10 years. A report on real estate developments from 2020 to 2022 was presented to the **Board** in June 2023[4.1.07].

Description of controls and external audits of the facilities

The city of Maisons-Alfort regularly conducts security and safety audits[4.1.05] of the VEE's buildings. These audits aims to verify compliance with fire safety regulations (Decree of June 25, 1980) and public accessibility Standards (Law of February 11, 2005). All the audited buildings receive a favourable opinion from the local safety commission. All VEE's buildings constructed since 2005 comply with public accessibility standards. However, two older buildings, Fragonard and Bourgelat, may pose accessibility challenges for people with reduced mobility. Renovation programs are planned over the next three years to address these issues. The VEE ensures that all installations and equipment are safe for staff, students and the public by conducing periodic checks required by French regulations. These inspections are covered under contracts with service providers or inspection offices, which specifies the installations and equipment to be checked, inspection frequency, schedules, and the production of inspection reports[4.1.06]. The scheduling, monitoring and compliance of these checks are managed by the VEE's Real Estate and Logistics Department in collaboration with the Health and Safety Department, which ensures traceability of all inspections and maintenance actions[4.1.01].

Location of extra-mural sites for production animals and food safety and quality

The VEE uses established sites for extra-mural teaching activities in production animals and in FSQ, located in Ile-de-France, Centre, and Burgundy regions (see maps 3.5 and 3.6 in Appendix 3):

- agricultural high schools in Brie-Comte-Robert and Coulommiers (in Ile-de-France region), and in Montargis and Nogent-sur-Vernisson (in Centre region),
- a production animal farm of an agronomy engineering establishment in Grignon (in Ile-de-France region),
- two farms for reproduction monitoring (La Tremblaye and Mahé farms, in Ile-de-France region),
- the international fresh products market in Rungis and one ANSES laboratory (in Ile-de-France region),
- slaughterhouses in Migennes (Burgundy region) and Fleury-les-Aubrais (in Centre region),
- catering services of the French Army (in Paris or in Ile-de-France region).

In addition to these established sites, the VEE utilises other locations for extra-mural teaching activities in production animals, FSQ and equine, which may vary from one academic year to the next. Table 5.2.1 details these extra-mural teaching activities.

Given the distance of pig and poultry farms from the Maisons-Alfort campus, the VEE has established a partnership with the agricultural high school of Le Chesnoy in the Loiret department (Centre region). Students are accommodated on-site for 2 nights and visits to pig farms (primarily in the Yonne, Loiret and Nièvre departments) and poultry farms (in the Loiret department) are scheduled from this location. Additionally, students travel from this site to visit the slaughterhouse in Migennes (Yonne department). For the "production animals" track in the 6th year of the curriculum, practical activities are also organised in the Cher, Eure-et-Loir, Loiret, Côte-d'Or and Mayenne departments as well as in the Burgundy region mainly for ruminants, and in Brittany region for monogastric production. In Brittany visits, students are usually accommodated in lodgings. Map 3.7 in Appendix 3 shows the location of these departments across France.

Biosecurity, animal welfare and care standards

The VEE ensures that its facilities and procedures comply with biosecurity regulations by writing and implementing a biosecurity manual (see Standard 4.9). This is overseen by the **CoBios**, which is responsible for conducting audits, updating the manual, and ensuring its dissemination across all relevant sectors, both on-site and for extra-mural activities. The VEE must comply with various laws and regulations to ensure animal welfare (Decree of October 25, 1982, and Directive 2010/63/EU). All buildings and equipment are constructed or renovated in compliance with these regulations, ensuring they meet the latest standards. The **ComEth** and **CoBios** can be consulted as needed on these matters, and the VEE is regularly subject to inspections by the Departmental Directorate for the Protection of Populations (DDPP) to ensure compliance.

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.

The two campuses of the VEE are equipped with classrooms of various sizes, designed to accommodate different types of teaching activities effectively. All classrooms are equipped with Wi-Fi access, and they are gradually being upgraded with facilities to support remote teaching activities.

Excluding the VTH, the VEE has 7 amphitheatres (see Table 4.2.1), 21 modular classrooms for seminars, featuring tables with wheels and folding tops (see Table 4.2.2), and 6 classrooms for practical teaching activities and a CSL (see Table 4.2.3).

Table 4.2.1. Details of the VEE's amphitheatres

Building	Name	Seats	Size m²	Equipment
Agora	Amphi Agora-001	235	218.3	Projector, screens, visio conference
Agora	Amphi Agora-002	235	192.4	Projector and screens, visio conference
Agora	Amphi Agora-003	90	91.5	Projector and screens, visio conference
Bourgelat	Amphi Bourgelat-001	180	166.1	Projector, sound system
Bourgelat	Amphi Bourgelat-002	165	166.4	Projector, screens, sound system
Girard	Amphi d'honneur	150	174.7	Projector, sound system
Fragonard	Amphi Fragonard	150	155.6	Projector, screens, visio conference

Table 4.2.2. Details of the VEE's classrooms for seminars

Building	Name	Seats	Size m²	Equipment
Nocard	Salle de travail Nocard 106	15	31.2	Screen
Nocard	Salle des cliniques Nocard	20	43.1	Screen
Agora	TD Agora-101	45	89.2	Projector, screen, visio conference
Agora	TD Agora-102a	22	44.7	Projector, sound system
Agora	TD Agora-102b	22	44.7	Projector, sound system
Agora	TD Agora-103	45	86.3	Projector, screen, visio conference
Agora	TD Agora-104	45	94.8	Projector, screen, visio conference
Agora	TD Agora-105a	22	46.5	Projector, sound system
Agora	TD Agora-105b	22	46.5	Projector, sound system
Agora	TD Agora-106	45	88.5	Projector, screen, visio conference
Bourgelat	TD Bourgelat-101	80	164.1	Projector, collaborative setup with multiple boards
Bourgelat	TD Bourgelat-102	50	164.5	Projector, collaborative setup with multiple boards
Fragonard	TD Fragonard-001	42	89	Projector
Fragonard	TD Fragonard-010	42	97.4	Projector
Fragonard	TD Fragonard-012	40	76.1	Projector, flexible setup with mobile chairs
Girard	TD Girard-001	19	37.3	Projector
Guérin	TD Guérin-102	40	88.3	Projector, screens, camera, sound system

Building	Name	Seats	Size m²	Equipment
Guérin	TD Guérin-105	8	25.0	Screen
Guérin	TD Guérin-106	12	30.4	Screen, multi-head microscope
Bourgelat	TP Bourgelat-003	25	63.7	Projector
PMC*	Salle de ronde	25	52.9	Screen, visio-conference
Cirale*	Salle Cirale III	25	45.0	Screen, visio-conference
Cirale*	Salle de conference	50	140.0	Projector, screen, visio conference
** In the Equine Normandy Campus; PMC, Pôle Médico-Chirurgical*				

Table 4.2.3. Details of the VEE's classrooms for practicals

Building	Name	Seats	Size m²	Equipment
Guérin	TP Guérin-001 – Anatomy room	40	153.5	Material for dissections, screens, cameras, visio-conference
Guérin	TP Guérin-002 – Anatomy room	18	47.0	Material for dissections, camera, screen
Guérin	TP Guérin-003 – Necropsy room	20	135.2	Material for necropsies, projection screens
Guérin	TP Guérin-101	40	94.7	Projector, sound system, laboratory benches and extractor hoods
Guérin	TP Guérin-103	40	106.7	Projector, sound system, laboratory benches and microscopes
Guérin	TP Guérin-104	40	97.7	Projector, sound system, laboratory benches and microscopes
Agora	VetSims (CSL)	40	275.5	Mannequins and workshops
CSL, clinical skills laboratory				

In the Companion Animal Hospital and in the Production Animal Hospital, consultation amphitheatres complement the pre-consultation and consultation rooms, facilitating group-based clinical teaching (see Table 4.2.4). Large TV screens have been installed in hospital's rooms to display high-resolution images (microscopy, otoscopy, endoscopy, etc.) of the procedure being performed in the same room (treatment rooms, consultation rooms, consultation amphitheatre). A video broadcasting cart equips the surgical suites of the Companion Animal Hospital, enabling live transmissions. The Equine Normandy Campus is equipped with state-of-the-art facilities, including a connected amphitheatre that allows horses to be brought in for clinical examinations, and medical and standing surgical interventions.

Table 4.2.4. Details of the consultation amphitheatres in the VTH

Building	Name	VTH	Seats	Size m²	Equipment
Nocard	Amphitheatre Nocard	PA	60	120.2	Clinical equipment for PA
Cadiot	1.007	CA	20	26.1	Clinical equipment for CA
Cadiot	1.012		20	24.9	
Cadiot	1.029		20	24.9	
Cadiot	2.016		20	28.0	
Equine Normandy Campus	Amphithéâtre Clinique	EQ	150	239.3	Projector, screens, visio conference linked with all Pôle Médico-Chirurgical rooms
PA, production animal; CA, companion animals; EQ, equine					

Students can work individually or in groups to prepare for their teaching activities and exams in various locations. All the classrooms in the Agora building are available from 7:45 am to 6:30 pm, the classrooms in the Bourgelat building are accessible 24/7, and the reading room of the library is open from 8:00 am to 9:30 pm on weekdays, as well as the co-working room next to the residences, opened until 11:00 pm.

Due to the large number of students accommodated in the campus (492 students have rooms with a kitchen), the VEE does not have a canteen for students, but offers various alternative services. On the Maisons-Alfort campus, a partnership allows students to use the near-by high school cafeteria located just across the street (a 3-minute walk) for lunch. Additionally, a partnership with the Regional Centre for School and University Life enables students to order a prepared meal, dessert and a fruit for lunch,

which can be collected from the Lagneau building in the centre of the campus (click and collect). The student residences include a catering and co-working area with vending machines where students can eat and work individually or in groups. On the Equine Normandy Campus, vending machines offering prepared meals are available. Students also have access to meal areas equipped with reheating points and fridges in both the residences and teaching buildings.

At the entrance of each hospital within the VTH, as well as the anatomy and necropsy rooms, students have access to changing rooms and lockers for storing their personal belongings; these lockers are allocated according to the students' rotation schedules.

In each hospital, students may be present during extended hours for teaching activities or on-call shifts. Students on-site during these extended hours have access to a dormitory (Cadiot building in Maisons-Alfort and Medicine Surgery building in the Equine Normandy Campus), as well as relaxation and meal areas. As a large number of students are accommodated in the on-campus residences, many choose to go back directly to their rooms after the extended hours. For leisure purposes, students have access to a rich student association life on campus. In addition to meeting rooms, the associations and clubs have access to various facilities that they manage and maintain, including a weights room, a large football field with changing rooms, an indoor sports room, a multi-purpose room, a music room, and several recreation rooms located beneath one of the two student residences.

Offices of the academic staff are grouped together in the Guérin, Bouley and Nocard buildings (one area for each Teaching Department). Administrative offices are located in the Agora building. Finally, the Chauveau and Bressou buildings host research laboratories and associated offices. The recommended average surface area for offices and meetings is 12 m² per workplace.

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.**

Premises for diagnostic services including necropsy

Diagnostic and necropsy services are centralised in the Guérin building. The medical analysis laboratories, covering 900 m² on the second floor, are equipped for haematology, cytology, bacteriology, coprology and mycology, along with associated facilities (changing rooms, laundry, cold room, offices for technical staff, etc.). The necropsy platform, occupying 300 m² on the ground floor, includes changing rooms (students and staff), a necropsy room (with a high-ceilinged area and hoist for large animals), a dedicated cold room, secure necropsy rooms for confined activities and associated laboratories. It also provides direct access to the rendering cold storage rooms shared with the anatomy platform. All effluents from these areas are collected in a specialised system. In the Equine Normandy Campus, students have access to the equine necropsy facilities of ANSES.

Premises for practical teaching activities in food safety and quality

Practical teaching activities in FSQ within the VEE take place in the classrooms "TP Guérin-003" and "TP Guérin-103" (see Table 4.2.3). The "TP Guérin-003" classroom is used for meat and fish inspection and is equipped with isothermal boxes for transport, eutectic plate for cold storage during transport, cold room, scalpels and knives, stainless steel tray, necropsy tables and rendering tanks.

The “TP Guérin-103” classroom is used for the analysis of minced meat and contamination sources. The room is equipped with a water bath, three ovens at 30°C, 37°C and 44°C for incubation, specific waste disposable bins for contaminated materials, electric burners to ensure sterile handling, and shakers for decimal dilutions.

Companion Animal Hospital

The Companion Animal Hospital is dedicated to the care of companion animals and exotic pets. It is housed in the Cadiot building, which consists of 4 floors with the following facilities:

- Underground floor: changing rooms for students, central store reserve, technical premises;
- Ground floor: reception office for pet owners, pharmacy, break room, pre-consultation rooms (separate for dogs, cats, and exotic pets), consultation rooms, consultation amphitheatres, rooms for diagnostic imaging, and rooms dedicated to bedside blood and urine tests;
- First floor: area dedicated to hospitalisation of animals in intensive care, consultation rooms for emergencies, laboratory for emergency biological analyses, kennels for up to 16 dogs, rooms equipped with “cat friendly” cages for up to 16 cats, exotic pets dedicated ward, room dedicated to the administration of cytotoxic treatments, equipped with an extractor hood equipped with a filter, area for suspected/confirmed contagious diseases, meeting rooms, break and rest rooms and storages areas;
- Second floor: consultation rooms for ophthalmology, endoscopy rooms, operating rooms for surgeries, anaesthesia preparation and recovery rooms, changing rooms, and storage areas.

The technical equipment of the Companion Animal Hospital includes: analysers for biochemical, haematological and electrolytic examinations, monitoring equipment, blood pressure measuring devices, electrocardiograms, syringe pumps and perfusion pumps, oxygenation equipment, anaesthesia machines, ventilators, equipment for warming patients, CT scanner, MRI, advanced cardiology ultrasound scanners, advanced imaging ultrasound scanners, 2 X-ray rooms, C-arm, endoscopy equipment, video-otoscopy equipment, laparoscopy and arthroscopy equipment, operating microscopes, and surgical and therapeutic lasers (Holmium:Yag and diode laser).

Equine Hospital

The Equine Hospital relocated from the Maisons-Alfort campus to the Equine Normandy Campus at the end of 2024. Consolidating all of the VEE’s equine activities on a single campus has significantly strengthened the connection between the two former clinical hubs (the medical-surgical hub in Maisons-Alfort and the locomotor hub at the Equine Normandy Campus), and enabled continued development of equine services. The new 2,000 m² hospital offers in-patient facilities for around 40 horses, with: a large bore equine scanner, two MRI, two X-ray rooms, and a functional rehabilitation equipment including a 50-meter long swimming pool. The locomotor hub features 7 buildings, including: stables, an indoor arena, research facility, student workplaces, a building for aquatic physiotherapy, consultation and imaging rooms, and offices for academic and support staff. The medical-surgical hub comprises 4 buildings, including: stables, an isolation area, dissection rooms, and the Equine Hospital (customer reception, consultation and triage areas, standing and recumbent surgical suites, intensive care, and chemotherapy facilities, offices, and student workplaces).

Production Animal Hospital – intra-mural teaching activities

The Production Animal Hospital accommodates client-owned animals for care and animals provided by breeders for diagnosis purposes. Located on the ground floor of the Nocard building, the facilities comprise 3 housing zones accessible after a locker and changing area:

- Zone A: hospitalisation for owners' animals "with known free-status". This zone includes 6 small boxes (calves, small ruminants), 1 medium box, 2 large boxes (adult cattle) and 10 stalls with headlocks.
- Zone B: hospitalisation for owners' animals "with unknown status". This zone includes 6 small boxes (calves or small ruminants), 6 large boxes (adult cattle) and 6 stalls with headlocks.
- Zone C: hospitalisation for animals "with known non-free status" and that will not return to the farms. This zone includes 6 small boxes (calves or small ruminants), 2 medium boxes, 2 large boxes (adult cattle), and 8 stalls with headlocks.

All zones are equipped with buckets, ropes, halters, forks, scrapers, and other necessary tools, as well as small equipment (needles, syringes, etc.) color-coded by zone to ensure proper handling.

The sorting of animals into different zones is carried out according to a specific protocol based on the clinical signs of admitted animals and their health status, as outlined in the biosecurity manual and displayed in the buildings. Animals with any higher risk are sent directly to a specialized stall located in a separate building, specifically the contagious stall in the Guérin building, which is separated from the hospital and features one large stall with controlled access and airlock.

The area dedicated to care and diagnostic activities is organised as follows:

- An amphitheatre that serves both a consultation area for owner's animal and a space for adult bovine standing surgeries. This setup allows students to closely observe and interact with teaching staff. Equipment includes a cattle crush for adult bovine surgery, an adult bovine hoof trimming cage, an examination table for small ruminants or calves, and an oxygen supply column;
- Surgery room for small ruminants or calves (zone D): 4 small boxes (calves or small ruminants). Equipment includes 2 oxygen supplies and 2 gas anaesthesia machines, 3 surgical tables for calves or small ruminants, 3 ceiling-mounted scialytics;
- Laboratory (zone D): biochemical assay device (Idexx VetTest), blood gas analysis device (Idexx VetStat), 2 microscopes and a screen, 1 centrifuge, 1 agar oven for bacteriological analysis, 1 refrigerator (for storage of analysis plates and samples), small equipment for coproscopy and slide staining;
- Storage (zone T): feed storage, hayloft, medication storage room with restricted access (including 2 secure lockers), oxygen storage area, and enclosed manure storage, livestock truck for transporting live animals.

Wildlife Hospital

The Wildlife Hospital provides care for native wildlife animals, primarily brought in by private individuals. These admissions include birds (85%) and mammals (15%), representing around 100 urban and peri-urban species. The hospital occupies 250 m² over 2 floors in the Nocard building. The hospitalisation area comprises two rooms for birds, one room for small mammals, one room for larger animals, and one multi-purpose hospitalisation room. The care facilities include: a nursing room (equipped with two consultation tables with scialytic, ophthalmoscope, and a microscope equipped with a camera and screen), and an intensive care room (equipped with a table suitable for minor surgery, a gas anaesthesia machine, 2 oxygen therapy cages, 11 incubators of various sizes, 4 oxygen concentrators, and 6 syringe pumps).

Premises for housing research animals

There are two buildings dedicated to housing of animals for scientific purposes. The Bressou building is used for rodents, while the Chauveau building also accommodates larger animals. Both buildings are approved for animal experimentation.

In the Bressou building, animals (mice or hamsters) are housed in the biosafety level 3 laboratory, either in a ventilated rack or in an isolator located in a 26.5 m² animal housing area. This facility includes a biological safety station connected to the isolator, equipped with a ventilator, enabling non-invasive research procedures, particularly virological studies.

In the Chauveau building, approximately 1,000 m² is dedicated to housing animals for scientific purposes, with areas allocated by species (rodents, lagomorphs, dogs, cats, ferrets, small ruminants and pigs). It is equipped with biosafety level 3 animal houses, with 5 operating rooms for large animals (mainly pigs or sheep), an operating room for dogs (with ultrasound and ergometer), 2 operating rooms with a C-arm and a small animal operating room for rodents and rabbits equipped with a microbiological safety station), and a radiology room.

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.

The 5 clinical and paraclinical platforms of the VTH (the Companion Animal Hospital, the Production Animal Hospital, the Equine Hospital, the Wildlife Hospital, and the medical analysis laboratory) comply with the requirements of the Decree of March 13, 2015, concerning veterinary care facilities. The VTH is headed by an Executive Director, who is responsible for implementing its development strategy and managing its operations. Reporting directly to the Dean, the Executive Director relies on a team of managers for each of the five platforms. For platforms with the largest number of staff, a steering committee has been established, comprising members of the **Executive Board** and the heads of the clinical services.

The clinical and teaching activities conducted within the VTH align with the principle of research-based and evidence-based medicine. This is ensured by the fact that most academic staff members hold a PhD and/or a veterinary specialist diploma and are actively involved in research units (see Standard 10.1). Additionally, the teaching staff at the VTH are trained in student instruction and assessment. The activities of the VTH are primarily designed to meet the needs of teaching. This is achieved through close coordination with the relevant teaching departments, ensuring that clinical and paraclinical operations are fully integrated into the educational objectives and curriculum requirements.

The teaching staff benefit from access to state-of-the-art infrastructure and to large caseload of patients, enabling them to deliver high-quality clinical teaching. This environment also supports the development of clinical research projects and contributes to advancements in veterinary medicine. The clinical teaching provided within the VTH meets the highest standards of veterinary medicine and is comparable to, or even exceeds in some sectors, what is performed in the private sector (see the equipment of each platform of the VTH in Standard 4.3).

The activities of each hospital include clients who come directly on their own initiative and those referred by a veterinarian. Thanks to the diversity and quality of its equipment and teams, the VTH is able to provide clinical training for the undergraduate veterinary training, internship, and residences of many European colleges (see Table 10.3.1). In addition to providing 24/7 care for emergencies and hospitalised animals, the VTH operates Monday to Friday from 8:00 am to 6:30 pm, throughout the year, including during school vacations.

The Companion Animal Hospital, the Equine Hospital and the Production Animal Hospital each operate a 24/7 emergency service throughout the year. These emergency services are based within the VTH, with no itinerant activity. In 2023, the number of emergencies were 5,081 for companion animals, 214 for equines, and 67 for production animals.

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.

Pre-clinical teaching activities take place in the CSL, located in a 275.5 m² dedicated room in the Agora building (see Standard 6.3). Client communication training, conducted through role-play with professional actors, is held in the Agora building classrooms, arranged with U-shaped tables around a "consultation" table. Paraclinical activities are carried out in the medical analysis laboratory on the 2nd floor of the Guérin building. This laboratory operates 5 days a week and supports clinical activities by performing medical analyses. Students participate in a 2 week-shift in this sector, which covers parasitology, mycology, bacteriology, biochemistry, haematology, virology, histology, cytology, and necropsies.

Clinical teaching activities in the VTH are performed in all the VTH's services. The specific equipment in each service is described in Standard 4.3.

All 4th and 5th year students (and 6th year students for those who choose the "companion animals" track and the "combined companion animals and equine" track) receive clinical training in the Companion Animal Hospital. Services in this hospital include 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.

Fifth year students (and 6th year students for those who choose the "equine" track and the "combined companion animals and equine" track) receive clinical training in the Equine Hospital. Services in this hospital include medicine, surgery, emergency and intensive care, locomotor pathology, ophthalmology, oncology, nutrition, reproduction, dentistry, and dermatology.

All students from the 4th year to the 5th year (to the 6th year for those who choose the "production animals" track) receive clinical training in the Production Animal Hospital. The hospital offers two main types of services: intra-mural clinical activities, primarily involving animals brought in directly by clients or referred by veterinarians for further diagnostics or treatment, and extra-mural (ambulatory) clinical activities, where clinicians and students travel in VEE vehicles to visit animals on-site. These extra-mural visits include reproductive monitoring, sanitary inspections, and consultations for individual or collective medical cases. To support these activities, the hospital is equipped with a 5-seat van dedicated to extra-mural teaching activities, along with 9-seat vehicles designed to transport larger groups of students, particularly for reproduction monitoring and specific visits such as health inspections or farm audits, etc. Fifth-year students (as well as students from previous years as part of their personal project credits) also participate in the Wildlife Hospital,

primarily working in the nursing and intensive care rooms under veterinary supervision. They conduct entry clinical examinations, re-evaluations, and coproscopic analyses, and may assist with minor surgeries or imaging procedures.

All 4th year students receive specific training at the pharmacy department of the VTH during two half-day sessions. Under the supervision of a veterinarian, they are responsible for dispensing drugs prescribed by the clinical services to pet owners. They also handle potential pharmacovigilance reports and report any pharmaceutical nonconformities, with a special focus on the proper use of critical antimicrobials. During the 5th and 6th year clinical training, students are further involved in drug management within each clinical service, including tasks such as checking expiration dates and ensuring the proper use of pharmaceutical products.

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.

In the Companion Animal Hospital, a dedicated area on the first floor of the Cadiot building is reserved for hospitalised cats, dogs, and exotic pets showing signs of, or confirmed to have, a contagious disease. This area includes a dedicated airlock leading to two rooms. Access is restricted to veterinary staff (senior veterinarians, assistants, residents, and interns), nurses, and students. Entry and exit procedures for staff and students are outlined in a dedicated procedure sheet[4.6.02]. Each room is equipped with equipped with 4 cages for cats, small dogs, or exotic pets, 1 large dog cage, and 3 cages for small to medium-sized dogs.

In the Equine Hospital, a dedicated building is reserved for horses requiring isolation. The facility includes a yard with parking for the direct unloading of potential infectious, which are admitted directly into the isolation area. Vehicles leaving the parking area must pass through a wheel disinfection station. Access to the isolation building is restricted to authorised staff through a dedicated entry. Owners are not permitted in this area, and visits to contagious animals during hospitalisation are prohibited. Hospital staff and students enter through an initial airlock. From there, they pass through a first footbath to access a corridor leading to the isolation stables. Each stable is associated with a specific entrance room equipped with a second footbath and equipment specific to each horse. This building includes five stables: three standard-sized and two larger stables designed for specific cases, such as neurological patients or mares with their foals.

The Production Animal Hospital features a dedicated isolation box for contagious animals located in a connected but separate building (Guérin), next to the necropsy room and rendering area. A specific procedure[4.6.01] outlines the criteria for separating animals, determining which animals should be moved to this isolation box. The facility includes a dedicated airlock with a footbath, dedicated clothing and rubber boots, disinfectant and basic equipment exclusively for use in this area. Animal access to the box is through the back yard of the Guérin building, while human access is through the changing rooms of Guérin.

The Wildlife Hospital has a dedicated room on the ground floor of the Nocard building, isolated from the rest of the clinic. This room can be used to house contagious animals, if necessary, with restricted access and the application of specific procedures[4.6.03] (personal protective equipment, decontamination protocols).

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.

In the 3rd year, students participate in ambulatory clinics dedicated to pig and poultry farms, gaining insight into the specific health management practices in these sectors. During these visits, students are asked to reflect on elements of husbandry, including internal and external biosecurity, on animal health issues, and to suggest improvements for farmers.

In the 4th year, there is no ambulatory clinic as such, but periods when students address various herd issues on dairy farms, such as metabolic disorders, enzootic lameness, or problems related to feeding or farm environments, in preparation for visits in the 5th year.

In the 5th year, ambulatory clinic systematically includes:

- An audit of the cattle farm: during this audit, students are asked to reflect on the breeding process, housing and feeding, as well as on animal welfare and health. At the end of the audit, a report is drawn up and presented by the students.
- One or two reproduction monitoring visits on dairy cattle: during these visits, students are taught to focus on monitoring post-partum uterine involution, making pregnancy diagnoses at different stages of gestation, and detecting any ovarian anomalies,
- Two half-days of herd visits including parasite monitoring, with sampling and coprological analysis, health monitoring including clinical examinations and the necessary sampling (for example, body condition report, anaemia score assessment, blood samples…), and on request, home medical consultations (various reasons including skin, locomotor, digestive, or respiratory pathology).

As part of the clinical activities of the Production Animal Hospital, interns, 6th year students and occasionally 5th year students accompany teaching staff on outpatient visits. These activities include reproduction audits on professional farms, home medical consultations, minor on-farm surgeries, prophylaxis, sanitary inspections, and reproduction monitoring.

The Production Animal Hospital is equipped with a 5-seat van, fully outfitted with all necessary equipment for farm visits, with custom-built storage unit containing biosecurity equipment (gloves, boots, cots, buckets, disinfectants, etc.), equipment for clinical examinations and care (halter, ropes, equipment for blood sampling, injections, tubing, perfusion, trimming, etc.), small portable analysers, ultrasound scanner, surgical equipment, and building audit / mammal / parasite inspection equipment. Depending on the purpose of the extramural visits, medications may also be brought along. For larger student groups, 9-seat vans are also available, as well as additional 5-seat cars. If required, private company buses can be booked. This is particularly the case for 3rd year ambulatory clinics in pig and poultry farms.

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.

The VEE is equipped with several vehicles of different sizes: four 5-seat cars, one 6-seat van, one 7-seat car, two 9-seat vans, and one 19-passenger. These vehicles are used to transport students for extra-mural clinical activities and also staff for other professional activities. For large groups (over 14 students), transportation is organised using either the VEE's own 19-passenger bus or a bus hired from a private transport company with a driver. For smaller groups, the VEE provides vehicles with 5 to 9 seats. These vehicles are driven by either a teacher or a student. When students drive, the following documents are required and archived: the student's driving license and a completed certificate listing the passengers, signed by the driver, the supervising teacher, and the head of the

Teaching Department of Production Animals and Veterinary Public Health (in case of teaching activities related to this Teaching Department). A second student driver must also be present in the vehicle. The use of the vehicle is strictly limited to the direct round trip between the VEE (or accommodation site) and the designated site. It cannot be used for any other purpose.

A dedicated livestock truck is used for transporting live animals for the Production Animal Hospital. Before each transport, the truck is cleaned, disinfected, and equipped with straw bedding[4.8.01]. Transport is limited to one cow or large bovine per trip. Multiple calves or small ruminants may be transported together only if they originate from the same farm or are animals sold to the VEE and not intended to leave alive. Animal transport complies with regulations, requiring specific documentation for cattle and movement permits for small ruminants. All transport is conducted by drivers certified for live-animal transport. The VEE does not transport cadavers of large animals.

Small carcasses (e.g. piglets, poultry) and anatomical parts are transported in watertight boxes. For anatomical parts intended for food hygiene inspection, a sanitary document[4.8.02] indicating the nature of the parts is completed by the slaughterhouse for each shipment and archived by the VEE. All transport of these anatomical parts is strictly regulated by the DDPP.

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.

Most of the heads of the VTH's services are board-certified, assuring the use of good clinical practices by the overall clinical teaching staff. The operational policies are communicated to staff by using the hierarchical organisation, collective messages of the service, and by using the intranet website. Students are informed through the EVE platform, and by their supervisors during each clinical rotation in the VTH. Clients are informed by the staff, by the displays, and by the internet website.

All staff members can made observation regarding clinical practices to their manager and during meetings of their service. For VTH's clients, the head of the VTH is in charge of responding to any clients' complaints. In addition, the VTH initiated in 2024 a system to collect clients' level of satisfaction and their main reasons for non-satisfaction after their visit to the VTH. This system is currently deployed in the Companion Animal Hospital and permits to analyse the reasons of clients' non-satisfaction and to thus implement changes. Since 2023, one member of the academic staff is in charge of the VTH's e-reputation and clinical quality (see Standard 1.2) and assures the monitoring of clinical services[4.9.05]. Feedback from students regarding clinical practices is collected through the student evaluations of teachings and exams of clinical CUs (see Standard 3.4).

Training in hygiene and security procedures (such as fire procedure, procedures in event of a bite, etc.) is provided to any newly recruited VTH's staff (including nurses). A member of the VEE is specifically trained to carry out accident analyses and to recommend changes if necessary (changes to workstations, personal protective equipment, procedures, etc.).

Before the clinical rotations in the 5th year, students practice clinical technical gestures in the CSL and are assessed on the acquisition of these gestures (see Standard 6.3). Good laboratory practices are taught in clinical rotations in the 5th year in the VEE's medical analysis laboratory.

A dedicated committee structure (**CoBios)** is actively involved in overseeing and managing biosecurity measures. Its mission is to ensure that biosecurity rules are understood and effectively applied across all VEE activity sectors exposed to biological risks. It proposes actions, coordinates their implementation, carries out audits and reports to the **Executive Board** on measures required to

address any identified deficiency. A generic email address (cobios@vet-alfort.fr) is also available to allow staff and students to report alerts or provide feedback to the committee. Under the direct authority of the Dean, the head of the **CoBios** coordinates these actions, in collaboration with the QA Manager. The **CoBios** composition[1.2.22] and the **CoBios**'s procedures are defined in its internal regulations[1.2.21]. The **CoBios** meets at least twice a year, and as needed, such as in response to a biohazard event on one of the VTH platforms. The **CoBios** is committed to regularly updating the biosecurity manual[4.9.03], as well as drafting new procedures, monitoring regulations and following up on alerts. The biosecurity manual is accessible to all VEE's staff on a dedicated VEE's intranet webpage[4.9.06], and to all students on a dedicated EVE webpage. The **CoBios** also ensures that buildings and accommodation areas comply with biohazard standards and procedures. It conducts internal audits carried out by its members (see for instance the audit of the Production Animal Hospital carried out in January 2024[4.9.01]).

The VEE's renovation and construction programme has modernised the buildings and strengthened compliance with biosecurity measures. The concept of forward flow has been reinforced, and the boundaries between different zones are clearly defined. Instructions, including dress codes, are displayed using pictograms and photos on-site and are explained to students at the beginning of their curriculum to ensure early understanding and adherence.

Biosecurity is an essential part of many teaching activities of the core curriculum[4.9.02], with a total of 2 hours in 1st year, 7 hours in 2nd year, 17 hours in 3rd year, 22 hours in 4th year, and 13 hours in 5th year. At the end of the 4th year, all students are required to pass a biosecurity test before beginning their 5th-year clinical shifts.

Comments on Area 4

Over the past 15 years, the VEE has undertaken major real estate renovation and construction projects, encompassing key buildings such as the Bouley building (offices for teaching staff), the Cadiot building (Companion Animal Hospital, 2009), the Camille Guérin building (anatomy, necropsies, basic sciences teaching, medical analysis laboratory, 2015), the Nocard building (Production Animal Hospital, 2020), the Chauveau building (research activities, 2020), the Agora building (teaching rooms, CSL, offices for support staff, 2023), and the new facilities for the Equine Normandy Campus (2025). These developments have greatly improved biosecurity and working conditions for staff and students. The distance between the two campuses remains a challenge; the transport time needs to be taken into account and visio-conferencing equipment must continue to be strengthened.

Following these extensive renovation efforts, the VEE is now managing a high volume of requests for modifications and adjustments to its new premises, placing significant pressure on the building operations team, especially as new projects are planned for 2027 and beyond. These upcoming projects include restructuring the Bourgelat building to create new teaching spaces and facilities for student life, transforming the Lagneau building into a "Campus Heart" with shared facilities for campus activities, repurposing the Girard building to host seminars, conferences, and public events, and renovating the Fragonard building to provide additional teaching spaces and heritage storage facilities.

In parallel, the City of Paris and the Ile-de-France Region are implementing policies to transition vehicle fleets to less polluting and quieter alternatives. The VEE is currently reviewing its own vehicle fleet to ensure compliance with these regulations while maintaining effective transportation for extra-mural teaching activities.

Suggestions for improvement in Area 4

The French government's decision to increase the number of veterinary students has created a growing demand for teaching spaces. While the most recently delivered building, the Agora building, has successfully addressed this need, some older buildings still require adjustments. In response, a new real estate renovation project was adopted by the **Board** in 2024. The plan includes the renovation of four buildings, with the first scheduled for completion by September 2027. This ambitious initiative will be funded partly through the VEE's financial reserves and partly through the valorisation of land parcels linked to the hosting of agricultural state institutions. Additionally, plans include the development of student life facilities and campus green spaces, further improving the campus environment for both learning and student life.

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.

Concerning the use of living animals, there is a clear distinction between pre-clinical and clinical training. Concerning pre-clinical training, due to animal welfare reasons, the VEE's strategy is to reduce the number of live animals used as much as possible (according to the 3R principle). Whenever possible, this means using methods other than live animals, such as the use of the CSL, or the use of anatomical parts. However, it is sometimes necessary to use live animals once the theoretical and practical foundations have been completed without using live animals. In this case, the VEE's strategy depends on the species. For companion animals or exotic pets, practical training mobilises student or staff animals, as well as animals owned by the exotic pets student club. For horses, practical training involves horses 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). For farm animals, the VEE relies mainly on official partnerships with agricultural high schools managed by the MASAF to train students for careers in agriculture. These high schools include the high school of Brie-Comte-Robert, which is specialised in suckler cows, dairy cows, and pigs (40 minutes away), the high School of La Bretonnière, which focuses on sheep (60 minutes away), and the high school of Le Chesnoy, also focused on sheep (90 minutes away). The VEE also collaborates with the innovative farm of AgroParisTech, an agronomy engineering establishment (Farm of Grignon, specialised in dairy cows, 60 minutes away), and conducts teaching sessions on private farms. Additionally, hospitalised cattle are used for propaedeutic courses on a smaller scale.

Concerning clinical training, the VEE relies on its dedicated VTH composed of 4 hospitals: the Companion Animal Hospital, the Production Animal Hospital, the Equine Hospital, and the Wildlife Hospital. The VTH welcomes a large number of animals affected by a wide range of diseases and wounds. One of the objectives of the VEE's Strategic Plan, within axis no. 2 entitled "Pursuing pedagogical transformation", is indeed to "develop the VTH to increase pedagogical support".

Regarding the use of materials of animal origin, the VEE obtains cadavers or anatomical parts from slaughterhouses, partner farms and approved suppliers. It also uses cadavers from animals that died in a VEE's clinics, especially for necropsy and surgery training, and purchases animals that were breeders in animal experimental research centres and are not eligible for rehoming. These sources of supply and methods ensure that the VEE has sufficient animals and biological resources to train veterinary students.

After training on mannequins in the CSL, the first component of the VEE's strategy for clinical training is the development of a VTH that functions as a "platform". Due to the increase of the number of students (see Standard 7.2), the goal is to develop animal care activities in order to maintain the high quality of clinical education, while maintaining high standards of service and care, and being as attractive as possible when it comes to recruiting staff. The VTH generates revenues that are used to finance a high level of investment and support innovation (see Standard 2.1).

Ideally positioned in the middle of high concentrations of animals, both in Maisons-Alfort for activities involving companion animals, including exotic pets and wildlife animals, and in Normandy for activities involving horses, clinical activities in these sectors are highly developed and diversified. About 60% of the region is also dedicated to agriculture. Due to the lack of veterinarians for farm animals, its Production Animal Hospital is the only facility for these species in the whole area. As

described above, the VEE also has a large number of partners, many of them at a less than 1.5 hour of driving.

The Companion Animal Hospital welcomes around 33,000 patients every year: 52% dogs, 40% cats and 8% exotic pets. Most of the clinical activities are primary care, including preventive medicine (5,600 patients per year) and emergency (5,500 patients per year). This provides a large number of cases allowing students to gain a comprehensive education in each discipline, especially being supervised by EBVS/ABVS specialists. Students are actively involved in clinical rotations for consultations and hospitalisation (including conventional hospitalisation in medicine, surgery, and intensive care). They manage cases as first-line practitioners under the supervision of the teaching staff and supervisors conduct clinical rounds once or twice a day, allowing them to study each case in detail.

The Equine Hospital welcomes over 2,400 patients per year. Primary care activities account for around 16% of consultations. The diversity of activities is significant, with consultations for medicine, surgery, emergencies, locomotor pathology, ophthalmology, dermatology, and others.

In November 2018, the VEE decided to close its Burgundy campus due to the declining activity in the farm animal sector in this region and the need to expand visitation opportunities over a larger territory; this decision was effective in 2020. Since then, activities have expanded from the Maisons-Alfort campus, encompassing both intra-mural activities (consultations, hospitalisation, surgery, complementary examinations) and extra-mural activities (individual medicine, reproductive monitoring, population medicine, consulting, preventive medicine). These activities benefit from a rapidly growing small ruminant herd in the Ile-de-France region, and are supported by a network of professional breeders who face challenges in finding veterinarians willing to treat farm animals. The Production Animal Hospital also complements its activities with cases referred by veterinarians. Referring veterinarians offer the farmer the free option of sending one to three animals to the VEE, which are transported by VEE staff using a livestock truck. Upon admission, the clinical team and students conduct a thorough clinical examination and perform additional tests to address the veterinarian's questions. If necessary, the team may also carry out diagnostic surgical procedure (e.g., an exploratory laparotomy). If the animals' sanitary status is impaired and prevents their return to the farm, animals are euthanised and necropsied. The referring veterinarian then receives a report enabling them to better manage health issues on the farm. This referred activity has a wide radius of action, covering up to 300 km around the VEE. The VEE is an active member of the Ile-de-France Veterinary Network Steering Committee for farm animals[5.1.03], a group of local stakeholders (including professional veterinary associations, livestock farmers, government bodies, etc.). this committee aims to address the shortage of veterinarians working with farm animals. Within this steering committee, the VEE is a key contributor in the Ile-de-France region to provide healthcare for production animals.

The Wildlife Hospital welcomes around 1,000 animals per year (85% birds, 15% mammals).

Considering the welfare of animals used for educational purposes, the VEE applies the 3R principle: Replace (use of the CSL), Reduce (by using the number of animals strictly necessary for pre-clinical training, or by working on cadavers or anatomical parts), and Refine (by preparing students on mannequins or cadavers, limiting repetition of manipulations and invasive/stressful procedures on the same animal).

Regarding anatomy teaching, dogs are sourced from a laboratory animal supplier; the animals supplied are generally cull breeding dogs that cannot all be adopted by families. Horses, cattle and goats are purchased from a livestock dealer: these are culled animals with low economic value. Poultry comes from the recovery or purchase of cull animals (laying hens) from a breeder. Horse isolated limbs are supplied by a slaughterhouse. Dogs, horses and ruminants are embalmed with zinc

chloride solution prior to dissection (no formalin). Poultry and horse distal limb are used unembalmed. Depending on the time of use, animals are stored in positive or negative cold rooms. After teaching activities, all cadavers and anatomical parts are stored in a dedicated cold room, then removed by a specialised company. A register of animals entering and leaving the VEE is rigorously kept up to date. Anatomical teaching also utilises a large collection of bones and plastinated anatomical parts (over 400), supported by an in-house plastination laboratory that continuously produces new specimens.

Concerning the necropsy teaching, companion animals and exotic pets are placed by clinicians in the cold room of the Companion Animal Hospital. References and owner details (Sirius tag), date of placement and service are registered. A system of coloured labels indicates the nature of the procedure of the placement: green for necropsy requested by a clinician or owner, white for body donation, yellow for optional necropsy, and orange for animal biter-scratcher (requested for rabies test). Once arrived in the necropsy service, cadavers can be necropsied immediately or stored in the cold room. During holidays or if there are too many cadavers, animals are frozen in a cold room at -20°C and necropsied later. Horses, ruminants and small ruminants are stored in the large animal cold room adjacent to the necropsy room. For pigs, a partnership with a 1,700-sow farm in the Aube region provides 96 cadavers per year (animals that have died or been sacrificed on the farm), which are transported in airtight containers to the VEE for necropsy. For poultries, a partnership with a breeder ensures sufficient supply. Animals are either delivered as corpses in airtight containers or arrive alive and are euthanised at the VEE. All necropsies are systematically recorded in dedicated files (date of autopsy, persons involved, name of clinician, report, etc.).

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training

Species	**2023-2024**	**2022-2023**	**2021-2022**	**Mean**
Cattle	4	4	4	4
Small ruminants	6	6	6	6
Pigs	0	0	0	0
Companion animals	40	42	42	41.3
Equine	4	4	4	4
Poultry & rabbits	32	104	120	85,3
Aquatic animals	148	128	124	133.3
Exotic pets	0	0	0	0
Limbs (horse, poultry, rabbit)	72	70	70	70.7
Heads (horse, dog, cat)	30	28	8	22
Hearts (small ruminants, pigs)	30	20	20	23.3

Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, ...)

Species	**2023-2024**	**2022-2023**	**2021-2022**	**Mean**
Cattle	912	930	930	924
Small ruminants	360	360	360	360
Pigs	0	0	0	0
Companion animals	127	114	127	122.7
Equine	55	66	50	57
Poultry & rabbits	0	0	0	0
Exotic pets	7	10	14	10.3
Others (Pigeons)	2	1	1	1.3

Table 5.1.3. Number of patients seen intra-murally (in the VTH)

Species	2023-2024	2022-2023	2021-2022	Mean
Cattle	140	180	199	173
Small ruminants	410	416	340	388.7
Pigs	41	33	19	31
Companion animals	33151	33311	32297	32919.7
Equine	2380	2393	2447	2406.7
Poultry & rabbits	1838	1543	1554	1645
Exotic pets	791	1055	1296	1047.3
Others (wildlife animals, camelids)	1124	1160	1002	1095.3

Table 5.1.4. Number of patients seen extra-murally (in the ambulatory clinics)

Species	2023-2024	2022-2023	2021-2022	Mean
Cattle	1631	1115	2135	1627
Small ruminants	2797	3363	3354	3171.3
Pigs	49	22	73	48
Companion animals	80	0	0	26.7
Equine	62	100	202	121.3
Poultry & rabbits	9	4	45	19.3
Exotic pets	16	0	0	5.3

Table 5.1.5. Percentage (%) of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 & 5.1.4)

Species	2023-2024	2022-2023	2021-2022	Mean
Cattle	87.1	86	96.3	89.8
Small ruminants	96.5	85.4	95.5	92.5
Pigs	94.4	94.5	100	96.3
Companion animals	83	82	84	83
Equine	18	17	18	17.7
Poultry & rabbits	91	75	76	80.7
Exotic pets	93	75	76	81.3
Others (wildlife animals, camelids)	95	95	95	95

Table 5.1.6. Cadavers used in necropsy

Species	2023-2024	2022-2023	2021-2022	Mean
Cattle	103	137	159	133
Small ruminants	69	62	73	68
Pigs	93	98	95	95.3
Companion animals	388	395	348	377
Equine	59	76	26	53.7
Poultry & rabbits	137	133	98	122.7
Aquatic animals	280	89	84	151
Exotic pets	56	51	12	39.7
Others (wildlife animals, camelids)	168	217	107	164

Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management

Species	2023-2024	2022-2023	2021-2022	Mean
Cattle	150	119	131	133.3
Small ruminants	158	129	88	125
Pigs	42	22	21	28.3
Poultry	8	8	6	7.3
Rabbits	0	0	0	0
Aquatic animals	0	0	0	0

Table 5.1.8. Number of visits in slaughterhouses and related premises for training in VPH (including FSQ)

Species	2023-2024	2022-2023	2021-2022	Mean
Ruminant slaughterhouses	8	8	8	8
Pig slaughterhouses	8	7	8	7.7
Poultry slaughterhouses	0	0	0	0
Related premises	12	12	13	12.3
Others (Rungis international market)	4	4	0	2.7

As described in Standard 1.2, each of the 3 **Teaching Department Councils** is responsible for designing, organising and coordinating undergraduate veterinary training and continuing education in the disciplines it covers. It proposes the competences to be acquired, the learning outcomes, the programmes, the teaching and assessment methods to be used, in line with the Competences Framework. In the field of pre-clinical teaching, the teaching teams define the number of animals required. In the field of clinical teaching, the Teaching Department draws up the programme of clinical rotations. These programmes are then communicated to students via EVE and to staff via the heads of clinical services. After each semester, the results of the student evaluations of teachings and exams (see Standard 3.4), which may be related to the number and variety of animals and material of animal origin for pre-clinical and clinical training, are presented and discussed in **Teaching Department Councils**. If necessary, changes for the following AY are decided.

For each activity involving healthy animals, a summary sheet is prepared detailing the number of animals, the procedures performed, the educational justification, and the animal welfare measures implemented[5.1.04]. These sheets are reviewed by the heads of Teaching Departments, their deputy, and the Executive Director for Education to regulate these activities and ensure a balanced assessment of their benefits and disadvantages.

The **CAQ** regularly monitors the ESEVT indicators and presents their values during each December meeting[1.6.05]. They are graphically presented by using a dedicated Excel spreadsheet[1.6.04]. Depending on the AY's values or changes in the indicators, the **CAQ** suggests corrective actions and/or identifies individuals in charge of implementing corrective actions. A recent example is the implementation of a new body donation procedure within the Companion Animal Hospital following a **CAQ** alert concerning the number of dog and cat necropsies available for student training.

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.

Off-site teaching is provided for each student, systematically under the supervision of one or more members of the academic staff who are present during the visits. These teaching activities cover production animals, equines and VPH.

Regarding production animals, off-site teaching activities include discovery visits, zootechnical and health audits, as well as practical workshops (including animal care and individual or collective medical consultations). The covered species include dairy and suckler cattle, small ruminants, pigs and poultry. These visits included in the clinical core curriculum (CCT) start from 2nd to the 5th year. As described in Standard 3.1, the "production animals" track in the 6th year also includes off-site teaching activities.

In the 2nd year, off-site horse handling courses are organised at the Garde Républicaine cavalry regiment (6 km from the Maisons-Alfort campus). Second year students are trained to observe the horse's expressions and body language, encouraged to approach animals respectfully and safely, and are taught how to put a head collar and handle horses. Procedures are conducted to limit stress and respect the well-being of the horses. Off-site teaching activities at the Garde Républicaine cavalry

regiment are also organised for 5th year students. The 5th year students take part in a practical session by carrying out a full clinical examination on healthy horses (including eye examination and rebreathing bag). They are supervised by two teachers. It provides an ideal opportunity to discuss the examination and its results, as well as the horses' living conditions and health monitoring. These activities for the 5th year students will be organised in the Equine Normandy Campus from 2025.

Other off-site teaching activities cover food hygiene, quality and safety, and are provided from the 3rd to the 5th year. 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. These two visits are supervised by 1 or 2 members of the academic staff.

The table 5.2.1 provides the pedagogical objectives of these off-site visits.

Table 5.2.1. Pedagogical objectives of the off-site visits under supervision of academic staff

Year	**Extra-mural site**	**Field**	**Pedagogical objectives**	**Number of academic staff involved**
Year 2	Farm of Grignon or partner farms	Bovines	Observation of animals, breeding system, rationing system, bromatology	2
Year 2	High school of Brie Comte Robert	Bovines and pigs	Restraint / Halter fitting, herd maintenance	1
Year 2	Partner farms, high schools of Le Chesnoy and La Bretonnière	Sheep	Blood sampling and animal observations, animal welfare and biosecurity	1
Year 2	Garde Républicaine cavalry regiment	Horses	Approach and care of the horse - basic clinical examination	1
Year 3	Poultry farm	Poultry	Discovery of an intensive poultry farm, biosecurity audit	2
Year 3	Pig farm	Pigs	Discovery of an intensive pig farm, farm audit	2
Year 3	Slaughterhouse of Migennes	Bovines, sheep, FSQ	Discovery of ruminant slaughter process	2
Year 4	Rungis international market	FSQ	Discovery of Rungis, exchanges with veterinary services	2
Year 5	Garde Républicaine cavalry regiment	Horses	Complete clinical examination, blood test	1
Year 5	Farm of Grignon	Bovines	Welfare evaluation, farm visit, housing audit	2
Year 5	Farm of Grignon, La Tremblaye and Mahé dairy farms	Bovines	Reproduction monitoring / transrectal palpations and ultrasounds	1
Year 5	Farms, educational farms, eco pasture	Bovines, sheep, goats equines, pigs, poultry	Two visits, sanitary and coprological inspections	2
Year 5	Slaughterhouse of Fleury-les-Aubrais	Pigs and FSQ	Discovering the pig slaughtering process, slaughterhouse's role in clinical monitoring of pig farms, good hygiene practices	2
Year 5	Visit of ANSES food-safety laboratory	FSQ	Discovery of food analysis laboratories, food monitoring and control plan, and foodborne outbreaks	2

Year	Extra-mural site	Field	Pedagogical objectives	Number of academic staff involved
Year 5	Agri-food industry visits (various partner sites)	FSQ	Discover the food industry, setting up a sanitary control plan	1
Year 5	Catering services of the French Army	FSQ	Fundamentals of contract catering, regulatory framework, good hygiene practice, HACCP	2
Year 5	Extra-mural clinical activities	Bovines, sheep, goats, pigs	Clinical approach during clinical visits	1-2
Year 6*	Farm of Grignon, La Tremblaye and Mahé dairy farms	Bovines	Reproduction monitoring, transrectal palpations and ultrasounds	1
Year 6* – dairy sub-track	4 visits to farms (partners or referral cases)	Bovines	Reproduction audits and monitoring	2
Year 6* – dairy sub-track	Farm of Grignon	Bovines	Calf dehorning	2
Year 6* – meat sub-track	Farm visits (including one audit, a bull breeding farm, a fattening bull farm and other beef cattle farm visits), auction market	Bovines	Weeks of immersion in the beef industry, including work on a complex clinical case	2
Year 6* – small ruminants sub-track	Farm visits (including one audit and discovery visits)	Sheep Goats	Weeks of immersion in the sheep and goat sectors, including work on a complex clinical case.	2
Year 6*– swine and poultry farms sub-track	Farm visits (including one audit and discovery visits)	Pigs Poultry	Two weeks of immersion in the pork and poultry industries, including work on a complex clinical case, farm visits and meetings with industry professionals. Visit to a veterinary analysis laboratory specialised in organised sectors Day at SPACE in Rennes (international livestock show)	1
* *"Production animals" track; FSQ, Food Safety and Quality.*				

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.

In the VTH, supervised by the teaching staff, students apply the technical, communication, diagnostic and therapeutic competences they need to acquire corresponding to the D1C. In the 2nd and 3rd years, teaching activities in the VTH allow the students to learn how the VTH operates; they learn hygiene management and biosecurity procedures, and learn how to restrain a dog or a cat. Instructions for practicing technical procedures are available on the dedicated EVE webpage of the CSL. The instructions are produced by the teaching staff, and students must validate practical exams carried out in the CSL before arriving in the hospital. Clinical rotations aimed at acquiring nursing competences on live animals and the diagnostic approach begins in the 4th year: students rotate in the Companion Animal Hospital (10 mornings) and in the Production Animal Hospital (4 mornings) in small groups

(4-5 students). These clinical rotations are carried out in the following services: medical imaging, preventive medicine, surgery (consultations and operating room), switchboard and reception, sampling, and pharmacy in the Companion Animal Hospital, and in hospitalisations in the two hospitals. Students can develop their skills in restraint, performing technical procedures, carrying out clinical examinations and vaccinations, and in dispensing veterinary medicines in compliance with current regulations. Clinical rotations are described on the CU's EVE webpage (here for CU-0417 and here for CU-0427).

In the 5th year both in the Companion Animal and Production Animal Hospitals, students are involved in the care of animals, in a front-line position. Students carry out the "pre-consultation": they discuss the case with the owner to gather the patient's anamnesis and history, carry out the clinical examination, and prepare a summary of the case to be presented to a clinician. The student then coordinates the diagnostic approach decided with the clinician and the animal's owners. In the Companion Animal Hospital, students perform technical procedures (catheter placement, intubation, etc.) and monitor the anaesthesia and recovery phases, under supervision. In neutering and spaying surgery, students are assigned to cases and manage them from start to finish under the supervision of clinicians. For cat surgeries, this includes performing the entire surgical procedure. In hospitalisation, students actively participate in the development of problem-oriented diagnostic approach and therapeutic plan. Under supervision, they carry out simple diagnostic procedures (blood tests, urine tests, blood pressure measurements, …), take care of the animals, write initial medical reports before validation and communicate with the owner. In the Production Animal Hospital, students take part in the anaesthetic and surgery with a clinician. If complementary tests are required, students carry them out using the equipment available in the Hospital (echography, coproscopy, blood biochemistry, skin scraping) or take blood samples for analysis at the medical analysis laboratory. In hospitalisation, students are responsible of all aspects of animal care, including daily clinical monitoring, discussing treatments with clinicians and administering them, nursing and feeding. Each day, students responsible for the case present an oral clinical report to the supervising clinician. In the Equine Hospital, students actively participate in the nursing care of hospitalised horses. They conduct clinical follow-up, discuss the cases with the clinicians, and suggest potential complementary examinations and treatment plans during twice-daily rounds. Students perform the technical procedures appropriate to their expected skill level, administer treatments, provide nursing care, and maintain accurate case records. In the three Hospitals, students receive individual feedback on the cases they have managed. They also participate in clinical rounds during which they present comprehensive diagnostic and therapeutic approaches for their case and review theoretical concepts with clinicians.

During the 6th year in each clinical track, students deepen their clinical experience and are expected to broaden their knowledge by managing more complex cases.

The group sizes (number of students) in clinical rotations are presented in Table 5.3.1.

Table 5.3.1. Group size (number of students) in the clinical rotations

Hospital of the VTH	4th year	5th year	6th year (tracking year)
Companion animals	5-6	4-5	5-6
Production Animals	5-6	11-12	4-5
Equine	Not relevant	4-6	3-5
Wildlife	Not relevant	1-2	Not relevant

Standard 5.4. Medical records for patients seen intra- and extramurally 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.

The facility is equipped with Sirius, the hospital information system, which was developed by and for the 4 FNVS. This software package started to be used in August 2023. The software is accessible via a web portal for all users, so it can be accessed both on-site at the VTH and remotely (including students). It manages all information concerning patients and their owners, as well as stocks of consumables and medication, medical appointments (including online appointments), prescription orders, and medical analysis results.

At the Companion Animal Hospital and Equine Hospital, the owner-and-pet file is initially created at the hospital reception desk. The clinical teams (students and teaching staff) then manage the consultation process through the software, documenting all necessary information, including the clinicians and students involved, reports of clinical examinations and complementary tests (such as imaging and medical biology), billing for procedures, drug prescriptions, and other relevant details. At the Production Animal Hospital, the clinical team (students and teaching staff) handle the same tasks as in the other Hospitals but also create the owner-and-animal file. The Sirius software is integrated with the medical image management software, ensuring direct access to diagnostic imaging and related data.

Students actively contribute to recording data in Sirius by drafting the initial version of medical reports and prescriptions. These entries are subsequently reviewed and validated by supervisors through a specific rights management system designed to oversee this workflow. Students have access to the list of cases they have attended and/or managed, enabling them to enrich their case log. Sirius can further be used to extract databases for scientific purposes, a feature frequently utilised by students as part of their veterinary thesis work.

Comments on Area 5

The VEE makes every effort to ensure an adequate number and variety of animals for teaching purposes. However, challenges persist, particularly in the pig and poultry sectors, where access to farms is becoming increasingly restricted for students. In these sectors, the VEE has developed innovative strategies, including virtual visits using 3D technologies.

Additionally, a growing challenge lies in the evolving attitudes of the younger generation of students, some of whom are questioning the use of animals, and in certain cases, even the care provided to them. To address this, the VEE has set up ethics training through dedicated courses designed to foster thoughtful and informed approaches to animal care.

In the field of production animals, the VEE has invested significant effort since 2020 to position itself as a key player in production animal care in the Ile-de-France region. While activity in this area continues to grow year after year, maintaining and strengthening this service positioning remains a constant priority.

The relocation of equine medicine and surgery activities to the Equine Normandy Campus in January 2025 has introduced new opportunities and challenges. Integrating these activities into the local environment requires sustained effort, and the VEE plans to double the volume of equine clinical activity at the Equine Normandy Campus over the next 3 to 5 years, compared to the previous levels at the Maisons-Alfort campus.

Suggestions for improvement in Area 5

During clinical training within the VTH, some rotations are particularly intense, which can make it challenging for students to adequately prepare the cases they are managing. To maximise the benefits of this immersive experience, the organisation and sequencing of clinical rotations must be continuously reviewed and adapted to ensure students have adequate time to thoroughly prepare their cases.

The hospital information system Sirius requires students to enter clinical cases for the animals they follow. A direct link (API) with the CompetVet application (see Standard 8.5) is being considered, eliminating the need for duplicate entries. In any case, this would only serve as a data entry aid, as CompetVet goes beyond simple case logging, requiring students to reflect on and comment on the cases, fostering a deeper understanding of their learning experience[8.5.13].

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. 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.

One of the VEE's strategic objectives is to ensure that learning resources provide educational and research opportunities, for all students and staff. These resources include a library available to all students, staff and external visitors, an access to IT services, two Moodle e-learning platforms and the CSL. There is an extensive Wi-Fi network (Eduroam, Student-Wifi, Staff-Wifi, Guest-Wifi) accessible to all staff, students, and guest[6.1.01]. The first Moodle e-learning platform, called "EVE" is for undergraduate veterinary training and the second one is for continuing education and lifelong learning. Both platforms are available upon enrolment and are the main resources for digital learning materials.

All students are provided with a chip card, a school e-mail and school licence to install Microsoft's Office 365 softwares free of charge. The scheduling for students (timetables) and all VEE staff (councils, meetings) is managed via Hyperplanning, a schedule management software available both on computers and mobile phone. Timetables are made accessible to students before the academic year begins, and the software is also used to provide students with their grades, semester transcripts, and to track attendance.

The CSL was created in 2016 to comply with the "never the first time on a live animal" concept. All students are required to complete formative assessments and pass summative assessments in a specified number of workshops before being permitted to work in the VTH (see Standard 6.3 for details).

Upon arrival, all new students, and newly recruited teaching and support staff a given a group tour of the library and a presentation of its resources. This tour can also be arranged for any individual upon request. The library curator provides students four hours of compulsory teaching on topics such as documentary and bibliographic research, bibliographic data management via Zotero software, Open Science, intellectual property rights, Creative Commons licences, an overview of the publication process, and the principles of scientific integrity.

The VEE's library acquires books and e-books depending on the current needs of students, teaching staff, and researchers. In collaboration with teaching staff, collections have been created and expanded since 2023: environment and sustainable development, well-being and mental health, and the avian medicine section. In 2021, the Moberly and Page publication "Essential and core books for veterinary medicine" was used to check that all books considered fundamental to veterinary medicine were present in the library. The few missing titles were promptly purchased. New acquisitions are displayed at the reception desk and highlighted on the home page of the library's website, where users can also make online reservations[6.1.02].

English classes are mandatory from the 1st to the 4th years. These classes are conducted in small groups of up to 20 students to enhance oral expression and ensure each student has sufficient opportunities to practice speaking in English. A B2 level in written and oral comprehension is required to progress to the 4th year.

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).

Description of the main library of the VEE

Established in 1766, the VEE's library aims to preserve and expand its collections, enrich historical heritage, and support education and research. The library, located on the first floor of the Fragonard building, offers 800 m² of space, including a 68-seat reading room and two collaborative workrooms (14 and 10 seats). The library is open Monday to Friday from 9:00 am to 6:00 pm, with the reading room available to students from 8:00 am to 9:30 pm. It offers resources and spaces designed to support their studies and research.

The library team includes one senior library curator, trained at the French National Library and Information Science School, two librarians, and one technician. The acquisition budget has increased by 16% from 2021 to 2022 and remains stable at €107,600 in 2024. As a member of the COUPERIN purchasing group (university consortium), the library provides access to digital resources negotiated at the national level without any additional cost: Elsevier Freedom collection, Wiley journals, with transformative agreement. This provides access to a portfolio of journals and funding to cover Article Publication Charges (APCs) for open-access publishing.

The library website centralises access to documentary resources, offering a user-friendly interface for quick access to electronic resources, e-books, and online periodicals (both free and subscription-based), available both on-site and remotely[6.2.01]. While most students come to the library with their laptop or tablets, 4 computer workstations are available to all users. A photocopier/printer/scanner is also available.

Access for staff and students to electronic learning resources both on and off campus

In all VEE's buildings and student residences, users have access to multiple Wi-Fi networks and dedicated remote access service (VPN client) for off-campus connectivity to the VEE's network. All students and staff are provided with a chip card, a school e-mail and access (internally and remotely) to EVE and Microsoft Teams platforms integrated with Microsoft One Drive (1 To of storage per user). Additionally, Microsoft Office software is available for download for all students and staff.

IT Facilities and E-learning platform

The VEE's IT infrastructure, managed by a dedicated IT service of 9 employees, provides both cable and wireless connectivity. Two members of the IT services team are available daily to assist students and staff with queries about IT resources. The IT service supplies and supports IT equipment, audiovisual tools, softwares, and Moodle access. Most of these services use the single sign-on system. The IT service maintains the network and infrastructure, including 140 and 25 Wi-Fi hotspots points at the Maisons-Alfort and Equine Normandy Campuses, respectively. To ensure exam integrity, the VEE purchased 240 laptops for mandatory student use during Moodle-based exams, preventing fraud associated with use of personal laptops. IT updates are communicated through multiple channels, including direct emails, the intranet and e-learning platforms. A Digital Committee (CoNum[6.2.02]), comprising student representatives, staff members, and IT representatives, convenes 2 to 3 times a year to facilitate discussions on digital matters within the institution. Its primary missions include: resolving network issues and overseeing and supporting digital platforms related to student life, administrative tasks, and educational tools (e.g., EVE, StageVet, Hyperplanning, CompetVet, TheseVet, VetSims app, and Sirius).

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.

Brief description of books, ebooks and (e)periodicals

The library provides access to contemporary books and journals, most of which can be consulted without prior reservation. It is subscribed to 40 periodical titles, in printed and electronic formats, offering full-text access to over 5,000 online scientific journals, including 360 veterinary journals. Additionally, the VEE benefits from the ISTEX platform, granting staff and students access to over 20 million documents across various scientific fields. The library's collection includes 12,000 printed books and a growing e-book collection, which increased from 37 in 2017 to 675 in 2024, with more than 63,300 downloads recorded in 2024. It also provides access to 31,471 veterinary theses from the 4 FNVS, which have used the French open-access repository HAL in a shared collection since 2022. In collaboration with the History of Medicine Department of the Université Paris Cité library, 163 ancient books and manuscripts have been digitized and are available online through the Medica digital library.

Available learning resources to students

The VEE uses Moodle as its teaching platform (referred to as "EVE"). EVE provides access to online courses, syllabi, announcement forums, curriculum and student life information, tracking of acquired competences[3.1.01], and all electronic teaching material for each CU. This includes digitised handouts and presentations, e-learning courses, case studies ("virtual hospitals", for instance the one of the Companion Animal Hospital), virtual collections, and lecture video recordings. Students can access presentations, video/audio files (see for instance the one for pig's pathology), interactive modules and other resources to prepare for their classes (flipped-classroom) or to review and revise (see here[6.3.03] some examples of learning resources on EVE). EVE also supports formative assessments (via interactive quizzes), summative assessments (exams), and a digital logbook system (CompetVet).

To address difficulties in accessing controlled farms and slaughterhouses, and to better prepare students for real-life visits, virtual reality (VR) modules have been developed for visits to pig and poultry farms and for all stages of the slaughterhouse process. Three-D representations are also used in anatomy, and video-recording/streaming systems are utilised in dissection rooms and surgical theatres to enhance student exposure, enabling both live viewing in the room and asynchronous access for later review. Amphitheatres are also equipped with video-recording systems for capturing and streaming educational material, both live and for later use. All teaching staff have access to Wooflash and Wooclap licences, enabling them to create interactive quizzes and flashcards to enhance engagement and participation during their teaching activities. Additionally, academic staff can use the Compilatio plagiarism software to verify the originality of veterinary theses they supervised[6.3.02].

As described in Standard 3.4, all students are required to anonymously evaluate teaching methods for each CU at the end of each semester. The analysis of these evaluations is a cornerstone for enhancing learning resources by assessing the advantages and disadvantages of each method and comparing them with student feedback.

Organisation and supervision of the clinical skills laboratory

The CSL was initially opened in November 2016 and relocated to the Agora building in 2022, occupying an area of 220 m². Students can freely access the CSL on Monday and Thursday afternoons from 2:00 pm to 6:00 pm under the supervision of the educational engineer in charge of the facility. This engineer may be assisted by a team of 5th or 6th year students, specifically recruited to help to

maintain the laboratory and support practicing students through peer-teaching. Additional self-access slots can be requested by students throughout the year.

Beyond the free-access hours, mandatory teaching activities are held in the CSL during weekday mornings for 1st, 2nd, 3rd, and 4th year students, with 8 hours per year for 1st and 2nd years, 9 hours for 3rd years, and 24 hours for 4th years. A list of specific workshops linked to and required for mastery in each CU is displayed in the CSL and accessible via a digital database on EVE, along with associated teaching materials, including instruction sheets and demonstration videos for the majority of workshops.

After completing procedures in the CSL, students are required to self-assess their progress using a dedicated application (called "CSL Manager"[6.3.04]) and to critically reflect on their strengths and areas for improvement. Summative assessments are then conducted at the end of the semester (mainly in the 4th year) in the form of OSCEs.

The annual budget of the CSL is approximately €13,000, divided between investment and operating expenses. It also benefits from exceptional investments for the purchase of large equipment. The CSL features 195 workshops used daily to practice pre-clinical and clinical procedures and simulate veterinary practice. It includes around 10 high-fidelity models costing between €3,000 and €45,000, 10 medium-fidelity models costing between €100 and €1,000 and around 20 home-made models (plastination, silicone, repurposed objects, etc.). The workshops are designed to ensure that all students acquire their D1C and gain essential pre-clinical and clinical skills before practicing in the VTH (see for instance workshops of a CU in 4th year[6.3.05]). Students access their workshops by scanning specific workshops' QR codes, which direct them to the CSL Manager application. All workshops include an instruction sheet, a hyperlink to the EVE platform with an explanation of the workshop (and usually a video illustrating the technical procedure), a level of difficulty, the learning outcomes, and the number of attempts to succeed[6.3.06]. Students and staff can monitor progress using metrics such as total time spent on each workshop, the number of workshops completed, and the level of achievement attained. Furthermore, a Moodle badge system is implemented to gamify the learning process, making skill acquisition more interactive and rewarding.

Comments on Area 6

The VEE demonstrates a strong commitment to innovation through significant investments in digitising administrative and academic processes. Notable examples include the implementation of StageVet (for managing work placements), TheseVet (for handling the administrative processes of veterinary theses), CompetVet (for the certification of competences) and the upcoming ProjetVet project, designed to streamline the administrative handling of Personal Project Credits (PPC). These initiatives aim to reduce the workload and paperwork for students, veterinary clinics, and staff, fostering more efficient operations. On the academic side, the digitisation of resources stands out as a key strength, with the EVE platform providing tools for self-paced learning, online assignment submissions, exams, and virtual hospitals for companion animals, equines, and farm animals, significantly enhancing the learning experience.

However, the large number of digital platforms and tools, which are undoubtedly useful, requires user support during the transition phase and can sometimes lead to technical challenges and user confusion, particularly during initial implementation. These issues highlight the importance of streamlining and integrating these systems to enhance the overall user experience.

Regarding digital teaching resources, their adoption by the teaching staff is a significant benefit, as it helps diversify the available learning materials. However, care must be taken to avoid an uncontrolled proliferation of these resources, which could overwhelm students with an excessive volume of information. Each digital resource deemed essential for competences acquisition is systematically

referenced in the syllabus of each CU, and the time required to engage with these resources is estimated by both teachers and students. This ensures that the workload is accounted for within the allocated hours of the corresponding CU.

Suggestions for improvement in Area 6

The VEE continually seeks to align its physical and digital resources with state-of-the-art educational practices while addressing challenges such as managing multiple platforms and meeting evolving needs, a commitment that must be sustained in the coming years. This includes: (i) the renovation of library spaces, with plans to enhance the comfort of workspaces, alongside the opening of a new coworking room in January 2025; (ii) continuing to invest in simulation equipment (for example, the duplication of the CSL for equine-related activities is already funded and currently being installed on the Equine Normandy Campus); (iii) strengthening the Digital Committee, involving students and teaching staff, to ensure priorities and concerns are addressed, with efforts to create a cohesive digital ecosystem and plans to integrate artificial intelligence systems for simplified access to educational and administrative materials; and (iv) fostering IT training sessions to support both students and staff in maximizing the potential of digital tools, including addressing the challenges posed by artificial intelligence (sorting available information, recognising false information, and adapting to anticipated changes in the profession).

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.

France's higher education system is culturally unique, characterised by a dual structure comprising universities and "grandes écoles" (specialised higher education institutions). Traditionally, universities admit students directly after high school, whereas "grandes écoles" typically require a two-year preparatory program following high school before admission. Until 2021, the FNVS admitted students from 5 different admission routes organised by a National Service of Agronomic and Veterinary Competitive Exams, called "SCAV", under the supervision of the MASAF. Each of these 5 admission routes is fully described on a dedicated SCAV webpage. In 2021, a 6th admission route was introduced allowing students to enter directly after high school (the "post-bac" route). This admission route is managed by the VEE for all 4 FNVS and is fully described on a dedicated webpage. All six routes rely on national competitive entrance exams, each tailored to the specific admission route.

The vast majority of students admitted to the FNVS have obtained a science baccalaureate at the end of high school. Each admission route is open to all students who meet the necessary prerequisites, regardless of their social or geographical origin. The selection process is neither regional nor specific to a particular FNVS. Admission to one of the four FNVS is determined by the applicant's stated preferences before the exam and their admission ranking. The number of students admitted through each route is annually decided by the MASAF after consultation of the FNVS.

For the post-bac route, the FNVS have their own admission committee and are directly involved in overseeing the admissibility and admission selection exams. For the other 5 admission routes, the FNVS do not have their own admission committee, as these routes are directly coordinated by the MASAF. However, their Deans participate in the competitive exam validation board and are involved in any modifications to the structure or functioning of these admission routes.

The students admitted through the 5 competitive exams organised by the SCAV enter directly in the 2nd year of the curriculum, having already completed 2 or 3 years of higher education (see Standard 7.3). In contrast, those admitted through the post-bac route join the new 1st year of the curriculum (see Standard 3.1). A dedicated VEE webpage provides prospective students with detailed information about the six admission routes. This includes a summary graph showing the total number of students to be recruited in Y+1 for each route across the four FNVS. The number of students admitted to each FNVS per route is evenly distributed.

Non-French European students are eligible to sit for any of the national competitive entrance exam, provided they meet the admissibility selection criteria.

Tuition fees are determined by the MASAF and officially published online (see here the decision for the 2024-2025 AY). They are communicated to prospective students via a dedicated VEE webpage.

In France, the veterinary educational programme is ruled by the Competences Framework, which outlines macro-competences, competences and abilities directly linked to the D1C (see Standard 3.1). This Competences Framework, along with descriptions of the various veterinary career paths, is available on a dedicated VEE webpage.

Each of the 4 FNVS coordinates an annual online event, the "Forum for Veterinary Studies", which consists of a full day of conferences, virtual tours, and debates about the veterinary profession, career opportunities, and pathways to veterinary studies. The event covers various career options, veterinary

roles, and demographic trends. Recordings of all conferences are made available to prospective students on a dedicated VEE webpage. Additionally, this information is shared with a targeted audience through the VEE's newsletter.

All information about the curriculum (i.e., syllabi) is available on a dedicated EVE webpage, with a publicly but summarised version on a dedicated VEE webpage. Each syllabus provides detailed information about its respective CU (see Standard 3.1): teaching hours, expected personal work hours, ECTS credits, teaching team members, and details of the competences expected to be acquired, deriving from the ones of the Competences Framework (see for instance the syllabus of the 3rd year CU-0312).

The academic calendar of each year is shared with students once approved by the **Board**, typically at the beginning of July. At the beginning of each AY, a series of activities are organised for newly admitted students. For newly admitted students, a series of Welcome Days is organised at the beginning of the year. During these events, the Dean, the 3 Executive Directors, and the 3 heads of Teaching Departments, representing the teaching staff, welcome the students. Comprehensive information is provided, including access to resources on EVE via a dedicated guide, details about the organisation and functioning of the VEE, the coordination of degrees, the Academic Tutorship programme (see Standard 7.7), student representation in councils, and library services.

During the first week of the AY (early September), 5th year students organise activities in a welcoming and friendly atmosphere to introduce newly admitted students to the various student associations within the VEE and to establish a peer mentoring system between senior and new students.

Academic certification procedures are managed by the DEVE, which manages administrative and students' records. To graduate at the end of the 6th year, students must comply with all the VEE's regulations, including the VEE's internal regulations[1.2.19], VEE's studies regulation[1.2.18], and the VEE's disciplinary regulations for students[1.2.11]. All these documents are available for students on a dedicated EVE webpage. Thanks to the CompetVetSuivi application (see Standard 3.1), the students follow their progression and certification throughout their training.

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.

In response to the shortage of veterinarians in France, a prospective analysis was conducted in 2018-2019 to establish predictive needs of veterinary graduates over the next 5, 10 and 15 years for adapting to future changes in veterinary demographics. This study has led to an increase in the number of veterinarians trained in France, rising from 120 graduates per FNVS until 2017 to 180 by 2025. The number of newly admitted students will reach a maximum in 2025 and will remain stable for the following three AY. Additionally, a private veterinary school opened in 2022, admitting 120 students annually.

To support the increase in admitted students, the MASAF ensured that educational resources remained adequate. The **Teaching Departments Councils**, the **Executive Board**, and the **CAQ** monitor the predictive needs arising from this increase by simulating changes in ESEVT indicators based on various admission scenarios[7.2.01]. Actions taken by the VEE to maintain high educational standards include: the construction of a new building delivered in 2022, equipped with large rooms and amphitheatres designed for a cohort size of 200 students; provision of new positions for support staff and teachers (the number of positions made available to the VEE by the MASAF increased from 331 in 2021[7.2.02] to 341 in 2022[7.2.03], 347 in 2023[7.2.04], and 353 in 2024[7.2.05]); and financial measures including a 13% increase in MASAF funding and tuition fees between 2021 and 2022, and a further 9% increase between 2022 and 2023. To ensure an optimal student-to-teacher ratio and maintain the

quality of teaching activities, group size has been reduced from 1/4 to 1/5 of the class for tutorials, and from 1/8 to 1/10 of the class for practical work.

Table 7.2.1. Number of new veterinary students admitted by the VEE

Type of students	2023-2024	2022-2023	2021-2022	Mean
Standard students	121	119	162	134
Students with social criteria financial grants	61	46	40	49
Total	182	165	202*	183
** This number was exceptionally high in 2021-2022 because of the new admission post-bac route in 1st year (n=40) and the usual number of students recruited in the 2nd year through the other admission routes (n=162)*				

Table 7.2.2. Number of veterinary undergraduate students registered at the VEE

Year of programme	2023-2024	2022-2023	2021-2022	Mean
1st year	56	41	40	45.7
2nd year	172	168	166	168.7
3rd year	165	169	162	165.3
4th year	165	163	153	160.3
5th year	167	148	147	154
6th year	147	148	133	142.7
Total	872	837	801	836.7

Table 7.2.3. Number of veterinary students graduating annually

Type of students	2023-2024	2022-2023	2021-2022	Mean
Standard students	114	119	106	113.0
Students with social criteria financial grants	33	29	27	29.7
Total	147	148	133	142.7

Table 7.2.4. Average duration of veterinary studies

Duration	% of the students who graduated in 2023-2024
+ 0	98.6%
+ 1 year	1.4%
+ 2 years	< 1%
+ 3 years or more	0

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	2023-2024	2022-2023	2021-2022	Mean
Interns	39	36	32	35.7
Residents	25	24	25	24.7
PhD students	19	17	13	16.3

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.

All prospective students must take a national competitive entrance exam specific to their chosen admission route, with a maximum of two attempts allowed per applicant. Each of the 6 routes has its own organisation, admissibility criteria, and admission selection criteria. The six different admission routes enable the FNVS to admit students from a diverse educational, geographical and social backgrounds. The BCPST-TB route (39% of the admitted students) admits students after a two-year preparatory program designed to prepare for the national competitive exam shared with agronomy engineering schools, targeting the academically strongest French students. The Licence route (7% of the admitted students) is designed for students with a biology/chemistry university degree. The BUT

route (7% of the admitted students) is for students with a technological university degree with a focus on biology. The BTSA-BTS-BTSM route (7% of the admitted students) is for students holding a higher technician's diploma, either in a general or agricultural field. The BAC ≥ 5 (< 1% of the admitted students) route is for students with a MSc degree. A dedicated SCAV's webpage fully describes all these 5 admission routes, including their selection criteria. The post-bac admission route was implemented in 2021 and admits students directly after high school (39% of the admitted students). All information (including the selection criteria) is provided for candidates via a dedicated website. All details are also available on French national orientation systems (Parcoursup and Onisep).

The VEE monitors student's progress throughout their curriculum based to their admission route[7.3.03], enabling the identification of any admission route that may lead to comparatively poorer exam results.

For the 6 admission routes, students with disabilities or chronic illnesses can have their exams adapted via the procedure provided on the SCAV website or Parcoursup's webpage.

Examiners of the competitive exam for the post-bac route are teachers or volunteer veterinary practitioners who undergo a 1-day training annually to ensure consistent assessment standards. Following anonymisation, they are provided with their performance statistics and can compare these with those of the other examiners[7.3.01]. The exam validation board oversees and validates all strategic elements and results. It comprises the Deans of the 4 FNVS, with reports presented and discussed with representatives of the MASAF and subsequently made publicly available for the following year (here for the post-bac route). The 5 other admission routes are managed by the SCAV. The validation board of these admission routes includes the Deans of the 4 FNVS and reports are also publicly available (here for the BCPST-TB route).

Results of the admission procedure are communicated online and personally to all candidate students. Candidate students who are not selected or disagree with their mark may submit an appeal to the SCAV or by using a specific tool for the post-bac admission route available on the bottom of the homepage ("Open a ticket"). For the post-bac admission route, candidate students are encouraged to complete an online satisfaction questionnaire (> 90% response rate) to provide feedback on the admission process[7.3.02] and support the implementation of continuous improvement measures.

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.

In France, the law mandates that no student may face discrimination of any kind, including on the basis of disability or illness (Art. 20 of the law n°2005-102). Consequently, there are no theoretical restrictions on the admission of students with disabilities or illnesses, provided they pass the national competitive exam.

Students with disabilities or illnesses must inform the VEE of their health condition without disclosing specific medical details. The entire process is outlined on a dedicated EVE webpage, which include a memo[7.4.02] and a support plan[7.4.01] designed to assist these students. The VEE has appointed a Disability Referent to welcome and support students with disabilities. Students with disabilities are referred to the medical doctor responsible for student health, who can recommend accommodations. These proposed accommodations are assessed by the Disability Committee (Dean, Disability Referent, medical doctor, DEVE responsible or deputy, and a volunteer teacher) to determine their compatibility with the proper acquisition of competences outlined in the Competences Framework. If a disability hinders a student from acquiring competences, the DEVE and the student's academic tutor (see Standard 7.7) assist in developing tailored academic solutions.

Cases of illness are addressed with necessary medical discretion. A dedicated EVE webpage provides information on health and prevention. Curriculum adaptations are proposed in consultation with medical doctors and submitted to the **Academic Council** for approval. These adaptations may involve extending exam durations, lengthening the period of study, or incorporating a break from studies. As with disabilities, students with illness must acquire all competences outlined in the Competences Framework to be eligible for graduation.

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.

Progression criteria and procedures are precisely outlined in the VEE's studies regulations, which are discussed and approved sequentially by the **CEVE**, the **Academic Council**, and the **Board**. This document underpins the process of acquiring and validating all competences of the Competences Framework and is available for students on a dedicated EVE webpage.

Exams are organised in two sessions, with a 2nd session available for students who fail the 1st session. An end-of-semester exam validation board convenes at the end of each semester, while an end-of-year exam validation board convenes at the end of the AY. These boards include the Executive Director for Education, the heads of the 3 Teaching Departments, and the heads of the relevant CUs. The end-of-semester exam validation board validates the final results of the 1st session exams for each CU, whereas the end-of-year exam validation board validates the 2nd session exam results and determines whether students' progress to the next year or must repeat their current year.

Students can request support from their academic tutor (see Standard 7.7) at any time during the year, especially when facing challenges in acquiring competences. For students repeating a year, the DEVE establishes a repeat year agreement to be completed and signed by both the student and their academic tutor[7.5.01]. This agreement outlines the anticipated teaching activities and work placements for the repeating year and mandates monthly meetings between the student and their tutor to ensure ongoing guidance and support.

All repeating students, those who did not validate three or more CUs in the 1st session exams, students flagged by the DEVE or their academic tutor for concerning academic situations, and any student requesting assistance are receive by the Committee for Pedagogical Support and Student Assistance. This committee, composed of two volunteer teachers and a DEVE representative, aims to provide guidance and support to students facing academic difficulties during their studies. A detailed procedure[7.5.03] outlines the committee's operations and responsibilities.

Students may request a one-year academic break for personal reasons. The process for such requests is described in details in the VEE's studies regulations[1.2.18]. The criteria for progression over the curriculum are fully described in the VEE's studies regulations, available on a dedicated EVE webpage. These criteria are regularly discussed with student representatives during **CEVE** meetings (see for instance points 2.a, 2.b, 2.f, and 2.g of the agenda of one CEVE meeting[7.5.02]).

Attrition at the VEE is rare, with a rate of less than 0.1% per year. It occurs due to two reasons: resignation and exclusion (educational or disciplinary). Resignations rarely result from students reassessing their career choices or addressing personal or health challenges. In such cases, the DEVE supports students by ensuring their decision is well considered and by providing an administrative file documenting their acquired competences at the VEE, allowing them to claim equivalencies for future academic pursuits. Exclusions are exceptionally rare, with less than 5 cases due to educational

reasons and none for disciplinary reasons in the last 10 years. The process for exclusion is detailed in Standard 7.6.

The number of students admitted each year is determined annually by the MASAF in consultations with the Deans of the FNVS and stakeholders of the veterinary profession (see Standard 1.5). This process aims to align student intake with the demographic needs of the profession while ensuring that the FNVS have the necessary capacity to accommodate the increased number of students. This includes adequate infrastructure, logistical support, and sufficient academic and administrative staff to maintain high-quality education and student supervision (see Standard 7.2). The total number of admitted students is allocated across the 6 admission routes (see Standard 7.3) and formalised through a Ministerial Decree.

As described in Standard 7.1, the SCAV oversees the admission process for 5 of the 6 admission routes (all except the post-bac route). For the post-bac route, the FNVS establish their own admission criteria, aligned with MASAF guidelines emphasising geographical and social diversity among admitted students. A project manager, under the supervision of the Deans of the FNVS, coordinates this process for which the VEE is responsible for the 4 FNVS. The post-bac admission process consists of two phases: admissibility, based on high school academic results, and admission, which incorporates online multiple mini-interviews. This innovative approach evaluates candidates' soft skills, understanding of the professional environment, as well as critical appraisal of scientific data, and 3-D visual skills through MCQs. An annual report[7.5.04] documents the process and proposed adaptations, which are reviewed by the admission board. Updates are shared with the **Academic Council**, **MASAF**, and discussed with the **Board** and **CEVE** stakeholders. The profession is informed via trade publications.

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.

Under French regulations (Art. D. 812-64-III, Ministerial Order n°2020-1520 of December 3, 2020), students are allowed to repeat each year of veterinary studies only once. As described in Standard 7.5, exams are held in two sessions. Under the supervision of the **Academic Council**, end-of-semester exam validation boards (twice per year) and an end-of-year exam validation board determine academic progression. Students are provided with their grades one week before the meeting of the end-of-semester exam validation board, allowing them the opportunity to submit any appeals or corrections. The DEVE office also provides relevant information for special cases that may require consideration. Successful completion in either session earns the student the corresponding ECTS credits. If the CU is failed after the 2nd session, no credits are awarded. At the end of the academic year, students may progress to the next year if they fail no more than one CU. Failing two or more CUs requires repeating the year.

The procedure of exclusion is described in the VEE's studies regulations. This decision is made by the Dean, based on the recommendation of the **Academic Council**, and in consultation with the Deans of the 4 FNVS for 1st year students. Exclusion is rare (see Standard 7.5). In such cases, the excluded student is supported by the DEVE and their academic tutor in finding a new academic path in higher education.

The end-of-year exam validation board carefully reviews cases of students at risk of exclusion. The academic tutor provides any relevant information to be considered before a decision is made. Students can make an informal appeal to the Dean, which may occasionally result in a transfer to another FNVS. Additionally, they can appeal to the mediator for agricultural education or file a hierarchical appeal to the MASAF. If necessary, students can also appeal the exclusion decision to the

Administrative Court within two months of the decision. Students are systematically informed of all these appeal processes.

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).

The DEVE oversees all aspects of student life, including general communication with students, registration processes, the Academic Tutorship programme (see below), and any other aspects of student life during their time at the VEE. All staff members are committed to maintaining professional confidentiality. The DEVE is structured into two services: the training service and the student life service.

The training service oversees the entire educational process and addresses health issues and specific student situations, supported by a team of 7 employees. It also coordinates the VEE's interactions with the students' doctor and psychologist. Every student meets with the doctor during their first year at the VEE, and both the doctor and psychologist are available to students as needed.

The student life service oversees and supports extracurricular activities (including the management of 2 students' residences, student associations and clubs, and sport activities) with a team of 4 employees. The large number of students accommodated on-site is a distinctive feature of the VEE, which has led to the particularly well-developed student life service. Among the various associations and clubs, the "Cercle des étudiants" ("Students Society") coordinates the clubs and organises social events, while the Sports Office manages student sports activities, and the "ProVéto" Junior Enterprise organises professional-oriented activities, acting as a student-run consultancy that allows students to gain hands-on experience in the veterinary field by providing services such as animal health consulting, client relations, and project management for external partners.

The VEE has an Academic Tutorship programme, assigning each newly admitted student to a member of the teaching staff. The tutor's responsibilities are described in a document[7.7.01] available for download on a dedicated EVE webpage. The tutor provides support through three main roles: (i) advising the student on career plans, educational development, and their choice of PPC activities (see Standard 3.5), (ii) approving, assessing and validating PPC activities, and (iii) identifying and supporting (in conjunction with the DEVE office) students facing difficulties. Tutors meet their assigned students at least once a year, fostering a relationship of trust. Students experiencing difficulties can approach either their tutor or the DEVE directly for assistance. Broader issues are raised by student representatives during council meetings, particularly in the **CEVE**, where proposed solutions are discussed and evaluated collaboratively.

Students are regularly informed about the various career opportunities available post-graduation. As described in Standard 7.1, initiatives such as the "Forum for Veterinary Studies," round-table discussions with professionals from diverse veterinary fields, and meetings organised by alumni are held to provide valuable insights into career paths and opportunities.

As described in Standard 7.4, the VEE provides comprehensive support for students with disabilities or illnesses, including mental health challenges, which are a recognised priority. Following the COVID-19 pandemic, the VEE implemented several mechanisms, including a nighttime helpline and the "Sentinels Project," both of which are detailed on a dedicated EVE webpage. The latter initiative trains volunteer students over 9 hours to identify peers in distress, address their needs, and guide them to appropriate resources. Additionally, informal studies have informed the 4 FNVS to commission a specialised expert to conduct a comprehensive mental health study among FNVS students.

If students are exposed to sexual or sexist violence, students can confidentially contact the "Sexual and Sexist Violence" unit (which consists of two support staff especially trained to manage such situations) through a dedicated EVE webpage.

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.

As previously described, students have representatives in various VEE councils (**Board**, **CEVE**, and **Teaching Department Council**, see Standard 1.5). These representatives address general difficulties encountered by students and can propose changes regarding the governance or actions undertaken by the VEE. The discussions address collective matters rather than individual concerns and may involve the VEE's compliance with national and international legislation and the ESEVT Standards. For instance, over the past three years, discussions focused on students' working hours, leading to a comprehensive review of the workload during the six years of study (2023-2024).

As described in Standard 3.4, students evaluate teaching activities and exams through mandatory anonymous evaluations of each CU. These evaluations enable students to convey their needs and wants to the VEE, including comments and concerns related to compliance with ESEVT standards. This includes aspects such as availability and relevance of learning outcomes, self-learning tools, alignment of content, training activities during EPT and EPT providers, adequacy of facilities for learning, the number and variety of animals, IT issues, progression criteria, assessment methods, etc.). Teachers involved in a CU must respond to this feedback by providing their analyses and improvement proposals during **Teaching Department Councils** meetings, where these are discussed with student representatives.

Students may face challenging experiences within the VEE. Beyond their academic tutor, each student can reach out to their year manager or directly contact the DEVE management for any academic or personal issues. Students can report difficulties, discomfort, interpersonal issues, or complaints regarding the VEE's operations. All exchanges are strictly confidential. If a systemic problem is identified, it is escalated to the **Executive Board**, which ensures appropriate corrective actions.

Comments on Area 7

The VEE places a strong and prioritised emphasis on managing student admissions, progression, and welfare, recognising that the quality of recruitment, combined with effective support throughout their studies, is a critical determinant of professional fulfilment. The multi-route admission system promotes diversity, geographic inclusivity, and access for students from varied educational backgrounds. The relatively new post-baccalaureate admission route, managed by the VEE for the 4 FNVS, has shown promising outcomes, with close monitoring indicating its potential for success. Other admission routes are governed nationally, with the VEE contributing to decision-making bodies but required to follow nationally regulated directives regarding access pathways. While the diversity of these admission routes significantly enhances the range of candidate profiles, it can also create confusion for prospective students and their families. To mitigate this, the VEE provides detailed information through its website and initiatives like the "Forum for Veterinary Studies" which help to clarify the system.

Efforts to accommodate the increasing number of veterinary students are evident through infrastructure expansion, increased staffing, and adjustments to teaching methods. While these efforts are essential to meeting the needs of the profession, they nevertheless pose significant challenges for both administrative and teaching teams.

The VEE also strongly recognises the critical importance of mental health and student welfare, offering comprehensive support through resources like the Academic Tutorship program, psychological services, and innovative initiatives such as the “Sentinels Project”. Despite these measures, challenges remain in addressing grievances and feedback, particularly from students who express themselves anonymously through informal social media channels outside of institutional frameworks. The passionate discussions on these platforms can sometimes be difficult to convey effectively through official student representatives during council meetings.

Suggestions for improvement in Area 7

The planned cohort size of 180 students necessitates sustained efforts to expand teaching spaces, while continuing the renovation of older buildings.

To enhance communication and foster open dialogue, the VEE has introduced informal meetings with students and should increase the frequency of general assemblies. These initiatives aim to further enrich the dialogue for feedback and collaboration through every available means.

Workload management remains a critical priority, requiring regular evaluations and adjustments to ensure a balanced academic experience that supports both long-term well-being and academic success.

Mental health challenges among veterinary students are a shared concern across many veterinary establishments, with some national and European studies revealing concerning trends in this area. In response, the 4 FNVS have launched a collaborative mental health study led by professionals specialised in this domain. This initiative seeks to assess the mental health of students, identify the factors influencing their well-being and challenges, and recommend actionable improvements. The results, expected in early 2025, will provide a foundation for developing targeted strategies to further enhance student mental health support.

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.

In the VEE, the students' assessment strategy is proposed and defined by the **Academic Council**, following consultation of the **CEVE** and is implemented and reviewed by the three **Teaching Department Councils** (see Standard 1.2 and chapters 5 and 9 in the VEE's internal regulations[1.2.19]).

The core curriculum of the VEE is based on the Competences Framework (see Standard 3.1), referred to in Art. 1 of the Ministerial Order of December 3, 2020 governing undergraduate veterinary education in France. The assessment strategy is then structured to validate these competences and the underlying knowledge required for their acquisition, using Miller's Pyramid (knows, knows how, shows how, does) as a reference. Through this approach, the VEE aims to design assessments that evaluate both theoretical knowledge and its practical application, ultimately leading to real-world clinical competence.

The **Academic Council** has established key principles to guide the VEE's assessment strategy, emphasising a competency-based, student-centred approach. This strategy prioritises: aligning assessments with learning outcomes, fostering critical thinking and practical application, promoting formative and self-assessment, and ensuring the certification of competences outlined in the Competences Framework. Under the supervision of the Teaching Departments, these general principles are adapted and implemented within each CU, encompassing theoretical, directed, practical, and clinical teaching, extra-mural clinical placements in professional settings, and personal work. Each CU's syllabus, including assessment details, is available on a dedicated EVE webpage.

By using a diverse set of methods (formative assessments, OSCEs, case-based assessments, written exams and MCQs, log-books and self-assessment tools, oral presentations and debates, etc.), the assessment strategy can address different aspects, ranging from theoretical knowledge to practical and clinical application.

The overall implementation of assessments is described in the VEE's study regulations[1.2.18]. For each CU, two exam sessions are organised (see Standard 7.5). For non-clinical CUs, the first session takes place during one dedicated week at the end of the semester. For clinical CUs, assessments are carried out during and at the end of the clinical rotation (see Standard 8.5). Decisions are made by exam validation boards, under the supervision of the **Academic Council**. Feedback from students on exams (student evaluations of teachings and exams of each CU), input from the exam validation boards, and the monitoring of student performance over the years are all considered to adjust and evolve the assessment implementation strategy.

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.

For each CU, the macro-competences and the competences covered within the CU, and which must be assessed in the exams, are presented on top of the webpage of the CU on EVE (see for instance here for the 2nd year CU-0213). The assessment procedure of each CU is described in its syllabus on EVE (see for instance the syllabus of the 4th year CU-0415). The syllabus is updated every year, and these updates incorporate feedback from the students through the yearly student evaluations of

teachings and exams of the CU (see Standard 3.4). The timetable of the exams of the AY is approved by the **Board** and is made available on a dedicated EVE webpage before the AY begins.

The processes for awarding grades, including explicit requirements for threshold assessments are described in the VEE's study regulations[1.2.18] (Chapter 3, Art. 8). Briefly, each CU must be validated independently of each other. At the end of the semester, the student is awarded with one letter grade per CU. This final grade may be unique in case of one single end-of-semester exam, or may reflect the average of grades from different assessment methods during the semester (for instance, intermediate exams, exams at the end of a 2-hour laboratory or desk-based work, presentation of clinical cases in clinical rotation including assessment of clinical and therapeutic approach, or grade for acquisition of a clinical skill such as ovariectomy of the cat in the 5th year). The final letter grade can take the following values: (i) grades A, B, C, D or E are awarded respectively for an excellent, very good, good, fairly good or just fair result (the CU is validated), (ii) grade F is awarded when student did not reach the minimum required level (the CU is not validated), and (iii) grade FX is a "stand-by" grade, which will be discussed during the end-of-year exam validation board, depending on the student's overall circumstances and academic results, and will then be transformed into the grade E or F after discussion.

For the 1st session exams, once the grades are provided by the teaching staff to the DEVE (1-7 days after the exam), grades are made individually available for students through the Hyperplanning software. These grades are considered provisional until the end-of-semester exam validation board has met. During this provisional period, the student can ask for post-assessment feedback and guidance for improvement to the teaching staff of the CU. As described in Standard 7.7, guidance for improvement is also provided by the student's academic tutor upon student's request. Furthermore, when a student must repeat a year, a repeat year agreement is proposed by the DEVE to be filled in and signed by both the student and their academic tutor (see standard 7.5). If a student wishes to appeal at the end of the 1st session exam, while their grade is provisional, they may contact the head of the CU and, if necessary, the head of the Teaching Department. Should a grade revision be required, it will be addressed and confirmed during the end-of-semester exam validation board.

During the end-of-year exam validation board, when a student has two or more FX grades, thorough discussions are held to determine whether these FX grades should be converted to E or F. The deliberation is a collective process, with a vote if necessary, involving the student's academic tutor, who provides input on the student's personal circumstances.

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.

The overall assessment strategy is elaborated by the **Academic Council**, by the **CEVE**, and by the three **Teaching Department Councils**. More specifically, the **Academic Council** is responsible for the proper organisation, supervision and validation of studies. It proposes to the **Board** (which includes external stakeholders) the procedures for awarding diplomas for courses offered by the VEE, and the conditions for excluding students in case of academic failure (see VEE's internal regulations, Art. 11[1.2.19]). The **CEVE** is consulted on the teaching and assessment strategies for the undergraduate veterinary training and for continuing education (see VEE's internal regulations, Art. 12). The **Teaching Department Councils** are responsible for proposing the assessment procedures to be implemented, in line with the Competences Framework (see VEE's internal regulations, art. 27) and the assessment strategy defined by the **Academic Council** (see Standard 8.1).

As previously described in Standard 3.4, all students must anonymously evaluate teachings and exams for each CU at the end of every semester. These evaluations include assessing the relevance of the

exam questions in relation to the teaching material and activities, the pedagogical tools used (MCQs, oral exam, …), and the overall preparation for the exam (e.g., formative self-assessments, intermediate exams, revision time, learning outcomes provided in a timely manner, equity, etc…)[3.4.02]. In accordance with a dedicated procedure[3.4.01], the head of the CU is required to present key areas for improvement for the following year during a meeting of the concerned **Teaching Department Council**. Each presentation is then uploaded to a dedicated EVE webpage and making them accessible to all teaching staff and students. Particular emphasis is placed on the pedagogical alignment with learning outcomes, ensuring that the assessment methods are coherent and directly contribute to achieving the intended educational objectives. Feedback on logistical organization and scheduling is also analysed during the **CEVE** councils to make necessary adjustments when justified.

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.

The assessment strategy used to certify a student's competences acquisition is based on letter grades (see Standard 8.2 for detailed description of each letter grade). For all CUs, the syllabus on EVE describes the assessment procedures in the "Validation of learning outcomes" chapter (see for instance the syllabus of the 5th year CU-0515). Learning objectives are also provided for each CU (see for instance learning objectives of the 3rd year CU-0313[8.4.01]) and are communicated either at the start of the course or at the beginning of each specific module and related pedagogical activities. They are ranked by priority level of acquisition: **A+** for critical learning objectives where errors are and failure to achieve these objectives prevents overall validation, **A** for critical learning objectives, and **B** for important but not critical learning objectives. Exam questions for each CU (regardless of the type of exam, whether oral, written, or based on practical work) are directly aligned with these learning objectives. The priority rank (**A+**, **A**, or **B**) influence grading to guide students in focusing on essential learning areas. Student evaluations of teachings and exams specifically assess the clarity and relevance of learning objectives, as well as their alignment with the Competences Framework, teaching activities, and exam questions[8.4.02].

For almost all CUs, formative self-assessments are provided on the EVE webpage of the CU. These assessments are strongly recommended for students to test and consolidate their knowledge, and students consistently express satisfaction with them. Designed similarly to 1st session exams, they serve as a preparatory tool, helping students familiarise themselves with the exam format and content while fostering regular and independent study habits. Additionally, these self-assessments can reveal gaps in knowledge and provide an opportunity to revisit and reinforce concepts previously covered. For certain CUs, completing self-assessments is mandatory before participating in teaching activities (see for instance self-assessment of CU-0514).

A bank of questions created by students and validated by teachers, called "Pédagolab", enables students to create new questions and to test their knowledge.

During the revision week before the 1st session exams week, "revision amphitheatres" can be proposed by heads of CU (on a voluntary basis) to address students' questions as they prepare for their exams. Attendance at these sessions is optional, but they are highly valued by students as they help reduce exam preparation stress.

For clinical teaching activities in the 5th year, the CompetVet application (see Standard 8.5) plays a pivotal role in encouraging 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. It also enables them to receive feedback and adopt a proactive approach to reflecting on the clinical cases they encountered. The application allows

feedback from multiple individuals who supervised the students during their rotations. The summary dashboard consolidates all this information, including the student's confidence level and self-evaluation, enabling supervisors to adopt a supportive approach that fosters growth and builds the student's confidence.

A similar, albeit simplified, approach is implemented for work placements, where the StageVet application[3.6.07] facilitates feedback from both students and their placement supervisors. This provides academic tutors with detailed information to assess the quality and outcomes of these placements and self-reflection by the student on their experiences and activities.

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.

The assessment of the acquisition of theoretical knowledge, soft skills, pre-clinical and clinical skills and D1C is carried out by using a variety of approaches, in a gradual process, as described below.

Theoretical and practical knowledge

The acquisition of theoretical and practical knowledge is assessed by means of exams: a compulsory 1st session exam per CU (and a 2nd session in case of failure), and additionally intermediate exams for some CUs. Assessment methods include written exams (multiple-choice questions, questions with short answers, open-ended questions with limited writing space, combinations of the previous methods, problem solving questions), oral exams, and practical exam at the end of a practical work for some CUs (for instance, Gram staining of a bacterial suspension during the bacteriology practical week).

Soft skills

The theoretical knowledges of soft skills are taught in 1st, 2nd, and 3rd years of the curriculum. They are assessed like other theoretical knowledges (see above). Practical application of soft skills is evaluated through specific activities. In the 4th year, a criteria-based evaluation grid is used to assess students' submitted work and oral presentations during a business game. Additionally, client communication is evaluated by analysing video recordings of simulated consultations conducted for educational purposes. In the 5th year, the CompetVet application is used in all clinical rotations for the systematic evaluation of soft skills, including professional attitude, interpersonal skills, teamwork, and communication. In the 6th year, soft skills are also assessed using a criteria grid[8.5.08] following the submission of a "narrative of a complex and authentic situation" report[8.5.09] and an oral presentation as part of the extra-mural training in a primary care veterinary clinic.

Pre-clinical practical skills

During each of the 2 semesters of the 4th year, students must (i) report to the teacher all the workshops they successfully completed in the CSL using the CSL manager webapp (see Standard 6.3), (ii) validate their knowledge through a written exam on Moodle covering biosecurity competences, (iii) actively validate their participation to the soft skills rotations, and (iv) successfully complete an imaging exam as a prerequisite for the CSL at the end of each semester. For the 1st session practical exam, students randomly select one medical-focused workshop and one surgical-focused workshop

(spanning all disciplines and all species). They must demonstrate their acquired skills in front of a teacher who evaluates their performance using a criteria-based grid (OSCEE-based exam). These procedures are fully described in the syllabus of the 4th year CU-0417 and CU-0427.

Clinical practical skills (5th year)

The assessment of clinical skills within each CU of the 5th year is fully described in the syllabus of the CU. Each student is assessed during their clinical rotation using the CompetVet application[8.5.05], a mobile application that communicates with Moodle to consolidate all collected data on a dedicated dashboard. The application facilitates multiple interactions and feedback at the animal's bedside via the mobile interface. Student evaluations are based on the information gathered and recorded in Moodle. CompetVet is structured into three components: Certif, Eval, and List.

The "Certif" component[8.5.02] of the application assesses the list of "must-have" skills required to achieve D1C during each clinical rotation. Students are required to log the completion of these "must-have" skills in the application, which must then be validated by an observer from the teaching staff.

The "Eval" component[8.5.01] of the application allows observers from the teaching staff to provide observations and feedback on each student's interpersonal skills, motivation and personal involvement in the VTH, organisational and teamwork qualities, skills related to the mobilisation of acquired knowledge, technical skills and care activities, skills related to the clinical approach, and oral and written communication. This component also requires students to self-assess their acquired competences[8.5.12]. Observers include both academic and non-academic teaching staff (interns, residents, assistants, practitioners), as well as nurses for specific skills during clinical rotations. Observers are not required to grade students but to submit factual information via the application. It is the responsibility of the students to actively seek feedback from observers to diversify the perspectives received.

Finally, the "List" component[8.5.13] of the application is used for students to record the clinical cases they encountered during their rotation (case-log). They select the most significant cases and analyse the clinical approach, any challenges faced, and what they learned and accomplished.

At the end of the rotation, a teacher accesses all the information collected through the three components of the application and is responsible for synthesising the data, grading the student based on criteria-based rubrics, and providing general feedback. The teacher uses a comprehensive dashboard on Moodle[8.5.14], and the grades are directly integrated into Moodle's grading system[8.5.15]. Simultaneously, additional grades may be awarded based on specific disciplines or activities within the CU, contributing to the final grade. These assessments may include the oral presentation of clinical cases as well as criterion-referenced grids for specific evaluations, such as the one used for ovariectomy.

Clinical practical skills in work placements (6th year)

Extra-mural training in work placement complements and strengthens the core undergraduate veterinary training of the VEE of the first 5 years, by enhancing experience and professional knowledge in authentic situations.

For extra-mural training in companion animals, the clinical and managerial skills acquired during these work placements are assessed according to the following procedures: the students must (i) complete a case log during the placement (Excel sheet)[8.5.10], (ii) write a "narrative of a complex and authentic situation" describing a multidisciplinary complex situation (involving medical, ethical, communication, and managerial interconnected issues), and (iii) orally present the "narrative of a complex and authentic situation". The validation board consists of a clinician, a management / communication teacher, and the EPT supervisor. The appreciation of the EPT supervisor in the StageVet application is also considered.

For extra-mural training in production animals, clinical skills acquired during these work placements are assessed according to the following procedures: the student must (i) fill in a case log during the work placement (Excel sheet[8.5.07]), (ii) fill in a skills logbook[8.5.06], (iii) write a report, and (iv) orally present a specific clinical case described in the report. The appreciation of the supervisor in the StageVet application is considered.

For extra-mural training in equine, clinical skills acquired during these work placements are assessed according to the following procedures: the student must write a report describing a clinical case, and fill in a case log during the work placement (Excel sheet[8.5.11]). The appreciation of the supervisor in the StageVet application is also considered.

Comments on Area 8

The student assessment strategy at the VEE aims to be comprehensive, progressively adapted throughout the curriculum, and designed to validate theoretical knowledge, practical skills, and professional behaviour. This strategy employs diverse evaluation methods, including Moodle quizzes, oral presentations, OSCEs, case-based assessments, and self-assessments. The use of CompetVet and StageVet applications enhances the objectivity of clinical and professional skills assessments by consolidating observations from multiple supervisors and providing structured feedback. Preclinical evaluations in simulation settings and during rotations are particularly appreciated by students for their balance between theoretical and practical skill assessments, fostering interactive exchanges between students and teaching staff. Despite these strengths, several challenges remain. Variability in the type and complexity of clinical cases exposure during rotations impact the equitable assessment of clinical decision-making and skills between students. Short rotation durations sometimes limit the opportunity for repeated assessments, which can hinder students' ability to demonstrate improvement. Finally, the increasing cohort size places pressure on resources, particularly for oral and practical evaluations, requiring significant teaching staff involvement.

Suggestions for improvement in Area 8

To enhance the assessment process, continuous improvements are actively pursued, and several initiatives are already in place. The implementation of CompetVet has significantly improved access to grades and feedback, enabling students to monitor their progress more effectively. To build on this success, it is essential to encourage teaching staff to complete evaluations promptly after rotations, ensuring that feedback remains timely and actionable. Additionally, junior clinicians trained in pedagogy are already involved in assessments, and their continued and expanded participation could further alleviate resource constraints. Peer-assessment mechanisms and self-assessment tools are already part of the VEE's practices, empowering students to take an active role in their learning. Efforts should continue to focus on building students' confidence through constructive oral feedback and leveraging the "self-evaluation" feature of the CompetVet platform. The VEE is also part of the VetRepos project, supported by EAEVE, which offers students insights into their performance compared to their European peers through progress tests. After initial testing phases, reinforcing this initiative and fully integrating it into the self-assessment methods is a key current objective for the VEE.

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.

The recruitment of teaching and support staff is regulated at national level: diploma requirements, competitive recruitment process, and recruitment board composition. Members of the academic staff[9.1.01] are teachers who are authorised to supervise a veterinary thesis in accordance with the Art. 3 of the Ministerial Decree of December 3, 2020 on veterinary studies. Recruitment of teachers-researchers is based on the following attested qualifications: a PhD, or an international (EBVS/ABVS) specialist diploma for associate professors, and an additional HDR for full professors (Decree n°92-171 of February 21, 1992). The recruitment is conducted through a national competitive examination process. During the eligibility phase, candidates' teaching skills are assessed through a dossier review and an interview. The subsequent admission phase involves preparing and delivering a lecture within 24 hours, allowing for an evaluation of the candidate's didactic abilities. The recruitment of clinicians-teachers is based on the following verified qualifications in addition to the DVM: a PhD, an international (EBVS/ABVS) specialist diploma, or being engaged in an international (EBVS/ABVS) residency programme to become a specialist. It is conducted through a national competitive examination process. Certified teachers (teachers in English and in basic subjects) must hold the national diploma of "Certificate of Aptitude for Teaching". More than 90% of the teaching staff is a veterinarian. For support staff, recruitment is based on verification of diploma and/or skills acquired through professional experience, in accordance with the General Civil Service Code and Statutory decrees.

Transparency, fairness, and equity are guaranteed throughout the recruitment process, from the publication of the position vacancy, the conduct of the interview (which follows the recommendations of the Ministerial Recruitment Guide[9.1.02] and complies with the principles of the Alfort+ label[9.1.03]), to the selection of the successful candidate. All job creations are discussed during annual strategic meetings with the MASAF, which notifies job ceilings each year, in alignment with the budget allocation.

Within the first years after recruitment in the VEE, newly recruited teachers-researchers, are required to take part in the continuing education programme in pedagogical methods offered to all academic staff by the MASAF, according to the number of available places. The aim of this cycle is to enable teachers-researchers to acquire the teaching skills they need to carry out their teaching missions. This initial training programme comprises four full weeks of training (leading to 140 hours of initial training in pedagogical methods). For teaching staff, a pedagogical training programme, organised by the Centre for Pedagogical Engineering and Development of the Paris-Est Créteil University, has been set up since 2023 and enriches training opportunities with new and complementary methods (see Standard 9.3).

To be recruited in the VEE, certified teachers must have received at least 1 year of pedagogical training and must have had at least 3 years of experience in teaching.

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

methods, including practical and clinical teachings, appropriate ways to engage with students and teaching and assessment tools such as CompetVet (see standard 8.5). Additionally, it includes essential topics such as security, biosecurity and hygiene. This initial training is mandatory for new employees. Furthermore, an e-learning course focusing on teaching and assessment methods in clinical settings has been specifically developed for the 4 FNVS. This e-learning course includes 3 modules with a strong clinical focus, requiring approximately four hours per module to complete (including self-evaluation). An initial training in pedagogical methods has been set up since September 2024 for nurses who are involved in teaching activities in the VTH.

Since all teaching staff contributes to drafting mandatory answers to student evaluations of teachings and exams, which are presented in **Teaching Department Councils** (closing the PDCA loop; see Standard 3.4), they are fully aware of QA procedures.

For support staff, a biennial training programme[9.1.04] is designed by the Human Resources Department and approved by staff representatives. The training programme receives annually a budget (42,000€ in 2023 and 42,000€ in 2024), approved by the **Board**, and aims to provide individualised training and skills development throughout the employee's career. Since 2023, a 3-day managerial training programme has been set up to offer a specific training plan for supervisors.

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.

Each year, the MASAF notifies the number of positions made available to the VEE, including both civil servants and contract staff funded by VEE resources. In the context of the increased number of students admitted and the creation of the new 1st year programme, the MASAF has provided additional staff resources to support this growth. The total number of positions made available by the MASAF was 331 in 2021[7.2.02], 340 in 2022[7.2.03], 347 in 2023[7.2.04], and 353 in 2024[7.2.05]. Among these positions, the number allocated to civil servants teaching staff increased from 86 in 2021 to 95 in 2022, 96 in 2023, and 99 in 2024. Not all available positions are filled due to factors such as vacancies (retirements, resignations, illnesses), and recruitment challenges. Table 9.2.1 presents the FTE figures, which account for these vacancies and partial occupancy of positions.

Table 9.2.1. Teaching staff (in FTE) of the veterinary programme

Type of contract (FTE)	2023-2024	2022-2023	2021-2022	Mean
Academic staff	71.8	72.5	67.5	70.6
Certified teachers	6.0	4.0	4.0	4.7
Assistant professors	6.4	7.8	7.9	7.4
Certified specialists	10.0	11.1	11.8	11.0
Hospital practitioners and assistants	34.1	36.9	35.5	35.5
Residents*	10.6	8.8	8.0	9.1
Interns**	7.6	7.2	6.4	7.1
Total (FTE)	146.4	148.3	141.1	145.3
** FTE calculated based on 50% of annual workload; ** FTE calculated based on 20% of annual workload.*				

Table 9.2.2. Percentage (%) of veterinarians in teaching staff

Type of contract	2023-2024	2022-2023	2021-2022	Mean
Permanent (FTE)	91.2%	91.5%	90.0%	90.9%
Temporary (FTE)	100.0%	100.0%	100.0%	100.0%

Table 9.2.3. Support staff of the veterinary programme

Type of contract	2023-2024	2022-2023	2021-2022	Mean
Permanent (FTE)	98.5	113.2	112.8	108.2
Temporary (FTE)	66.38	62.9	61.7	63.7
Total (FTE)	164.88	176.1	174.5	171.9

Table 9.2.4. Research staff of the VEE

Type of contract	2023-2024	2022-2023	2021-2022	Mean
Permanent (FTE)	17.7	17.0	18.5	17.7
Temporary (FTE)	20.92	17.9	20.7	19.8
Total (FTE)	38.62	34.9	39.2	37.5

Teaching staff

Each new position of a teacher-researcher is proposed by the concerned **Teaching Department Council**, then reviewed and decided upon by the heads of the Teaching Departments, the Dean, and the 3 Executive Directors. Profiles[9.2.01] are written in detail (including teaching, teaching-related activities and research activities) and submitted to the **Research Council** and the **Academic Council** for review before being validated by the **Board**. The recruitment board of an associate professor is composed of associate professors, professors, and/or researchers holding a PhD, including both members of VEE's academic staff and external stakeholders. For a full professor, the recruitment board includes professors and/or researchers holding an HDR. The recruitment board is proposed by the **Teaching Department Council** and requires the approval of the **Academic Council** and the relevant section of the National Commission of Teacher-Researchers of the MASAF (CNECA). The national competitive recruitment process consists in the presentation of the candidate to the recruitment board and a public lecture prepared within 24 hours. The lecture topic, selected by the recruitment board, pertains to the discipline of the position. The candidate with the highest score is selected for recruitment. Successful candidates are appointed by the MASAF for a one-year probationary period. At the end of this period, they must submit an activity report to a dedicated committee formed from the **Academic Council**. The MASAF then decides to accept, postpone, or reject the candidate's tenure, based on the recommendations from the **Academic Council**, the head of the relevant Teaching Department, the head of the candidate's research laboratory, the Dean, and the CNECA.

A contractual recruitment path exists for teacher-researchers as contractual associate professors. Candidates for this position must have spent part of their career in the private sector and demonstrated significant professional experience and expertise in the relevant teaching field. This recruitment approach reintroduces professionals with direct, hands-on experience into academia, enriching teaching, for example, in areas such as management, business, and communication. Certified teachers and assistant professors are not required to have a PhD. Therefore, they have not been included in the category of academic staff, but they have a teaching workload at least equal to that of teachers-researchers.

Clinicians-teachers are civil servants and are recruited through a national competitive examination process. Hospital assistants and practitioners are contractual employees. They are recruited either by the MASAF or directly by the VEE, which can offer permanent contracts. Hospital practitioners must have completed an internship and have at least two years of further clinical experience. Those holding a specialist veterinary diploma (European or American board) are recruited as specialist practitioners.

The initial training in pedagogical methods for the teaching staff has been described in Standard 9.1.

Support staff

The recruitment process for support staff strictly complies with general legal principles (non-discrimination) and the regulations of the French Civil Service Code. Each job profile is drafted by

the concerned service, then validated by the Human Resources Department, ensuring alignment with job ceilings notified by the MASAF. Positions are advertised through various channels (Rejoignez-nous, Choisir le service public, VEE's website, Indeed, France Travail, Vetjobs, LinkedIn, etc.). The internal selection process includes: pre-selection of candidates by the Human Resources Department, shortlisting and interviews conducted by the concerned department, with a member of the Human Resources Department participating, and final recruitment decision made by the **Executive Board**. For new civil servant positions, recruitment is conducted via a national competitive recruitment process.

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.

In accordance with Decree n°92-171 of February 21, 1992, teachers-researchers have a dual mission, and their activities must be equally balanced between teaching activities (50%) and research activities (50%). They are mandated to deliver 192 hours of seminar-equivalent teaching annually. When academic staff exceed this 192-hour requirement within the VEE's undergraduate veterinary training program, they become eligible for additional remuneration for the extra teaching hours, subject to a capped limit. Teachers-researchers benefit from full independence and freedom of expression in the performance of their duties and their career progression is subject to peer evaluation. This status is a guarantee of stability. Clinicians-teachers allocate 60% of their working time to clinical activities at the VTH, while the remaining 40% are dedicated to teaching and clinical research. Teachers-researchers and clinicians-teachers may engage in teaching activities beyond undergraduate veterinary training, such as continuing education. These activities are monitored by the Human Resources Department[9.3.02].

An educational engineer position has been created to support the dynamic of pedagogical training and the implementation of innovative and digital teaching tools. This engineer organises 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). Conducted in a hybrid format (via Teams), these sessions aim to ensure the widest possible participation and award a certificate of attendance upon completion. All teaching staff can also participate in various 3-hour workshops organised by the Centre for Pedagogical Engineering and Development of our partner University. It offers advice, ideas, training, and the sharing and promotion of teaching experiences and practices led by expert teachers-researchers through interactive workshops. This partnership was set up in April 2023 and was renewed for the 2024-2025 AY. In 2023-24, 14 registrations from VEE's staff were recorded for these workshops.

As described in Standard 1.2, **Teaching Department Councils** hold monthly meetings, each having a dedicated EVE webpage, with many topics focusing on pedagogical methods and the sharing of teaching experiences (see for instance an agenda of the Teaching Department of Production Animals and Veterinary Public Health[9.3.01]). 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[9.3.03].

Since 2022, a new bonus system for teachers-researchers has been implemented, consisting of 3 components: (i) a baseline bonus granted to all active teachers-researchers, (ii) a bonus awarded based on pre-specified and **Board**-approved administrative responsibilities within the VEE, and (iii) a

performance-based bonus recognising the quality of teaching and research activities, including teaching excellence[9.3.04].

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.

The VEE's human resources policy is a cornerstone of the 2020-2025 Strategic Plan (see Standard 1.3) and plays a pivotal role in achieving the VEE's performance objectives. Efforts have been directed toward enhancing working conditions and quality of life at work, while also prioritising skills development and increasing the institution's attractiveness.

For academic staff, the pedagogical training programmes are described in Standards 9.1 and 9.3.

Individualised support throughout employee's careers has been strengthened through the enhancement of human resources expertise. This support is underpinned by a comprehensive training programme (see Standard 9.1) approved in collaboration with staff representatives, with significantly increased budget allocations. This programme was widely communicated to staff, outlining its priorities and the appraisal and deciding-making procedures. New e-learning systems hosted on the national Mentor platform have expanded training opportunities, making them more accessible to a broader audience. 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**) (see Appendix 6). These structures provide staff with numerous opportunities to actively contribute to the VEE's direction and decision-making processes. Furthermore, the 2nd component of the bonus system for teachers-researchers (see Standard 9.3) specifically rewards the assumption of key responsibilities that play a pivotal role in the VEE's governance and decision-making framework[9.4.01].

Teachers-researchers are required to submit an activity report every four years, detailing their teaching activities, teaching-related activities, and research activities[9.4.02]. These reports are reviewed by the CNECA, which provides feedback and advice. Promotion and advancement criteria for permanent support staff are governed by national regulations, with ministerial memos[9.4.04] specifying procedures for each annual promotion cycle. For teachers-researchers, the CNECA evaluates activity reports and determines promotions within an academic corps[9.4.03]. In 2023, 8 teachers-researchers applied for promotion, with three successfully promoted. Teachers-researchers can also seek feedback and improvement suggestions from a representative of their respective CNECA section. Additionally, an internal evaluation committee is established to decide on the creation of new full professor positions. This process ensures that the most deserving associate professors are promoted to the rank of full professor.

At the time of recruitment and during the mandatory annual evaluation meeting, each manager responsible for discussing with support staff members of their team the results achieved during year N and the objectives to be met in year N+1. This meeting also provides an opportunity to recommend promotion and training needs to the Human Resources Department. Additionally, any employee can request training in accordance with the training programme of the Human Resources Department.

For civil servant support staff, advancement within grade and corps is governed by national regulations, based on automatic conditions of seniority and echelon level. An employee can also individually ask for a promotion (promotion by personal choice). In such cases, a joint administrative commission examines all the requests and makes decision based on the availability of positions. A third pathway to promotion is through a professional examination, which offers a faster route compared to promotion by personal choice. All promotion proposals must be validated by the Dean following recommendations made by managers during annual evaluation meetings. In 2023, 10 civil servant support staff were proposed for grade promotion, with 5 successfully promoted, while 8 civil servant support staff were proposed for corps promotion, with 2 successfully promoted.

For contract staff, the VEE has implemented a dedicated management framework[9.4.05]. Following a favourable appraisal by their manager, staff members are eligible for a salary every 2 years, 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.

The VEE promotes regular exchanges among all staff members, ensuring effective social dialogue through various committees and working groups. Regular general assemblies provide additional opportunities for the administration and staff to meet and exchange perspectives. In October 2023, a quality of working life survey was conducted and concluded with a 75% satisfaction rate. Areas for improvement have been discussed during general assemblies and in meetings of the **Social Committee.** Ongoing discussions with staff representatives aim to address the identified challenges, with some focus on improving communication, better disseminating the VEE's strategy within the community, and reviewing catering services.

Finally, both teaching and support staff can benefit from the support of external resource professionals, including the occupational medicine body and the MASAF experts specialising in support network for individuals and structures.

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.

As described in Standard 3.4, at the end of each semester, all students must anonymously evaluate teachings and exams for each CU of the undergraduate veterinary training (procedure and instruction for teachers on dedicated EVE webpages for students and teachers). At the end of each survey, students provide personal anonymous comments and two satisfaction marks out of 10: one for the teaching activities and one for the exams. Comments concern teaching activities, exams, and may also concern teaching staff. 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. Additionally, they must submit a detailed written response in a pre-formatted Word document if at least one of the two satisfaction scores falls below 7/10. These PowerPoint and (if relevant) Word documents are uploaded on a dedicated EVE webpage in order to be accessible to all teachers and students. In cases where remarks directly concern the teaching staff, the department head is tasked with addressing the issue. This formal system for assessment of teaching activities and teaching staff is the cornerstone to correct deficiencies and to enhance the quality and efficiency of education.

Comments on Area 9

There has been a marked effort to professionalise human resources sectors and risk prevention, along with strengthening the competences of support staff (notably within the DEVE) and improving the structuring of operational platforms. These efforts are complemented by the impact of the plan to reinforce the FNVS, which has created opportunities for structural development through new positions, particularly for clinicians-teachers.

However, these advancements face challenges, such as the ongoing crisis in the attractiveness of public sector careers, particularly on Paris campus and regardless of the profession concerned, and the VEE's heavy reliance on the MASAF for recruitment processes and promotions of tenured staff. This dependency limits flexibility and responsiveness in addressing staffing needs.

In addition, the extensive maintenance and renovation work required across many of the VEE's buildings demands significant investment in human resources. However, recruiting qualified personnel in this sector remains a challenge, which creates delays and slows down the progress of ongoing initiatives. s. Addressing these structural and human resource challenges will be essential for sustaining the momentum of institutional improvement and development.

Suggestions for improvement in Area 9

Significant efforts are underway to support career development and mentoring for teaching and research staff, with a dedicated working group actively addressing these needs. This initiative aims to enhance guidance and professional growth opportunities within the VEE.

To proactively address retirements and ensure the smooth transfer of expertise, while also adapting to the evolving demand for new competences, the ongoing consolidation of workforce planning tools has been identified as a strategic priority. In this context, a project to migrate to a more advanced Human Resources Information System is underway. This initiative marks a significant step forward in optimising workforce planning and aligning resources with future needs.

Additionally, the clinical pedagogy training program is recognised as a vital resource and must be sustained to maintain high-quality teaching standards and the continuous improvement of clinical education practices.

The development of the Equine Normandy Campus is also an opportunity to recruit staff who would be placed in a region where the recruitment pressure is lower than in the Paris region.

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).

Table 10.1.1. List of the major funded research programmes in the VEE which were ongoing during the last complete academic year prior the Visitation (2023-2024) (this table may be substituted by a VEE list of ongoing research projects)

Scientific topics	Contract	grant/year (€)	Duration (Yrs)
Muscle biology	AFM 2024 – I. BARTHELEMY	166,000.00	1
Muscle biology	AFM 2024 – S. BLOT	200,000.00	1
Muscle biology	AFM Project CAR - T cell GRMD 2024-2025	34,166.00	2
Infectiology	MASAF-CONV 2023-093 - Plan Ecoantibio	62,000.00	3
Infectiology	Institut Pasteur - ANR – S. BLOT - Projet LABX REVIVE	208,733.29	3
Infectiology	ANR - Bruno POLACK - N° ANR-18-CE35-0001-02	12,956.00	3
Surgery	ANR-18-CE19-0022-03 – M. MANASSERO	85,068.64	3
Muscle biology	ASSOCIATION E3M – G. CREPEAUX	38,525.00	2
Infectiology	Institut Pasteur – N. HADDAD	11,968.49	1
Infectiology	ANSES - Thèse Y. MAKNI	19,700.00	3
Infectiology	ANSES - Thèse S. JAUDOU	40,011.49	3
Infectiology	ANSES - Thèse Y. DEVRIENDT - RENAULT	18,685.00	3
Muscle biology	ENCEFA - Services Techniques / GMC	36,496.00	1
Equine medicine	IFCE - LABEO – L. TANQUEREL	4,740.38	1
Muscle biology	ZNM – L. TIRET / I. PUNZON	15,921.65	2
Infectiology	ANSES - Thèse I. BASTARDO-FERNANDEZ	72,784.57	3
Pets medicine	Société Centrale Canine – R. BLAGA	314.80	1
Equine medicine	ANR – H. CHATEAU - N° ANR-20-C19-0016-01	229,785.30	3
Infectiology	AGROPARISTECH 50% et DGER 50% - S. LE PODER	27,155.00	3
Pathology	IMM-Recherche / VERANEX – G. JOUVION / E. REYES-GOMEZ	25,704.10	3
Infectiology	Institut Pasteur - ANSES – S. MOUTAILLER - LABEX IBEID	66,784.00	3
Infectiology	Collectivité de Corse – A. MAITRE	22,017.30	3
Infectiology	Collectivité de Corse – A. CANEZAS	13,133.42	3
Infectiology	Institut Pasteur - IBEID – J. RICHARDSON (salaries)	30,100.00	3
Infectiology	Institut Pasteur - IBEID J. RICHARDSON (functioning)	15,000.00	3
Muscle biology	Institut Pasteur - REVIVE - Salairies A. CARLIER – S. BLOT	29,325.94	3
Infectiology	ANR – S. LE PODER	73,335.00	3
Pets medicine	DOMES PHARMA FR – S. BLOT	8,193.00	1
Infectiology	ROQUETTE FRERES – M. MAMMERI	12,571.69	2
Dermatology	CEVA – N. COCHET-FAIVRE	12,500.00	2
Infectiology	Institut Pasteur - IBEID / S. LACOUR	58,363.00	3
Intensive care	ORIXHA - SPI	7,500.00	2
Muscle biology	PEQUENOS SUPERHEROES ASSOCIATION – I. PUNZON	34,599.60	3
Muscle biology	Fonds dotation Patrick DE BROU DE LAURIERE – L. TIRET	86,025.00	3
Canine medicine	VIRBAC - UPEC	120,000.00	3
Infectiology	ANRS MIE / INSERM – S. LE PODER	63,923.97	3
Ophtalmology	DOMES PHARMA – S. CHAHORY	33,511.66	2
Infectiology	ANR / Bruno POLACK - Projet BileBaG	28,000.00	4
Infectiology	INSERM – N. HADDAD	37,050.00	3
Infectiology	ANR – B. KLONJKOWSKI - Projet MuCRe	20,000.00	4

Scientific topics	Contract	grant/year (€)	Duration (Yrs)
Behavourial medicine	Institut de l'élevage – C. GILBERT	3,377.00	2
Ophtalmology	ONIRIS - PNRCV – S. CHAHORY	2,893.00	2
Genetics	ONIRIS - PNRCV – L. CHEVALLIER	3,000.00	2

Among the teaching staff, all teachers-researchers are required to dedicate 50% of their activity to research, as stipulated in Art. 6 of Ministerial Decree n°92-17. The VEE supervises 9 major joint research units[10.1.01], comprising over 100 permanent scientists, including VEE's teachers-researchers and full-time researchers employed by co-supervising institutions. Co-supervising managing bodies of these research laboratories are the French research Institutes (INRAE, INSERM, and CNRS), the ANSES, and Colleges of Human Medicine (Paris-Est Créteil University and Université Paris Cité). It offers a unique opportunity for collaboration between scientists from different areas including veterinarians, agronomists, basic scientists, pharmacists and medical doctors.

The research laboratories are evaluated every 5 to 6 years by the HCERES (a national agency, accredited by ENQA and registered on EQAR, in charge of the 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 pre-requesite to the formal recognition of the research laboratories by the VEE and the MASAF. The last evaluation report was published in 2019[10.1.02] and is accessible on the dedicated VEE webpage.

The importance of the contribution of the academic staff to the VEE's research programmes and laboratories is demonstrated by annual key performance indicators defined by the MASAF for all agronomic, veterinary and agriculture establishments. These indicators determine the annual basic and performance-based funding attributed to each research laboratory supervised or co-supervised by the VEE, and depend on: (i) the number of teachers-researchers affiliated to the research units, (ii) the number of original research publications by the teachers-researchers (see Appendix 5), (iii) the number of PhD defended under the supervision of a VEE's teacher-researcher, and (iv) the number of research contracts and other valorisation products (see Table 10.1.1).The VEE also supervises internal research calls aimed at enhancing the research contributions of teaching staff, with a particular focus on clinical research[10.1.03]. These calls prioritise clinical research projects, which are often difficult to finance through other national or European grant programs.

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.

Evidence-based veterinary medicine is a core component of the curriculum and includes teaching activities such as: the history of the scientific approach, tools in cellular and molecular biology, use of bibliographic databases, digital tools for managing scientific literature, principles and application of evidence-based medicine, critical appraisal of scientific documents, scientific methods, experimental methodology, how to write a scientific document, and how to write a veterinary thesis. In addition, recognising the importance of English as the global scientific language, the VEE has significantly increased English teaching hours in the last years, ensuring that each student achieves at least a B2 level of proficiency.

The veterinary thesis, a mandatory component of the curriculum, allows students to explore an original subject of their choice or suggested by a member of the academic staff. To support this process, resources, including a thesis-writing guide and exercises, are available on a dedicated EVE webpage. This exercise offers numerous educational benefits, helping students develop essential skills such as autonomous project management, scientific methodology, analytical thinking, bibliographic research, statistical analysis, figure creation, and bibliography formatting in accordance

with international standards. Experimental research thesis is primarily conducted using data from the VTH, the VEE's research laboratories, or collected outside the VEE. Other subjects may also be more bibliographically oriented or focused on pedagogy. Each thesis is supervised by a designated thesis director, who must be either a teacher-researcher or a clinician-researcher, ensuring that a rigorous scientific approach is upheld throughout the process. The final manuscript, typically 50 to 80 pages in length, follows the structure of a scientific article to familiarise students with the scientific publication process. Once validated by the thesis director, the manuscript is reviewed by an examiner and the president of the thesis defence board. This process culminates in a public oral defence, consisting of a 20-minute presentation followed by a 40-minute session of questions from the examiner and the president.

Students with a particular interest in research are encouraged to seek advice from a member of the academic staff or their tutor. Short-term work placements in the VEE's research laboratories introduce students to basics in laboratory techniques, health and safety protocols, and the daily life in a research team. Motivated students may carry out longer work placements, which are eligible for ECTS credits as part of PPC activities.

During the 3rd year, students have the opportunity to apply for the international Boehringer-Ingelheim Veterinary Scholars Program. Successful candidates carry out a work placement in a research laboratory in North America for 8 to 12 weeks. Additionally, each December, students who have completed a work placement in a research laboratory present their findings at a "Research Event" organised by the VEE, attended by approximately 30 students. In addition, the Veterinary Investigation & Leadership Program at Cornell University (USA) is annually presented to students.

Finally, each year, 5 to 7 students opt for the research track during their 6th year. This program includes 6-month of theoretical teaching activities followed by a 6-month work placement in a research laboratory. Graduates from this track often pursue further doctoral studies in France or abroad.

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.

Table 10.3.1. Number of students registered at postgraduate clinical training

Training	2023-2024	2022-2023	2021-2022	Mean
Interns:	--	--	--	--
Companion animals	24	24	24	24
Equine	10	10	8	9.3
Production animals	2	2	0	1.3
Total (interns)	39	36	32	35.7
Residents:	--	--	--	--
ECAR	0	0	1	0.3
ECEIM	1	1	1	1
ECSRHM	1	1	0	0.7
ECVCP	0	0	1	0.3
ECVD	1	1	1	1
ECVDI	4	3	3	3.3
ECVIM-CA	3	2	2	2.3
ECVN	2	1	1	1.3
ECVO	1	2	1	1.3
ECVP	3	3	2	2.7
ECVPT	0	0	1	0.3

Training	2023-2024	2022-2023	2021-2022	Mean
ECVSMR	3	4	4	3.7
ECVS	2	2	2	2
ECZM	2	3	3	2.7
EVPC	0	0	2	0.7
ACVP	2	1	0	1
Total (residents)	25	24	25	24.7

Table 10.3.2. Number of students registered at postgraduate research training

Degrees	2023-2024	2022-2023	2021-2022	Mean
PhD*	49	44	26	40
** This number only includes the PhD students registered at the VEE. There are also PhD students in the VEE's laboratories who are registered in other universities in partnership for other Doctoral Schools.*				

Table 10.3.3. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses)

Programmes	2023-2024	2022-2023	2021-2022	Mean
None				

Table 10.3.4. Number of attendees to continuing education courses provided by the VEE

Courses	2023-2024	2022-2023	2021-2022	Mean
Dog behavior: human-dog relationship (C. GILBERT)	18	12	16	15.3
Breeding and pathology of new pets (C. PIGNON)	24	19	23	22.0
school diploma Ophthalmology (S. CHAHORY)	24	25	26	25.0
Inter-school diploma in phytotherapy (R. BLAGA)			29	29.0
School diploma in surgery and interventional practice in emergency situations (M. MANASSERO)			29	29.0
School diploma Avian pathology (K. ADJOU)		10	10	10.0
School diploma in Kinesiology, physiotherapy and veterinary rehabilitation - equine (J.M DENOIX)		7		7.0
Design and execution of animal research procedures (G. CREPEAUX)	86	114		100.0
Certificate of Advanced Veterinary Studies in Clinical and Applied Ethology (C. GILBERT)		18	17	17.5
Tibial plateau leveling osteotomy (M. MANASSERO)	20	10	18	16.0
Abdominal and thoracic ultrasound in cattle (B. RAVARY)		2		2.0
Formation of ethics committees (G. CREPEAUX)		30		30.0
Training prior to sanitary accreditation (J. RIVIERE)	124	94	120	112.7
Behavioral assessment of potentially dangerous dogs (C. GILBERT)		15	20	17.5
Certificate of Pet Knowledge - Cat & Dog (A. FONTBONNE)	60	96	108	88.0
Risk analysis (J. RIVIERE)	1	1	1	1.0
Regulatory diagnosis of animal trichinellosis (I. VALLEE)	9	17	14	13.3
Practice of evidence based veterinary medecine (L. DESQUILBET)	9	17	17	14.3
Radiography of the horse (F. AUDIGIE)	15	17	28	20.0
Diode laser in ophthalmology (S. CHAHORY)		20	41	30.5
Obstetrics and neonatology (A. FONTBONNE)		12		12.0
Introduction to ocular microsurgery (S. CHAHORY)		9		9.0
Introduction to animal first aid and medical training (C. GALLET)	30	9		19.5
Management of plapebral wounds and plapebral tumors in horses (S. CHAHORY)		5		5.0
Adnexal surgery in veterinary ophthalmology (S. CHAHORY)		12		12.0
Equine cardiology (L. TANQUEREL)	10	7		8.5
Advanced imaging in equine medicine (L. TANQUEREL)		12		12.0
European Equine Coelioscopy workshop (C. MESPOULHES)	10	12	12	11.3
Affections of the carpus - Semiology, Imaging, Clinical cases (V. COUDRY / S. JACQUET)		13		13.0

Courses	2023-2024	2022-2023	2021-2022	Mean
Affections of the stifle - Semiology, Imaging, Clinical cases (V. COUDRY / S. JACQUET)	15		16	15.5
Equine clinical cases (A. TALLAJ)	10	30		20.0
Basics of the clinical examination of the lame horse (J.M DENOIX)		35		35.0
Ultrasonographic diagnosis - Distal limbs up to the proximal suspensory ligament (J.M DENOIX)	31	36	30	32.3
Ultrasonographic diagnosis - Proximal limbs and spine (J.M DENOIX)	22	35	35	30.7
Ultrasonographic diagnosis - Mod 1 - Metacarpal tendon region, fetlock, pastern and stifle (V. COUDRY / S. JACQUET)		35	35	35.0
Ultrasonographic diagnosis - Mod 2 - shoulder, elbow, carpal tunnel, hock (V. COUDRY / S. JACQUET)	20		28	24.0
Trimming and kinesitherapy fittings (J.M DENOIX)		30		30.0
Rhythmology of small animals (V. SAPORANO)	14	23		18.5
Inter-school diploma in behavioral medicine and welfare of pets (C. GILBERT)	19			19.0
Equine ophtalmology équine: horse glocoma (S. CHAHORY)	13			13.0
Cytology of dogs and cats for beginners: general information, skin/subcutaneous masses and effusions (E. REYES GOMEZ)	3			3.0
Complementary tests in pathological anatomy of companion animals (N. CORDONNIER)	22			22.0
Clinical immersion training in cardiology (V. SAPONARO)	4			4.0
Advanced in diagnosis and management of equine locomotor conditions (JM. DENOIX / V. COUDRY / F. AUDIGIE	8	5	7	6.7
Diabetus Mellitus in companion animals (G. BENCHEKROUN)	12			12.0

PhD students can be registered either in partner Universities (doctoral schools of Public Health and Life Science) or directly at the VEE (ABIES doctoral school for agriculture and agronomic science). The recent accreditation of the VEE for PhD registration within the ABIES doctoral school[10.3.01] has contributed to an increase in the number of post-graduate students. In addition to the PhD curriculum, and thanks to its partnership with Paris-Est Creteil University and its active involvement in several MSc programs, the VEE began registering students in MSc program for the 2024-2025 AY[10.3.02].

The internship program is a postgraduate training course that combines one year of clinical immersion with further theoretical training. This program offers 4 possible tracks: companion animals, exotic pets, cattle, and equines. This postgraduate training is regulated by decrees of the MASAF and undergoes accreditation every 4 years. The recruitment of interns is through a national competitive exam for the 4 FNVS.

The VEE is accredited to deliver the national specialised veterinary diploma in equine biomechanics and locomotor pathology. This three-year postgraduate program combines clinical, theoretical, and research activities at the Equine Normandy Campus. One candidate is admitted annually through a competitive exam, with a final evaluation at the end of the program. The training is regulated by MASAF decrees and subject to accreditation.

The VEE is accredited for a wide range of clinical residency programs in both small and large animals, including programs from the following European Colleges: ECVDI-SA, ECVIM-CA, ECEIM, ECVS-SA, ECVS-LA, ECVD, ECVO, ECVN, ECVP, ECVSMR, ECZM (small mammals and avian), and ECVECC. The number of residents enrolled in each program ranges from 1 to 4. The recruitment process, organisation of the residency program and supervision of residents meet the specific requirements of each College. Residents hold a position of hospital assistants, recruited by the VTH. They actively participate in the clinical activities under the direct or indirect supervision of senior clinician. They are engaged in daily rounds and contribute the teaching activities of interns and undergraduate students.

Since 2023, a one-day course on pedagogical and assessment methods including 3-hour session of role-playing games have also been included in early beginning of the internship and residency programmes, in which trainees reflect on their professionalism, their role as supervisors of undergraduate students, their expectations, and their concerns. The training of residents is supplemented by an e-learning module (see Standard 9.3).

The internship and residency programmes involve direct interaction with undergraduate students (4th, 5th, and 6th year students) under the close supervision of academic staff. Clear roles and responsibilities are defined for undergraduate students, interns, and residents. Supervisors assign and adapt tasks based on the students' and interns' levels of expertise and the requirements of specific clinical situations, ensuring careful management to avoid conflicts in caseload distribution between residents, interns, and undergraduate students, as their roles in case management are distinct and complementary.

The VEE offers a range of continuing education and lifelong learning courses aimed at supporting professionals in maintaining, upgrading and developing their skills. This commitment aligns with the deontological training obligation issued by the National Council of the Veterinary Profession. These courses are listed in an online catalogue, categorised by type and theme, and accessible via a dedicated VEE webpage. The academic staff and the team from the Office of Continuing Education and Lifelong Learning, comprising 4 support staff members, maintain constant communication to collaboratively design and develop new projects. To ensure the QA loop, participant feedback is systematically collected through satisfaction questionnaires completed online via the digital training management platform (Dendreo). Additionally, in December 2023, an online survey targeting over 3,000 veterinarians, clinics and industry professionals was conducted to gain a clearer understanding of their preferences regarding subject areas and training formats (face-to-face, synchronous or asynchronous distance learning, or hybrid modes). The results of this survey highlighted a strong demand for training in ethology, nutrition, medical imaging, emergency medicine, cardiology, gastroenterology, alternative medicine and ophthalmology, as well as an interest in face-to-face or hybrid training. In response, the VEE has introduced several new courses for 2025, including two diplomas in rhythmology and surgical practices for emergency situations, an inter-FNVS diploma in phytotherapy, and clinical immersion courses in ultrasound and ophthalmology.

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.

The VEE is research-driven through its human resources policies. As stated in Standard 10.1, each academic staff is affiliated to a research unit. To initiate the recruitment process of a new academic staff, a precise job description mentioning the expected research must be approved by the **Academic Council**, the **Research Council**, and finally by the **Board**. In addition, the promotion criteria of the academic staff (both within one corps or between the associate professor to the full professor corps) include the research activities and the consistency with the teaching activities of the candidate for promotion. Research activities and the specific link with research-based teaching activities are fully described in the activity report[9.4.04] of the candidate for promotion (see Standard 9.4 for details). The evaluation of the HCERES every 5 years (see Standard 10.1) is one of the corner stones of the VEE's QA assuring the integration of research approaches and activities in the undergraduate veterinary training and in training programmes provided by the VEE's continuing education Department. The recommendations made by HCERES (accredited by ENQA), which aims to evaluate both research units and their integration into education, are taken into account and followed by the VEE in accordance with the PDCA model. The HCERES also evaluates MSc courses and PhD programs which are closely related to the VEE's scientific policy.

Post-graduate programmes must be approved by the **Academic Council**, the **CEVE**, and the **Research Council**. These councils assess the learning programme but also the scientific content, as well as the notoriety of the programme leader(s). On the one hand, internships programmes must be approved by a council composed of the head of the 4 FNVS, after the positive evaluation from the **Academic Council** and **Research Council** of each FNVS. On the other hand, the MSc and PhD programmes are further evaluated every 5 years at a national level by the HCERES, with the same process than for research units (see Standard 10.1). After this evaluation, the accreditation is then provided by the MESRI.

Comments on Area 10

Strengths of the VEE include a well-established research structure with units organised into coherent clusters, active support from academic partners and clinical platforms that facilitate research. Veterinary expertise is also a major asset, reinforced by the dynamism of the scientific community, particularly in terms of responses to internal calls for projects. The rise of the "One Health" approach in public policy and the increase in the number of veterinary students, offer fertile ground for the development of new research projects. However, the decline in recurrent funding, dependence on research organisations and small number of full-time researchers at the EnvA represent potential risks to the VEE's sustainability and autonomy in conducting its research. Furthermore, the low number of students graduating from the veterinary training who go on to research careers points to a need for improvement in the attractiveness and dissemination of research results.

Concerning continuing education, the recent digitisation of management systems (Dendreo) and the incorporation of synchronous and asynchronous online course technologies have opened new opportunities that the VEE is actively implementing. This progress is reinforced by an expanded administrative support team, helping to streamline processes and support program development. However, it is widely recognised that the limited availability of teaching staff remains a key constraint in creating new continuing education programs. Efforts to provide additional support and reduce administrative burdens are, therefore, highly valued. To further enhance this sector, the four FNVS have established a joint continuing education agency (Agence FTLV). This collaboration enables the pooling of resources, including human capital, technological tools, a shared course catalogue, and coordinated communication strategies, thereby fostering efficiency and innovation in the continuing education offerings.

Suggestions for improvement in Area 10

It would be worth exploring ways of improving the VEE's recurrent funding, perhaps by diversifying funding sources, such as partnerships with the private sector or European projects. It might also be beneficial to consider restructuring administrative tasks to lighten the load on teaching and research staff, by setting up specialised support teams to enable them to concentrate more on research and teaching. Increasing the number of full-time researchers, notably through specific recruitment, would help reinforce VEE's research autonomy. The implementation of incentive programs for research-oriented veterinary students, such as scholarships or job placement opportunities in research laboratories, would strengthen the potential of the next generation of scientists. A strategy aimed at increasing the publication of results in open access could be introduced, by encouraging researchers to give priority to these modes of publication and offering support to overcome the associated financial barriers. To exploit opportunities in this sector, the VEE could also step up its involvement in "One Health" projects, aligning its research with public policy priorities and consolidating its partnerships with program agencies.

INDICATORS

Raw data

Raw data from the last 3 complete academic years		2023-2024	2022-2023	2021-2022	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

ESEVT indicators

Calculated indicators from raw data		Establishment values	Median values	Minimal values	Balance
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 graduating annually	230.93	67.37	44.01	186.92
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	38.12	18.75	9.74	28.38
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	17.72	5.96	2.15	15.57
I11	n° of rabbit, rodent, bird and exotic patients seen intra-murally and extra-murally /n° of students graduating annually	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 to poultry, rabbit, fish and bee 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 graduating annually	0.31	0.27	0.06	0.25
I19	n° of PhD-students graduating annually / n° of students graduating annually	0.17	0.15	0.07	0.10

Comments on the Indicators

All VEE indicators exceed the minimal values, with three falling between the minimal and median values. These indicators, particularly the three mentioned, are reviewed annually. For Indicator I13 (n° of visits to poultry, rabbit, fish, and bee units per graduating student), which is above but close to the minimal value, compensatory measures such as virtual reality visits to poultry units have been implemented to ensure sufficient competency acquisition in this field.

Suggestions for improvement on Indicators

Close monitoring of indicators is, of course, essential and is systematically embedded in the VEE's Strategic Plan, representing a constant point of vigilance for the VEE. This is particularly important in the context of increasing number of students. Simulations for a cohort size of 180[7.2.01] have already been conducted to evaluate the impact of larger cohorts and to ensure that the VEE maintains its capacity to meet requirements in the coming years.

GLOSSARY

List of acronyms & abbreviations

- 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 Etudiante
- 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 Etudiante
- 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 / Ecoles Nationales Vétérinaires de France
- EPT = Elective Practical Training
- EVE = Moodle platform used for undergraduate veterinary education by students and teachers / Etudes et Vie Etudiante
- 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 Educationh / Haut Conseil de l'Evaluation 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

LIST OF APPENDICES

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