



**School of Biosciences and
Veterinary Medicine
University of Camerino, Italy**

Self-Evaluation Report 2021

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ANNEX 1 - Annex to Standard 1

1.1. Tasks of UNICAM Schools

According to the University Statute (art. 30) the tasks of each UNICAM School are:

1. annual and mid-term planning of the SBVM activities and organisation
2. formulation of the estimated budget for the following year and the final budget for the previous year
3. teaching-research staff recruitment
4. collaboration in guidance and tutoring activities promoted by the UNICAM and their organization
5. agreements with other Schools for the development of research projects and common teaching activities
6. proposals for changes to the UNS and Regulations
7. designation of the Teacher/Student Joint Committee (TSJC, see below) composition
8. establishment, upon Director's proposal, of organs and/or commissions, or appointment of individual teachers-researchers with responsibility for the analysis, evaluation, and instruction of different issues/subjects
9. spending authorizations and inventories

Concerning the teaching activities, the School Council:

1. plans, coordinates, organises, promotes the verification and the improvement of teaching activities, including the proposal for the establishment, activation and deactivation of DCs, Schools of Specialization, Masters, and other activities
2. approves the individual teaching courses of students, the validation of degree certificates and the academic career completed/carried out abroad
3. grants the permission for internships and theses carried out outside the SBVM structures and appoints the co-tutors not belonging to the SBVM
4. promotes and implements all those actions aimed at establishing active tutoring, or providing information and organizational support to students
5. confers the status of visiting professor to scientists with high scientific qualification
6. delegates the Heads of the Degree Courses and other professors-researchers of the SBVM, to examine all the questions concerning the career of the students.

Concerning the research activities, the SBVM Council:

1. plans, coordinates, organises, promotes, and checks research activities, creating and maintaining a stimulating research and teaching environment
2. authorizes to stipulate contracts and agreements for research projects with public and private institutions, and activates external collaboration agreements
3. organises courses, conferences, and initiatives of interest to the SBVM
4. proposes the establishment of (or the participation in) research consortia, operating research units and also promotes the establishment of inter-university units with public and private institutions

1.2. Students' questionnaire in use until AY 2019/20



QUESTIONNAIRE FOR THE STUDENT WHO ATTENDED MORE OF 50% OF LESSONS

The symbol (*) indicates that the answer to the question is required

LANGUAGE CHOICE ITA/ENGL

a01	(*) English or Italian version ?
<input type="radio"/>	Italiano
<input checked="" type="radio"/>	English

PRELIMINARY QUESTIONS

a02	(*) Did you attend this course?
<input checked="" type="radio"/>	Yes, I did. I attended more than the 50% of the classes this year.
<input type="radio"/>	Yes, I did. I attended less than the 50% of the classes this year.
<input type="radio"/>	Yes, I did. I attended this course but not this year.
<input type="radio"/>	No, I didn't. I never attended this course.

TEACHING

a1	(*) Has your previous knowledge appeared to be helpful enough to understand the topics delivered?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a2	(*) Is the didactic material (both recommended and produced during the classes) suitable for the study of the subject?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a3	(*) Have the exam modalities been clearly stated?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

TENURE

a4	(*) Do classes, practice exercises and other didactic work conform to the arranged timetable?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a5	(*) Does the teacher stimulate the students' interest in the subject?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a6	(*) Does the teacher explain clearly?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a7	(*) Are additional educational activities (practice exercises, simulations, seminars, etc.) useful for learning? (if no additional educational activities were foreseen, check the box "not applicable")
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a8	(*) Do the class topics match the objectives as illustrated in the programme in the UNICAM Web site?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not
<input type="radio"/>	I didn't find the programme in the UNICAM Web site

a9	(*) Is the teaching staff actually available for consultations and explanations?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

Classrooms, equipment provided for additional educational activities

a10 (*) Classrooms where lessons were held were adequate (you see, you feel, you have a seat) ?

- ☐ 4 - Yes, by all means
- ☐ 3 - More Yes than No
- ☐ 2 - More No than yes
- ☐ 1 - Definitely Not

a11 Is the equipment provided for didactic activities adequate (blackboards, projectors, etc.)?

- ☐ 4 - Yes, by all means
- ☐ 3 - More Yes than No
- ☐ 2 - More No than yes
- ☐ 1 - Definitely Not

a12 (*) Are lecture halls adequate?

- ☐ 4 - Yes, by all means
- ☐ 3 - More Yes than No
- ☐ 2 - More No than yes
- ☐ 1 - Definitely Not
- ☐ I have not attended

a13 (*) Are reference librarians adequate?

- ☐ 4 - Yes, by all means
- ☐ 3 - More Yes than No
- ☐ 2 - More No than yes
- ☐ 1 - Definitely Not
- ☐ I have not attended

a14 Are Laboratorys adequate?

- ☐ 4 - Yes, by all means
- ☐ 3 - More Yes than No
- ☐ 2 - More No than yes
- ☐ 1 - Definitely Not
- ☐ Were not provided

Examination

a15	(*) Are you satisfied with the opportunities offered to take the exams (exam dates, availability of mid-term tests, etc.)?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a16	(*) Is the study load for this course propotional to the number of credits given?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

INTEREST AND GENERAL SATISFACTION

a17	(*) Are you interested in the topics of this course? (not depending on how it was delivered)
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a18	(*) Are you satisfied on the whole of the way this course was delivered?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

a19	Suggestions:
<input type="checkbox"/>	Lighten the overall teaching load
<input type="checkbox"/>	Increase the number of tutorials
<input type="checkbox"/>	Provide more knowledge at the basic level
<input type="checkbox"/>	Eliminate from the programme those topics that have already been covered in other courses
<input type="checkbox"/>	Improve coordination with other courses
<input type="checkbox"/>	Improve the quality of the teaching material
<input type="checkbox"/>	Provide the course material in advance
<input type="checkbox"/>	Add mid-course exams
<input type="checkbox"/>	Organise evening classes

QUESTIONNAIRE FOR THE STUDENT WHO ATTENDED LESS THAN 50% OF LESSONS

The symbol (*) indicates that the answer to the question is required.

LANGUAGE CHOICE ITA/ENGL

b01	(*) English or Italian version ?
<input type="radio"/>	Italiano
<input checked="" type="radio"/>	English

PRELIMINARY QUESTIONS

b02	(*) Did you attend this course?
<input type="radio"/>	Yes, I did. I attended more than the 50% of the classes this year.
<input checked="" type="radio"/>	Yes, I did. I attended less than the 50% of the classes this year.
<input type="radio"/>	Yes, I did. I attended this course but not this year.
<input type="radio"/>	No, I didn't. I never attended this course.

TEACHING

This question appears only if the previous one is chosen 3: Yes, I did. I attended this course but not this year

b02.1	In which academic year did you attend?
<input type="radio"/>	In the last academic year
<input type="radio"/>	Two academic years ago
<input type="radio"/>	Three or more academic years ago

b1	(*) Indicate the main reason for non-attendance or reduced frequency of the lessons.
<input type="radio"/>	Job
<input type="radio"/>	Attendance of other courses
<input type="radio"/>	The frequency seemed of little use for the exam
	Other reasons _____

b2	(*) Has your previous knowledge appeared to be helpful enough to understand the topics delivered?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

b3	(*) Is the didactic material (both recommended and produced during the classes) suitable for the study of the subject?
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<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

b4	(*) Have the exam modalities been clearly stated?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

TENURE

b5	(*) Is the teaching staff actually available for consultations and explanations?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

Classrooms, equipment provided for additional educational activities

b6	(*) Are lecture halls adequate?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not
	I've never used

b7	Are reference librarys adequate?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not
	I've never used

b8	(*) Has the registrar's offices' service been satisfying?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not

Examination

b9	(*) Do you think that the exam modalities of this course allow the teacher to evaluate the student's preparation properly)
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not
b10	(*) Are you satisfied with the opportunities offered to take the exams (exam dates, availability of mid-term tests, etc.)?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not
b11	(*) Is the study load for this course propotional to the number of credits given?
<input type="radio"/>	4 - Yes, by all means
<input type="radio"/>	3 - More Yes than No
<input type="radio"/>	2 - More No than yes
<input type="radio"/>	1 - Definitely Not
b12	Suggestions:
<input type="checkbox"/>	Lighten the overall teaching load
<input type="checkbox"/>	Increase the number of tutorials
<input type="checkbox"/>	Provide more knowledge at the basic level
<input type="checkbox"/>	Eliminate from the programme those topics that have already been covered in other courses
<input type="checkbox"/>	Improve coordination with other courses
<input type="checkbox"/>	Improve the quality of the teaching material
<input type="checkbox"/>	Provide the course material in advance
<input type="checkbox"/>	Add mid-course exams
<input type="checkbox"/>	Organise evening classes

1.3. Agreements between the DCVM and foreign Institutions

A detailed list of the DCVM agreements with foreign Institutions is reported below.

Country	University	Language	Website	Activation	Deadline
Germany	University of Leipzig	German	www.zv.uni-leipzig.de/en/	03/12/2013	2021
Spain	Universidad Complutense - Madrid	Spanish	www.ucm.es/	03/12/2013	2020
Spain	Universidad de Extremadura - Caceres	Spanish	veterinaria.unex.es	23/12/2013	2021
Spain	Universidad de Murcia	Spanish	www.um.es	29/07/2015	2021
Portugal	Instituto Politecnico de Beja	Portuguese	www.ipbeja.pt	15/01/2014	2021
Turkey	Adnan Menderes University - Aydin	Turkish/ English	www.adu.edu.tr/en/	09/12/2013	2021
Turkey	Ankara University	Turkish/ English	www.erasmus.ankara.edu.tr http://veterinary.ankara.edu.tr/eng/	28/01/2016	2021
Turkey	Mehmet Akif Ersoy University - Burdur	Turkish/ English	www.mehmetakif.edu.tr/	24/02/2014	2021
Turkey	Afyon Kocatepe Universitesi - Afyon	Turkish/ English	www.aku.edu.tr/	13/02/2014	2021
Turkey	Istanbul University - Cerrahpaşa	Turkish/ English	www.istanbul.edu.tr/english	24/10/2018	2021
Turkey	University of Istanbul	Turkish/ English	www.istanbul.edu.tr/english	20/01/2014	2021
Turkey	Çukurova University - Adana	Turkish/ English	www.cu.edu.tr	01/07/2016	2021
Latvia	Latvia University of Agriculture	English	www.llu.lv	27/02/2015	2022
Belgium	Haute École De La Province de Liège - Liege	French	www.hepl.be	05/12/2016	2021
Greece	University of Thessaly - Volos	Greek/ English	www.uth.gr	12/09/2016	2021

The program includes 2 types of student mobility:

1. **Erasmus Study:** students can spend a period from 3 to 12 months at an EU institution thanks to an "inter-institutional agreement" between the UNICAM, the SBVM, and the Institution of the

country that signed the agreement; all exams must be assessed according to the ECTS system and each declaration issued by the Foreign Structure must be assessed by the DCVM on the basis of a "table of ECTS comparison".

2. **Erasmus Traineeship** allows students and recent graduates to spend an internship period from 2 to 12 months at higher education institutions/organisations in a participating EU country; new graduates have the opportunity to carry out an internship abroad within 1 year of graduation. Host institutions can be enterprises, training centres, research centres, and other public and private organizations under agreement. The programs envisaged in the Erasmus Project offer significant mobility opportunities not only for students but also for teachers who would take advantage of mobility periods for the following activities:

- a. teaching assignments in a European university institution ("Staff Teaching Mobility")
- b. carrying out a training period in an institute or company abroad ("Staff Training Mobility").

In both cases, the aim is to compare different teaching and learning methods and environments and to stimulate relationships among teachers of different socio-cultural and economic origin.

The UNICAM, in addition to the Erasmus + Program, offers further mobility opportunities through the Call for scholarships for internships and thesis preparation in third countries which allows creating mobility periods in non-EU countries and through the funding of mobility grants related to International Cooperation (based on bilateral agreements between universities).

In this regard, the list of agreements stipulated by the UNICAM (and the SBVM) with several foreign Universities is reported in Table 1.3.1.

Table 1.3.1. List of non-EU locations affiliated with the SBVM for the DCVM.

Country	University	Sito web	Period	Activation Date	Deadline
Cuba	Habana (UNAH)	www.unah.edu.cu http://www.uh.cu/	3 months	20/12/2016	Three-years/renewable
Ecuador	Universidad Técnica particular de Loja	http://www.ueb.edu.ec/index.php/	3 months	08/06/2017	Three-years/renewable
Ecuador	Universidad Estatal de Bolivar	http://www.ueb.edu.ec/sitio/	3 months	18/07/2017	18/07/2022
Ecuador	Universidad De Especialidades Espíritu Santo	http://uees.me/	3 months	10/08/2017	10/08/2020
Argentina	Universidad Nacional del Nordeste	www.unne.edu.ar	3 months	06/03/2005	Three-years/renewable

In addition to the Erasmus plus program, the students of the DCVM can participate in numerous other exchange programs, both with EU countries (Integrated Action Italy-Spain, Galileo Program Italy-France, Vigoni Program Italy-Germany, Coordinated research program Italy-Great Britain, Italo-French University, Vinci Program, Italo-German University) and non-EU countries (Central and South American countries, Central and South African countries, China, India). Further information relating to the University Mobility and International Relations service can be found at: <http://international.unicam.it/exchange-programs>

1.4. Strategic Plan 2020-2023 of the DCVM

The Strategic Plan 2020-2023 of the DCVM was approved by the SBVM Council in the session No. 70 of 10 June 2020. As already reported in Standard 1.3, in the present Annex it has been extrapolated from the overall strategic plan 2020-2023 of the SBVM. The official document is in Italian language and the version reported below has been translated in English with the only purpose of being included in the present Annex to the SER.

STRATEGIC PLAN OF THE SCHOOL OF BIOSCIENCES AND VETERINARY MEDICINE

The University of Camerino (UNICAM) has its historical headquarters of the University in the city of Camerino, but UNICAM is present with its own offices, equipped with scientific and educational facilities, also in the cities of Ascoli Piceno, Matelica and San Benedetto del Tronto.

The academic articulation is based on five University *Schools*: Architecture and Design (based in Ascoli Piceno), Biosciences and Veterinary Medicine (SBVM) (headquarters in Camerino [Biosciences] and offices also connected to Matelica [Veterinary Medicine] and San Benedetto del Tronto [Biosciences and Veterinary Medicine]), Law (based in Camerino), Drugs and Health Products Sciences (based in Camerino), Science and Technology (headquarters in Camerino with activities also carried out in the related headquarters of Ascoli Piceno).

The School of Biosciences and Veterinary Medicine supports the educational offer of First Level Study Programmes (Degree in Nutrition Biology; Degree in Biosciences and Biotechnology, Degree in Environment and Sustainable Management of Natural Resources, Degree in Safety of Zootechnical Productions and Promotion of Typical Food of Animal origin (SiVal)), Second Level (Master's Degree in Biological Sciences), Single-Cycle Degree (Veterinary Medicine) and Third Degree in Life and Health Sciences (Curricula Molecular Biology and Cellular Biotechnology, One Health, Nutrition, Food and Health), Schools of national Specialization in Animal Health, Breeding and Livestock Production (SAAPZ) and in Hygiene and Control of Fishery and Aquaculture Products (ICPPA), University Masters of First and Second Level, specialization and continuing training courses and professional updating. UNICAM and the SBVM are engaged in an international training offer, with first, second and third level English-language bears.

The University Strategic Plan 2020-2023, approved on 27/03/2018 by the Academic Senate of the University of Camerino, develops the strategic lines on three main fronts: the curricular and extracurricular training offer, scientific and technological research, third mission initiatives. The resources for the implementation of the University's strategic plan are provided for in the University budget (<http://www.unicam.it/amministrazionetrasparente/bilanci/bilancio-preventivo-e-consuntivo>).

The Strategic Plan of the SBVM also takes into account the objectives set for the three-year period 2021-2023 of the University Performance; the latter will be evaluated according to the criteria established by the Academic Senate on 29.01.2021.

These objectives can be summarized in two main directions:

1. objectives aimed at improving the appeal of the degree courses
2. objectives aimed at improving the quality of the degree courses

These objectives have been declined for each degree course (DC) in this strategic plan of the SBVM and will be set out in detail in the following pages. To achieve these objectives, the details of the necessary actions will be given in the plan both those supported/sustainable by SBVM and those supported/sustainable by UNICAM, together with the investments and resources necessary in sections A (DC in Veterinary Medicine and DC in Safety of Zootechnical Productions and Promotion of Typical Food of Animal origin) and B (DCs of Biosciences).

Section A

STRATEGIC PLAN OF THE DEGREE COURSE IN VETERINARY MEDICINE (VM) AND THE DEGREE COURSE IN SAFETY OF ZOOTECHNICAL PRODUCTIONS AND PROMOTION OF TYPICAL FOOD OF ANIMAL ORIGIN (SIVAL) AND THEIR TEMPORAL LOCATION IN THE ECONOMY AND PROGRESSION OF UNIVERSITY DEVELOPMENT

With the inauguration of the new Rector on 1 November 2017, the new Strategic Plan of the University of Camerino (Unicam) was drawn up, which defined the strategies that the new Governance intended to implement until the end of the rectoral mandate, which will take place on 31 October 2023. On March 20, 2018, Unicam's Academic Senate and Board of Directors approved the new First Level University Strategic Plan in its final version. At their respective meetings on 28 October 2018, the Academic Senate and Unicam's Board of Directors approved the Second Level University Strategic Plan, in which the various aspects were described with a greater level of in-depth analysis, the actions identified in a more specific way, as well as responsibilities at different levels. The second level Strategic Plan was followed by the third level plan, which had to be drawn up by each School according to its own development prospects, its needs and its own peculiarities, obviously in accordance with what had already been defined by the University (First and Second Level Plans). The Strategic Plan of the DC in VM and that in SIVAL are part of the Strategic Plan of the School of Biosciences and Veterinary Medicine, making specific references to the needs of adaptation, as well as to the requirements and requirements defined by the National ANVUR Evaluation Agency, also to the EAEVE standards, in view of the visit that the Matelica headquarters, which hosts the DC in MV, will receive from EAEVE itself in the first half of 2021.

THE STRATEGIC PLAN OF THE DEGREE COURSE IN VETERINARY MEDICINE IN THE LIGHT OF THE UNIVERSITY STRATEGIC PLAN

CONTEXT (drawn up on the basis of the University Strategic Plan, approved by the Senate on 27/03/2018)

Presentation of UNICAM

The University of Camerino (UNICAM) was founded in 1336. The university's historic headquarters are located in the city of Camerino, but UNICAM is present with its own offices, equipped with scientific and educational facilities, also in the cities of Matelica, Ascoli Piceno and San Benedetto del Tronto.

The academic articulation is based on *five University Schools* Architecture and Design (based in Ascoli Piceno), Biosciences and Veterinary Medicine (headquarters in Camerino [Biosciences] and offices also connected to Matelica [Veterinary Medicine] and San Benedetto del Tronto [Biosciences and Veterinary Medicine]), Law (based in Camerino), Drugs and Health Products Sciences (based in Camerino), Science and Technology (headquarters in Camerino with activities also carried out in the related headquarters of Ascoli Piceno).

The University's budget can be consulted at the link:

<http://www.unicam.it/amministrazionetrasparente/bilanci/bilancio> -quote-and-final

The University is characterized by a wide and diversified training offer and by a research and technological transfer activity that makes available to society, the world of work and production, increasingly advanced tools for controlling the factors of complexity. The quality of scientific research and training activities is constantly pursued in order to confirm and strengthen Unicom role in the European Research Area (ERA) and Higher Education (EHEA), to contribute to the economic and social development of the country and the territory of reference.

Unicom's DC in Veterinary Medicine (VM), established under the pontificate of Leo XII following the enactment of the papal bulls "*Quod divina sapientia*" of 1824 and "*Ordinationes Sacrae Congregationis Studiorum*" of 1826, was suppressed in 1958 following the nationalization of the universities, only to be activated again in 1990. Currently the DC in VM is related to the School of Biosciences and Veterinary Medicine (SBVM) and is provided at the related headquarters in Matelica.

Scientific Research

Among the 13 characteristic research lines identified by UNICAM and reported in the University Strategic Plan (A-M), there are three in which the Matelica headquarters is fully included:

- E. Food resources
- H. Animal health and welfare
- I. Food quality and safety

The research activities, carried out at the SBVM, are supported, in accordance with the European Charter of Researchers and the subsequent recommendations of the European Commission, by a "*Human Resources Strategy for Researchers*" accredited at European level. In particular, they are identified in four pillars:

1. Environmental sustainability
2. Human health
3. Animal health

4. Nutrition and food

Of these, the numbers 3 and 4 take place in the Matelica headquarters

As of December 31, 2020, the SBMV School is composed of 76 Teachers (9 Full Professors, 29 Associate Professors, 29 University Researchers [Assistant Professors], 9 Fixed-term Researchers), 19 Fellows, 41 Ph.D. students.

The *School of Advanced Studies* coordinates at University level the training activities within the Ph.Ds. In particular, the veterinary component is involved in the *Life and Health Sciences* area, course *One Health*.

Training activities and student services

The DC in VM is related to the SBVM and is provided at the related headquarters in Matelica. In the same location the bachelor's degree in *Safety of Zootechnical Productions and Promotion of Typical Food of Animal origin (SiVal)*, the School of national Specialization in Animal Health, Breeding and Livestock Production (SAAPZ) and the first year of the School of national Specialization in Hygiene and Control of Fishery and Aquaculture Products (ICPPA) are also paid. The second and third years of the latter are carried out at the related headquarters of S. Benedetto del Tronto.

In addition to the two Schools of national Specialization and the Ph.D., in the third cycle there are also university masters of I and II level, further training courses or professional updating. For sixteen years, the CENSIS rankings have placed UNICAM at the top of the ranking of universities with less than 10,000 students, rewarding the quality of the processes that accompany educational activities and student services, with particular attention to internationalization activities.

This result highlights the fruits of a research by the University, and by a methodological comparison at international and national level started decisively since the year 2000 and which has led to important goals, such as the ISO 9001 certification of the QAS for all courses (in 2003 for VM, first among all DCs in VM in Italy) and the EAEVE (*European Association of Establishments for Veterinary Education*) approval of the DC in VM in 2011. In March 2015, following a visit to the University in which some DCs were also involved, including the one in VM (first among all DCs in VM in Italy), ANVUR accredited the University by delivering a flattering report, characterized by an extremely positive overall assessment, with wide recognition for the planning and management of the "quality assurance system".

In September 2020 the University obtained again the ISO 9001:2015 certification in reference to the quality management system and the same certification was also obtained by the DC in VM and the DC in Environment and Sustainable Management of Natural Resources and the Second Level Master in Veterinary Cardiology.

Role and prospects

Although Unicam, like other universities, is a small reality, it faces the challenge of playing an appropriate role at national and international level. In order to achieve this, it is necessary to take due account, in addition to European and national policies, of one's vocations and characterizations.

The constant improvement in the quality of research and training is the main strategic objective pursued by the University and, therefore, also by the DC in VM. Functional to achieving this objective is the consolidation of a high level of student services and the further development of international openness, sectors to which the University has long given high priority and in which certainly considerable results have been achieved. At the same time UNICAM is committed to strengthening its role in international cooperation activities with China through the activation of

a complete training course in Biosciences and Biotechnology at the University of Ji Lin, in which some professors of the DC in VM also participate.

However, the development and progress of the performance of Unicam and, cascading, schools and DCs related to them have often been held back by the limits imposed by current legislation in terms of both "performance-based funding points points" and budgets. The size of the resources deriving from ministerial funding, with particular reference to the Ordinary Financing Fund (OFF), has suffered in recent years a constant decrease and all the programming of the University's activities has been based on criteria of prudence and balance, aimed at balancing the inevitable reduction in compressible expenses, with the need to guarantee an adequate level of carrying out institutional activities and the provision of services to students. Even the economic context of the international crisis has not helped the development of activities and the University has found its work in the face of a general impoverishment of the country and, therefore, of families, which has made and still makes a mere chimera the right to study and the consequent role of social lift that the Universities should play.

Seismic events of the year 2016

The seismic events of 24 August and 26 and 30 October 2016 have dramatically affected the hinterland of Macerata and Piceno and, although less devastatingly, also the most populous areas that extend towards the sea. These are territories and cities in which Unicam operates and has its own offices. Camerino, an ancient university city for which Unicam represents the main engine and fundamental economic driver, has suffered catastrophic damage in the historic center that has been declared a "red zone" and made entirely inaccessible, putting a strain on the University. Matelica headquarters has also suffered significant damage: S. Sollecito building has been damaged. It is a historic central structure in which, in addition to some teaching rooms, the administrative offices, the teaching room, a computer room available to students, the studies of teaching staff and technical staff are located, as well as most of the scientific laboratories and numerous premises included in the context of the Veterinary Teaching Hospital (VTH), including physiotherapy, the surgery block and the clinical biochemistry laboratory. In the immediate future there was also a considerable loss of beds both in the structures affiliated with the Regional Authority for the Right to University Study and in the private apartments that were no longer available, where students were staying.

Unicam's immediate reaction

The earthquake was a blow that could have put the University and the entire community of Camerino and the surrounding territories to its knees if there had not been an immediate reaction.

At the Matelica headquarters, the VTH has never stopped providing its service 24/24 hours and 7/7 days, also supporting, at the request of the Region, both emergency and routine veterinary activities in the most severely affected locations of seismic events. A week after the earthquake, the State Examinations were regularly held for qualification to the veterinary profession. After three weeks, the lessons resumed, all in presence, thanks also to the support in terms of classrooms provided by the Municipality of Matelica at the local Professional Institute for Industry and Crafts of Matelica and to the relocation of studies and staff offices at some premises of the "Giacomo Renzoni" teaching block. Finally, efforts have been made to make up for the lack of housing with temporary housing for students who have been left homeless. The complete recovery of the clinical block and laboratories located at the ground floor of the S. Sollecito building was obtained in June 2017 and in September 2020 the entire structure was fully recovered.

At the same time, to ensure financial sustainability by freezing the OFF and to fully support the reconstruction, the University has concluded a programme agreement with the Ministry (MIUR) for the exemption from the payment of university fees which, as regards students of all the DCs, has lasted until the AY 2018/2019 and 50% from the AY 2019/2020.

MISSION (drawn up on the basis of the University Strategic Plan, approved by the Senate on 27/03/2018)

Unicam aims to spread the high quality of its DCs and research activities to an increasingly diversified user. In doing so, it ensures equal opportunities, in accordance with the rules laid down by law, in access to education and recruitment mechanisms regardless of gender, religion, ethnicity and political opinions, while also committing own resources to enable all students deserving, even if they lack means, access to university education. Unicam's ability to give rise to interdisciplinary connections is peculiarity, making them available to the territory, the world of work and production.

The University promotes collaborations in the field of research, teaching and culture and maintains relationships with public and private, Italian, EU and international subjects.

The sense of belonging of its members, the tenacity and determination with which it pursues its objectives mean that the territories in which it insists recognize it as a point of reference for its own development, being itself a part of it.

Taking as its own the general objectives of the University of which it is a part and considering as a priority the achievement of international level through the adopted QA system, Unicam's DC in VM promotes, as an institution of higher education, the training of quality professionals, able to access all the main operational areas of veterinary education and aware of the importance of continuous continuing training, dedicated to the protection of the health and well-being of animals, man and the environment, in accordance with national and international regulations, according to criteria and principles based on principles of ethics, transparency, sharing, updating and with an eye to the needs of students, the modern veterinary profession and the territory.

VISION (drawn up based on the University Strategic Plan, as approved by the Senate on 27/03/2018)

The University and the Schools present in it see a common denominator in order to play a key role in contributing to the social, economic, technological and cultural innovation of the territories where it operates, responding to the contribution requested by the country and the international community. This role has been recognized by the highest offices of the State and the institutions, also in view of what it has represented and how it operated in the post-earthquake period.

Search

Like the SBVM in its entirety, the veterinary component of the School also points to the quality of basic and applied research, open to internationality, as a fundamental requirement to ensure students a high level of higher education.

In order to pursue its objectives, the University, in collaboration with the Schools, constantly monitors the level of scientific production, with particular reference to newly recruited or recently promoted professors and researchers, promotes policies to promote the quality of research and is committed to expanding and improving the services and infrastructures in support of it.

In supporting research, with a view to increasing quality and internationality, it becomes a priority to use additional sources of funding than those provided for by the OFF. Participation, and success rate, in competitive calls at all levels is therefore central: from European and international programmes in general, also with a view to strengthening strategic links with foreign institutions, to national, regional and local ones. The University intends to focus on strengthening initiatives and support tools for teachers and researchers who decide to participate in competitive positions, aimed at encouraging collaboration between the different structures and therefore the interdisciplinarity and multidisciplinary of research, as well as at improving the efficiency and effectiveness of the initiatives taken by researchers, including through the development of a specific system of technical and administrative support.

Training

The quality of training, supported by research activities, is one of the main axes of implementation of the University's primary missions. In this project, measures have been planned to improve the existing training offer and the acquisition of key skills in training courses, including through activities aimed at strengthening the postgraduate training system, and in particular the Ph.D. and graduate schools, two of which relate to the SBVM (SAAPZ and ICPPA) and are exclusively aimed at the training of VM graduates.

The training strategy focuses and pursues a number of objectives: improvement of the training course in VM and definition of other training offers in line with the needs of the national and international labour market, also in relation to specific vocations or needs of the territory; curbing student dispersion, especially as a consequence of seismic events; enhancement of interdisciplinarity; updating and training of teaching; extension and improvement of infrastructures for teaching and student well-being; attention to postgraduate training with particular reference to the continuing education of veterinarians inserted both in the world of the practice and in the context of the Italian National Health System.

The pursuit of these objectives cannot be separated from the strengthening of the tools to support students' educational paths, such as guidance, tutoring, international mobility, innovative teaching methodologies. In particular, it is intended to strengthen and innovate placement activities, through a closer link with stakeholders in order to identify concrete accompanying paths for integration into the labour market.

Third mission and technology transfer

The SBVM makes available to companies and the territory its wealth of skills and research results, with the aim of developing collaborations, promoting technology transfer and business creation on the starting point from the innovative results of research, as well as strengthening vocational training.

Particular attention is paid to the ethical component provided for by social and environmental responsibility and sustainability, with particular regard to integrity in the pursuit of institutional missions, accessibility and transparency of information, adoption of policies aimed at the prevention of corruption.

Under the university pressure, the SBVM also intends to commit itself to social responsibility for the removal of obstacles to the right to study, through appropriate interventions or in synergy with the regional authority responsible. Particular attention is paid to the policy of defining student contributions, aimed at ensuring accessibility to study for the weakest social groups.

OBJECTIVES OF THE DC IN VM

They are divided into various "strategic areas", identified based on the priorities highlighted during the analysis activities, but all related to the three "strategic areas" identified in the University Strategic Plans, however often intersected.

1) Teaching and training, including structures and services related to them

- Achievement of international standards in teaching, in particular in full compliance with the relevant European directives and recommendations within the European Area of Higher Education (ESG), in order to guarantee a modern training path, which allows access to all areas of the veterinary profession (*Day-one competences*)
- Offer of quality postgraduate training

2) Research

- Strengthening of research activities in such a way as to improve their performance, both in terms of structures, equipment, and scientific production, thanks also to the acquisition of new forces in terms of personal, to be allocated both to the Teachers/Researchers and to the Technical component
- Increase the ability to attract funding at both national and international level

3) Staff

- It is a cross-cutting strategic area which also supports the development actions planned in the other strategic areas

4) Student welfare

- Again, it is a transversal strategic area which also supports the development actions planned in other strategic areas (teaching, facilities, services)

5) Third mission and technology transfer

- Increase in continuing training activities for veterinarians
- Identification of the School of Biosciences and Veterinary Medicine as a reference point for the territory with regard to specialised veterinary assistance and excellence

STRATEGIC PLAN OF THE DEGREE COURSE IN VETERINARY MEDICINE (class LM 42)

Path to document definition

This document has been prepared in accordance with the following stages:

- analysis of documents related to the approval/accreditation processes of the DC in VM (EAEVE visit results 2011, ANVUR 2014 visit results)
- definition of the current photograph of the general situation of the DC in VM
- in- depth study of ESEVT standards
- analysis and detailed discussion of the situation, identification of critical issues and possible corrective actions
- definition of the First and Second Level University Strategic Plan
- definition of the Strategic Plan of the School of Biosciences and Veterinary Medicine and, as part of this, of the DC in VM

- approval by the School Council (session of 10 June 2020)

Foreword

Although articulated based on the strategic areas and objectives defined in the First and Second Level University Strategic Plans, similar to these, the Strategic Plan of the DC in VM must also be read in a systemic key.

The first part and the Plan consists of the SWOT analysis (analysis of strengths, weaknesses, opportunities, threats) specific to the DC in VM. Then, the Operational Plan is described, within which the actions to be taken are identified. For each strategic area, macro-objectives have been defined, within which the actions for the achievement of the specific objectives (targets) have been deduced.

For each of the specific objectives, the estimated (or desired) time taken to achieve them, the indicators of the achievement of each objective, and those responsible for the individual actions have been identified. As far as indicators are concerned, these certainly cannot be considered exhaustive, but they have been identified to measure the effectiveness of actions in achieving targets.

Responsibilities are divided into several levels: overall responsibility, responsibility for individual actions and operational responsibility. Within the School of Biosciences and Veterinary Medicine, in which two souls and two locations coexist, the biological one (with the predominant headquarters in Camerino, at the branch of Biosciences) and the veterinary one (with the predominant headquarters in Matelica at the branch of Veterinary Medicine), the overall responsibility lies with the Director of the School; the responsibility for the individual actions lies with the Director, his delegates (research, tutoring, internationalization, internship and placement, orientation, Ph.D.), possibly at each branch level, to the Coordinators of the DCs, to the referents of specific field or activity (in case of interventions concerning specific educational-scientific areas or activities) and, with regard to the VTH, to the Director and the Medical Director (or equivalent figures), for their respective competences; the operational responsibility lies with the delegates of the Director of the School and the other bodies officially identified for the management of the different aspects and formally undertake and manage certain actions (Teacher/Student Joint Committee, Council of the DC in VM, Course Year Coordination Committees [CYCC], EAEVE internal Board, VTH).

SWOT ANALYSIS

Strengths

- Only veterinary training institution in the Region
- Small reality:
 - * close proximity between teachers, TA staff and students, with mutual knowledge
 - * simpler procedures
 - * easy adaptability to change
- Veterinary 24/24 and 7/7 reference reality of the Single Regional Health Agency of the Marche Region with regard to second level care, supported by grants for young graduates
- Particular attention to QA procedures, with national (ANVUR, first DC in VM in Italy) and international (ISO 9001:2001 from 2003, first DC in VM in Italy, to 2016; ISO 9001:2015 in November 2020) accreditation
- Compliance with international standards (EAEVE 2011 approval)
- Close relationship with the territory and regional and local institutions

- Good level of international exchanges (both for teaching and research)
- Diversified educational offer, including postgraduate training
- Presence of a good number of European Diplomates (5/30)

Weaknesses

- Geographical location (not easy accessibility)
- High average churn rate
- Problems related to the consequences of the 2016/17 seismic events
 - * infrastructure problems at both university and local level (including agri-food companies)
 - * reduced attractiveness
- Almost high number of irregular (enrolled in years following the 5th) students, gradually decreasing
- Excessive length of study duration, progressively decreasing
- Both teaching staff and TA (the latter in particular) poor and in some respects insufficient
- Scarcity of financial resources
- Few European Diplomates and poor valorisation for them

Opportunities

- Increase in the number of students enrolled in the DC
- Close relationship with the territory:
 - * easy definition of agreements for teaching activities
 - * acquisition of new spaces for educational activities
 - * acquisition of new aggregation spaces for students
 - * definition of agreements for sports and recreational activities
- Close relationship with local and regional authorities and institutions, in particular at regional level

Threats

- Scarcity of funds
- Small numbers and dimension
 - * extreme vulnerability to unexpected and unpredictable abandonments and events
 - * centralized admission procedure (MIUR)
 - * admission test
 - * national ranking and assigned/booked student system
- Excessive increase in the number of students enrolled in the DC
- Poor livestock at territorial level and fragmented reality
- Consequences of the earthquake
 - * depopulation of students also for reduction of students from Marche region residents
 - * decrease in attractiveness
 - * non-allocation of funds by the national and regional government
 - * reduced production and livestock reality
 - * contraction of the local economy and the spending capacity of households

OPERATING PLAN

STRATEGIC MACRO-OBJECTIVE

TEACHING AND TRAINING, INCLUDING RELATED STRUCTURES AND SERVICES (responsibility: Pro-Rector to Programming, Monitoring and Evaluation, Director of the School)

Action

Preparation of a modern veterinary surgeon, according to international training standards, and responding to the needs of the profession and the territory, able to access all areas of veterinary medicine (responsibility: Director of the School)

TARGET

- Adaptation of the VM to international veterinary standards in order to guarantee a modern training course, which allows access to all areas of the veterinary profession (Day-one competences)

timing: AY 2020/21 (November 2021)

indicator: achievement of EAEVE accreditation (at least conditional accreditation)

responsibility: Rector's Delegate to Territorial Cooperation and Third Mission, Coordinator of the DC in VM, EAEVE Internal Board, CYCCs, Council of the DC in VM, Teacher/Student Joint Committee

Action

Qualitative and quantitative enhancement of educational structures and student support services (responsibility: Director of the School)

TARGET

- New classrooms (no. 3 at least) through the acquisition of new spaces (Block 3 - Building A)

timing: end of 2021

indicator: completion of the works

responsibility: Director of the School, Coordinator of the DC in VM

- Spaces for microbiology/infectious diseases through the acquisition of new spaces (Block 3 - Building A)

timing: end of 2021

indicator: completion of the work

responsibility: Director of the School, Responsible for microbiology-infectious diseases

Action

Improvement of the curriculum in VM and adaptation to the linear needs of the educational path in VM of students (responsibility: Director of the School, Coordinator of the DC in VM)

TARGET

- Enhancement of teaching and increase of the average score of the DC

timing: annual, cyclical

indicator: student questionnaires; teacher's individual report file ("schedone"), section score "Training activities"

responsibility: Tutored Delegate, Teacher/Student Joint Committee, Council of the DC in VM

- Improving graduation delay index

timing: annual, cyclical

indicator: number of graduates

responsibility: Director of the School, Coordinator of the DC in VM, Council of the DC in VM

Actions to be taken:

- improvement of the usability of teaching material whose updated versions must be available online;
- improvement of programme coordination;
- remodulation of training activities in proportion to the hours of practical and theoretical activity;
- evaluation of the opportunity of an increase in the number of training activities with verification of the learning results expected through written or written-practical exam.

Action

Improvement of the organization of practical activities, especially external (Extramural and EPT), and increase of relations with the territory (agreements with companies and structures, also for case studies and necropsy) (responsibility: Director of the School, Coordinator of the DC in VM, VTH Medical Director)

TARGET

- Greater involvement of contract Practitioners in training courses for teachers

timing: progressive

indicator: participation in activities

responsibility: Pro-rector to teaching, teachers responsible for areas involved in teaching activities at external structures, Coordinators of *Tirocinio* activities (professional practical training), Internal EAEVE Board

- Number of agreements with external facilities for practical activity, even on small animals

timing: progressive

indicator: number of facilities under agreement, with particular reference to kennels, shelters, etc.

responsibility: teachers responsible for areas involved in teaching activities at external structures, Coordinators of *Tirocinio* activities, Internal EAEVE Board

- Creation of spaces and equipment dedicated to clinical activities on rabbits, rodents, birds, exotic and wild animals and consequent increase in the relevant internal cases at the VTH

timing: April 2021

indicator: number of internal cases greater than the minimum ESEVT value

responsibility: VTH Medical Director, persons responsible for areas involved in educational and welfare activities, Coordinators of *Tirocinio* activities, EAEVE Internal Board

- Increase in necropsy numbers, particularly on pets, ruminants/pigs and *equidae*

timing: progressive

indicator: number of necroscopies greater than the minimum ESEVT value

responsibility: Pathological anatomy area, EAEVE Internal Board

Action

Improvement of the performance of the internationalization of teaching (responsibility: Director of the School, Coordinator of the DC in VM, Delegate of the Director for Internationalization)

TARGET

- Increase in agreements with universities and other foreign institutions for generic exchanges

timing: progressive

indicator: data on agreements reported in the Degree Course Annual Factsheet

responsibility: Coordinator of the DC in VM, Delegate of the Director for Internationalization

- Increase in student and teaching exchanges with universities and other foreign institutions (Erasmus+, etc.)

timing: progressive

indicator: data on ingoing/outgoing students/teachers reported in the Degree Course Annual Factsheet

responsibility: Coordinator of the DC in VM, Delegate of the Director for Internationalization

- Implementation of the new Placement Portal "VET CAREER II"

timing: January 2021

indicator: specific ANVUR Indicators (iC18, iC25, iC26, iC26bis and iC26ter)

responsibility: Delegate of the Director for Internationalization, Board of Evaluation Teachers, Coordinator of the DC in VM

- Increase in incoming staff

timing: progressive

indicator: specific ANVUR Indicators (iC10, iC11, iC12)

responsibility: Delegate of the Director for Internationalization, Coordinator of the DC in VM

- Increase in student information about international mobility

timing: progressive

indicator: specific ANVUR Indicators (iC10, iC11, iC12)

responsibility: Delegate of the Director for Internationalization, Coordinator of the DC in VM

- Increase in training establishments under agreement for international mobility activities

timing: progressive

indicator: specific ANVUR Indicators (iC10, iC11, iC12)

responsibility: Delegate of the Director for Internationalization, Coordinator of the DC in VM

Action

Increase in postgraduate training, also in response to the needs of the territory and the profession (responsibility: Director of the School, Directors of Schools of national Specialization, Directors of Masters, Delegates of Specific Scientific Societies)

- Increase in Schools of national Specialization and Masters (especially second level Masters)
 - timing: progressive
 - indicator: number of Schools, Masters
 - responsibility: Directors of Schools of national Specialization, Directors of Masters
- Increase in Continuing Education courses and training courses, in collaboration with institutions, local authorities, profession, companies (e.g. pharmaceutical companies, diagnostic equipment companies, etc.)
 - timing: progressive
 - indicator: number of activities
 - responsibility: Directors of Schools of national Specialization, Directors of Masters, Delegates of Specific Scientific Societies, individual Teachers

Action

Increase of Diplomates of European Colleges, particularly in the clinical sector, and activation of internships (responsibilities: Coordinators of sectors potentially involved, Diplomates of European Colleges present in the School, any delegated figures for the purpose)

- timing: progressive
- indicator: number of Diplomates, change of grants from Marche Region into Internships
- responsibility: Coordinators of sectors potentially involved, Diplomates of European Colleges present in the School, any delegated figures for the purpose

STRATEGIC MACRO-OBJECTIVE

RESEARCH (responsibility: Director of the School, Research Delegates)

Action

Quantitative and qualitative improvement of scientific productivity (responsibility: Coordinators of individual research groups, each Researcher)

TARGET

- Increase in the quality and quantity of research products, increase in the average peak of the DC and/or the School (Evaluation of Research Quality [ANVUR – VQR])
 - timing: periodic (annual [SUA-RD], three-year cycle ["schedone" Unicam] and four/five-year [VQR] evaluation)
 - indicator: SUA-RD (section "schedone", score "Research activities"), VQR results
 - responsibility: Coordinators of the individual research groups, each Researcher
- Increase in the ability of attracting funds for research and technology transfer activities
 - timing: periodic (annual [SUA-RD], three-year cycle ["schedone" Unicam] and four/five-year [VQR] evaluation)
 - indicator: SUA-RD (section "schedone", scores "Research activities" and "Funding"), VQR results

responsibility: Coordinators of the individual research groups, each Researcher

Action

Improvement of research internationalization (responsibility: Coordinators of individual research groups, each Researcher)

TARGET

- Increase in international scientific collaborations and production of related publications or equivalent products (e.g. patents, etc.)

timing: periodic (annual [SUA-RD], three-year cycle ["schedone" Unicam] and four/five-year [VQR] evaluation)

indicator: SUA-RD (section "schedone", scores "Research activities" and "Funding"), VQR results

responsibility: Coordinators of the individual research groups, each Researcher

Action

Increase in number of Diplomates of European Colleges, particularly in clinical area (responsibility: Diplomates of European Colleges present in the School, Coordinators of the individual research groups, Coordinators of clinical area)

TARGET

- Increase in Diplomates of European Colleges and their involvement in research projects

timing: progressive

indicator: number of Diplomates and number of projects

responsibility: Diplomates of European Colleges present in the School, Coordinators of individual research groups, Coordinators of clinical area

STRATEGIC MACRO-OBJECTIVE

STAFF (responsibility: Director of the School)

Action

Increase in teaching staff, including contract staff (responsibility: School Director, VTH Director, Coordinator of the DC in VM)

timing: progressive

indicator: number of FTEs progressively above the estimated minimum ESEVT value

responsibility: Director of the School, VTH Director, Coordinator of the DC in VM

Action

Increase in support staff, including contract staff, particularly with regard to laboratories (responsibility: Director of the School, VTH Director, Coordinator of the DC in VM)

timing: progressive

indicator: number of FTEs above the estimated minimum ESEVT value

responsibility: Director of the School, VTH Director, Coordinator of the DC in VM, Heads of Laboratories

Action

Increase in Diplomates of European Colleges, particularly in the clinical area, and internship activation

timing: progressive

indicator: number of graduates, change of grants from Marche Region into Internships

responsibility: VTH Director, Coordinators of clinical area, Diplomates of European Colleges, any figures delegated for the purpose

Action

Improvement of the continuous training process of teachers and higher involvement of contract staff (responsibility: Pro-Rector to teaching, his Delegate to continuing education, Director of the School, Coordinator of the DC in VM, each Teacher)

TARGET

- Participation of teachers in professional refresher initiatives on teaching and training, and definition of a frequency of participation, with registration of attendance

timing: progressive

indicator: participation in activities

responsibility: Pro-Rector to Teaching, Director of the School, Coordinator of the DC in VM, each Teacher

TARGET

- Involvement of contract Practitioners in training courses on teaching

timing: end of second semester of AY 2020/21

indicator: participation in activities

responsibility: Pro-Rector to Teaching, Director of the School, Coordinator of the DC in VM, any figures delegated to the purpose

STRATEGIC MACRO-OBJECTIVE

STUDENT WELL-BEING (responsibility: Director of the School, Rector's Delegate to Territorial Cooperation and Third Mission)

Action

Improvement of opportunities for students to live in environmental, psychological and physical conditions to encourage an adequate development of the educational path (responsibility: Director of the School, Delegate to tutoring for VM)

TARGET

- Agreements for recreational and sports activities in Matelica, transport to the sport (CUS) facilities in Camerino (Le Calvie)

timing: progressive

indicator: number of agreements, arrangement of transport to CUS facilities
responsibility: Director of the School, Delegate to tutoring for VM, Internal EAEVE Board

TARGET

- Space for student devoted to study/aggregation in Block 3 - Building C (Fondazione Mattei, ex Aula B)

timing: end of 2020

indicator: completion of works for the acquisition of new spaces (Block 3 - Building A)

responsibility: Rector's Delegate to Territorial Cooperation and Third Mission, Director of the School, Delegate to tutoring for the DC in VM, Internal EAEVE Board

STRATEGIC MACRO-OBJECTIVE

THIRD MISSION (responsibility: Pro-Rector to Territorial Cooperation, his Delegates within the School, Director of the School)

Action

Contribution to the continuing training of a modern veterinarian, responding to the needs of the profession and the territory, and aware (responsibility: Director of the School)

TARGET

- increase in continuing education programmes for veterinarians

timing: periodic (annual)

indicator: number of programmes provided and total number of participants

responsibility: Rector's Delegate to Territorial Cooperation and Third Mission, each Teacher, Delegates of Scientific Societies, Steering Working Group of the DC in VM

TARGET

- Identification of the School of Biosciences and Veterinary Medicine as a reference point for the territory with regard to specialist veterinary assistance and excellence

timing: periodic (annual)

indicator: number of specialist services provided at the VTH (both first-opinion and referral cases), cases related to third-party services provided by the various diagnostic services

responsibility: Rector's Delegate to Territorial Cooperation and Third Mission, VTH Director, Referents for clinical activities, Heads of diagnostic services

1.5 Tasks of the Quality Supervision Board of the University (QSB-U)

In the field of teaching activity, the QSB-U:

- organises and verifies the correct flow of information to and from the School, the University Evaluation Unit (UEU), the Teacher/Student Joint Committee (TSJC), the ANVUR (<https://www.anvur.it/en/homepage/>), and the MUR,
- supervises the regular implementation of the procedures provided by the University QAS for the training activities of the Schools, in agreement with the objectives of the University program,
- organises and monitors the surveys on student (undergraduates and graduates) opinion,
- regulates and verifies the periodic review activities of the DCs, assessing the effectiveness of preventive, corrective, and improvement actions.

In the field of research activities, the QSB-U:

- organises and verifies the correct information flow to and from the School QA, the UEU, the TSJC, the ANVUR, and the MUR,
- verifies and supervises the regular implementation of the procedures provided by the University QAS for the research activities of the Schools, in agreement with the objectives of the University program.

The QSB-U is composed by:

- a) the President of the Student Council,
- b) the Pro-Rector to teaching (who is the coordinator),
- c) the Rector's delegate to planning, monitoring and evaluation,
- d) the Delegate to QA of research activities,
- e) the Delegate to the relations with the UEU,
- f) the person responsible for the educational services, internationalization, and postgraduate activities,
- g) the person responsible for the DPEQS.

The QSB-U coordinates and carries out its activities in close connection with the Schools. From the technical and administrative point of view, the QSB-U is assisted by the DPEQS and the SPAO; the entire technical and administrative structure of the UNICAM is however called upon to promptly support and satisfy any specific operational and/or information needs regarding the various operational areas of the QSB-U.

The UEU has the task of verifying (art. 25 of the UNS):

- the feasibility, sustainability, and achievement of objectives and programs,
- the effectiveness and efficiency of resource management,
- the results achieved by the Schools and their respective members in the effectiveness of the teaching activities, based also on the indicators identified by the TSJC, and on the research activities carried out by the Schools, described in annual reports,
- the impartiality, good performance, and transparency of UNICAM activities,
- the adequacy of the scientific and/or professional curriculum of teachers (art.23, paragraph 1, of the Law No. 240/2010 (<https://www.camera.it/parlam/leggi/102401.htm>)).

Furthermore, the UEU:

- analyses the questionnaires of teaching evaluation performed by students and monitors the consequent actions implemented by the UNICAM,
- provides opinions on the activation, maintenance, and deactivation of Ph.D. courses,
- assesses administrative management by verifying the correct use of public resources, impartiality, and good performance of administrative action.

The UNICAM UEU is currently constituted by 6 components, 4 of which are external to UNICAM, and 2 student representatives.

1.6 Expectations of parties interested in the activities of the UNICAM and relevant tools for monitoring and evaluation

Expectations of parties interested in the activities of the UNICAM and relevant tools used for their monitoring and evaluation, according to the QM (section 4.1 - “Mapping of needs and expectations of interested parties”).

PARTIES CONCERNED	MAIN EXPECTATIONS	TOOLS USED FOR MONITORING/EVALUATING
Students	<ul style="list-style-type: none"> Teaching that meets quality standards 	<ul style="list-style-type: none"> Teaching evaluation questionnaires Survey on the satisfaction about the structures and laboratories Results of investigations by third party sources
	<ul style="list-style-type: none"> Postgraduate employability Appropriate scientific and cultural preparation 	<ul style="list-style-type: none"> AlmaLaurea survey results (Graduate profile, Graduate employment status)
Students' families	<ul style="list-style-type: none"> Satisfactory offer of services and accommodation 	<ul style="list-style-type: none"> Customer satisfaction surveys
	<ul style="list-style-type: none"> Postgraduate employability 	<ul style="list-style-type: none"> AlmaLaurea survey results (Graduate profile, Graduate employment status)
Prospective employing companies	<ul style="list-style-type: none"> Graduates with high preparation Updated training offered to students responding to the working market 	<ul style="list-style-type: none"> Surveys on the satisfaction of companies hosting internships and traineeships
University governance	<ul style="list-style-type: none"> Adequate and timely planning of human resources Recruitment consistent with the organizational needs of human resources Consolidation and improvement of the University's image 	<ul style="list-style-type: none"> Analysis of minimum teaching requirements and Technical-Administrative staff needs Analysis of educational, research and organizational needs Positioning in the various Italian and international rankings
Technical-administrative staff	<ul style="list-style-type: none"> Creation of a safe working place Application of meritocratic principles and possibility of career progression Enhance professionalism by enhancing skills and abilities Involvement and participation in the life of the university community Equal opportunities between genders 	<ul style="list-style-type: none"> Organizational well-being survey Application of the Performance Evaluation System Realization and usefulness evaluation of training courses Convening of assemblies / meetings with the university community Promotion of gender balance and equal opportunities
Teaching staff	<ul style="list-style-type: none"> Adequate technical-administrative and logistic services for carrying out training activities Involvement in the planning of the DC training activities Professional training and updating Adequate degree of autonomy in defining the contents of the training activity entrusted 	<ul style="list-style-type: none"> Annual questionnaire on teachers' satisfaction Annual questionnaire on teacher satisfaction and internal audits Satisfaction survey on refresher Courses Internal audits
Local - territorial bodies	<ul style="list-style-type: none"> Interaction with the university Promotion and support of local initiatives Strengthening the network of institutional entities involved 	<ul style="list-style-type: none"> Meetings of the Steering Working Group (SWG) Meetings of the Standing Committee for Territorial Development (SCTD)
University Evaluation Unit (UEU)	<ul style="list-style-type: none"> Positive feedback regarding the impartiality, the good performance and the transparency of the university's activities Verification of the actual feasibility, sustainability and realization of the objectives and programs Pursuit of the effectiveness and efficiency of the management of resources by the university University support for the availability and availability of data and information necessary for evaluation 	<ul style="list-style-type: none"> Organisational well-being survey Analysis of the performance measurement and evaluation system Analysis of the questionnaire results on teaching of DCs Various types of reporting and UEU reports
Educational institutions (Secondary schools)	<ul style="list-style-type: none"> Training courses consistent with the profile of the outgoing student Continuous training Implementation of dynamic and varied training courses 	<ul style="list-style-type: none"> Feedback, meetings and initiatives of the University Guidance Service
Board of Auditors	<ul style="list-style-type: none"> Careful resource management by the university Transparency and punctuality of the financial statements 	<ul style="list-style-type: none"> Budget consultation Document verification

1.7. Description of some aspects of the QMS

This annex describes in detail the processes and activities managed by the UNICAM Quality Management System (QMS).

The map shown in Figure 1.8 of Standard 1 is reported below. It schematizes the processes leading to the continuous improvement of the QMS.

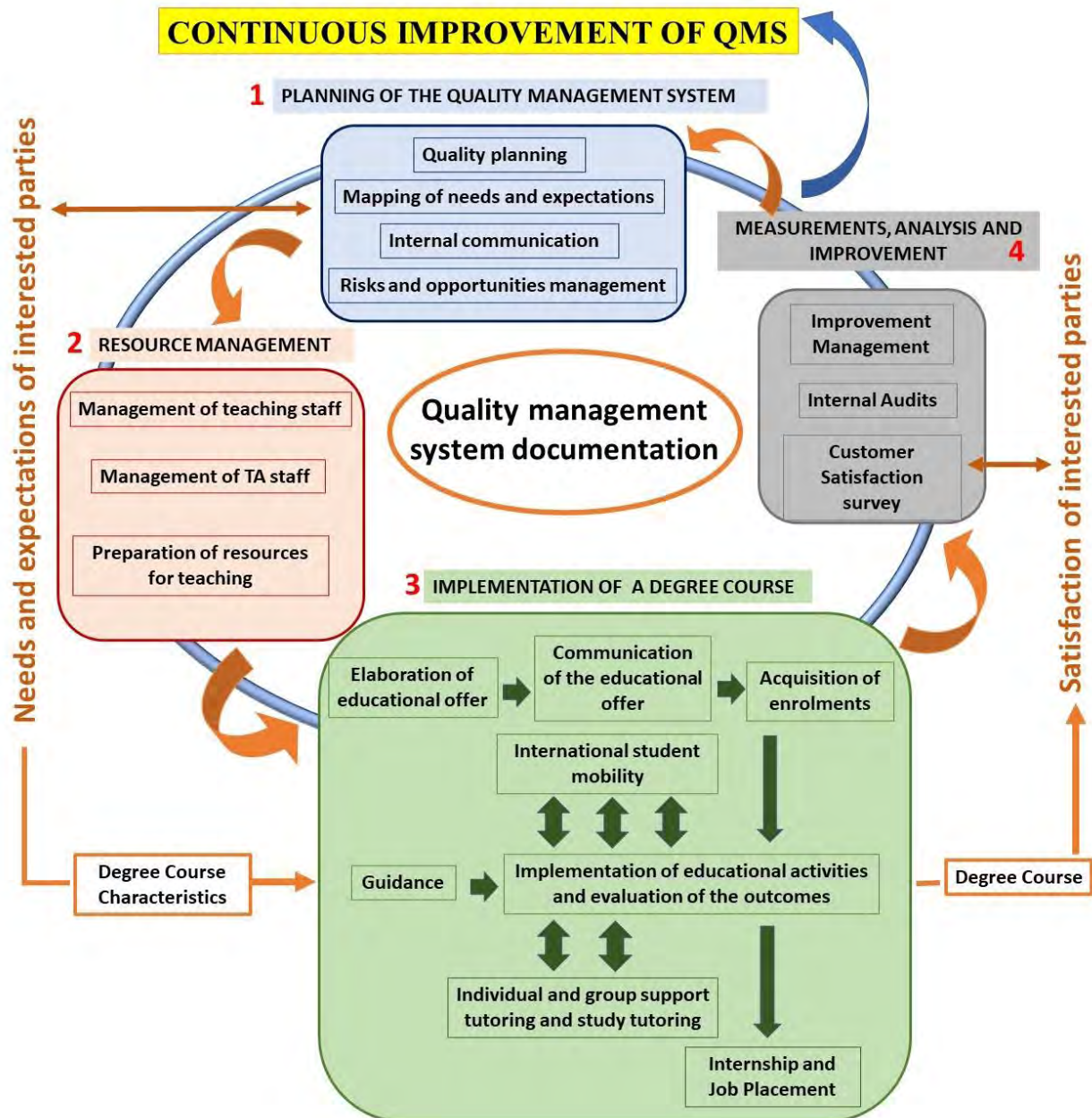


Figure 1.8. Processes and activities managed by UNICAM for the continuous improvement of the QMS.

In the centre of the scheme there is the **QMS DOCUMENTATION** which has the task of regulating and recording all the various stages of the QMS process. The QMS documentation is divided into three types:

1. **Main documents:** national laws and regulations, UNS, UNICAM Teaching Regulations, DC Regulations, QM, documents on Quality Policy, procedures, etc.
2. **Working documents:** documents necessary for the DCs to ensure effective planning, operation and control of its processes (e.g. teaching programs, student guide, teaching logs, teaching material, student questionnaires, etc.)
3. **Registration documents:** objective evidence of the activities carried out in the different processes (e.g. minutes of the DC Council, minutes of the meetings of committee and boards, records of lessons, minutes of the exams, student questionnaires, etc.)

The **PLANNING OF THE QUALITY MANAGEMENT SYSTEM (1)** process includes the actions for the:

Quality planning process

Based on the defined quality policy, the 'Management' of the system undertakes to deploy or "distribute" the objectives at the various levels of responsibility for managing the various processes. In turn, the responsible of the various University processes, considering the activities in which they are involved, define specific objectives, closely related to the general objectives established in the quality policy.

Figure 1.7.1 identifies the main activities, the related inputs and outputs, the associated responsibilities and the interactions with the other processes of the QMS.

Mapping of needs and expectations

This aspect has been already described in Annex 1.6.

Internal communication

Communication is a fundamental requirement for any organisation, as information constitutes the input data for each type of process. The degree courses ensure the collection, analysis and use of relevant information for the purposes of effective management of their degree programs and other training activities. Figure 1.7.2 identifies the main activities, the related input and output elements, the related responsibilities and the interactions with the other processes of the QMS as regards the communication of the educational offer to potential students and to their families.

Management of Risks and Opportunities

In order to improve and increase the desired effects, the UNICAM QMS aims at preventing or at least decreasing the risks identified by means of the analysis of the processes. In particular, these activities are divided into the following steps:

- risk detection
- risk quantification to eventually pursue an opportunity
- removal of the risk source
- modification of probability and consequences
- risk sharing according to the system of responsibilities
- risk acceptance based on the informed decision.

The risk analysis model adopted is structured as follows:

- identification of risks in each process
- analysis of each single risk (probability and impact indicators) and relative weighing
- assessment of individual risks in each process
- actions to mitigate every single risk in every process
- monitoring: during the audits, the actions identified to mitigate the risks are monitored in order to assess their effectiveness

For each identified and examined risk factor, the risk value (R) is the PRODUCT of the PROBABILITY (P) by the IMPACT (I), according to the formula: $R = P * I$.

For each factor, a rating scale from 1 (minimum value) to 5 (maximum value) was used.

As regards the probability factor, UNICAM has adopted, a document containing guidelines and assessment which all process managers must follow for an independent detailed risk assessment.

The probabilities that the event connected to a hypothesized risk may occur are estimated both at the University and the individual DC level. The evaluation is developed where possible, based on objective parameters.

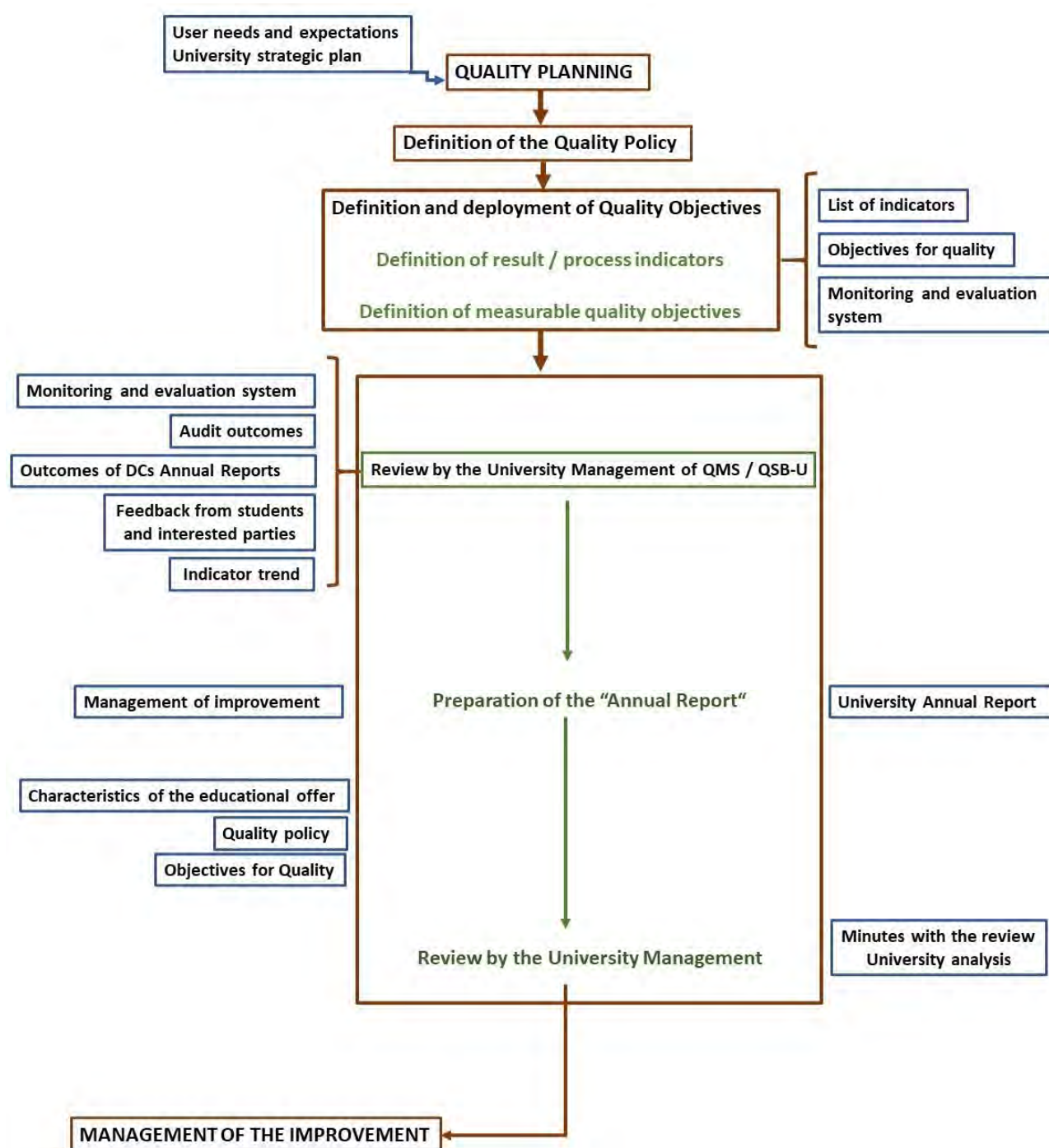


Figure 1.7.1. The UNICAM Quality planning process.

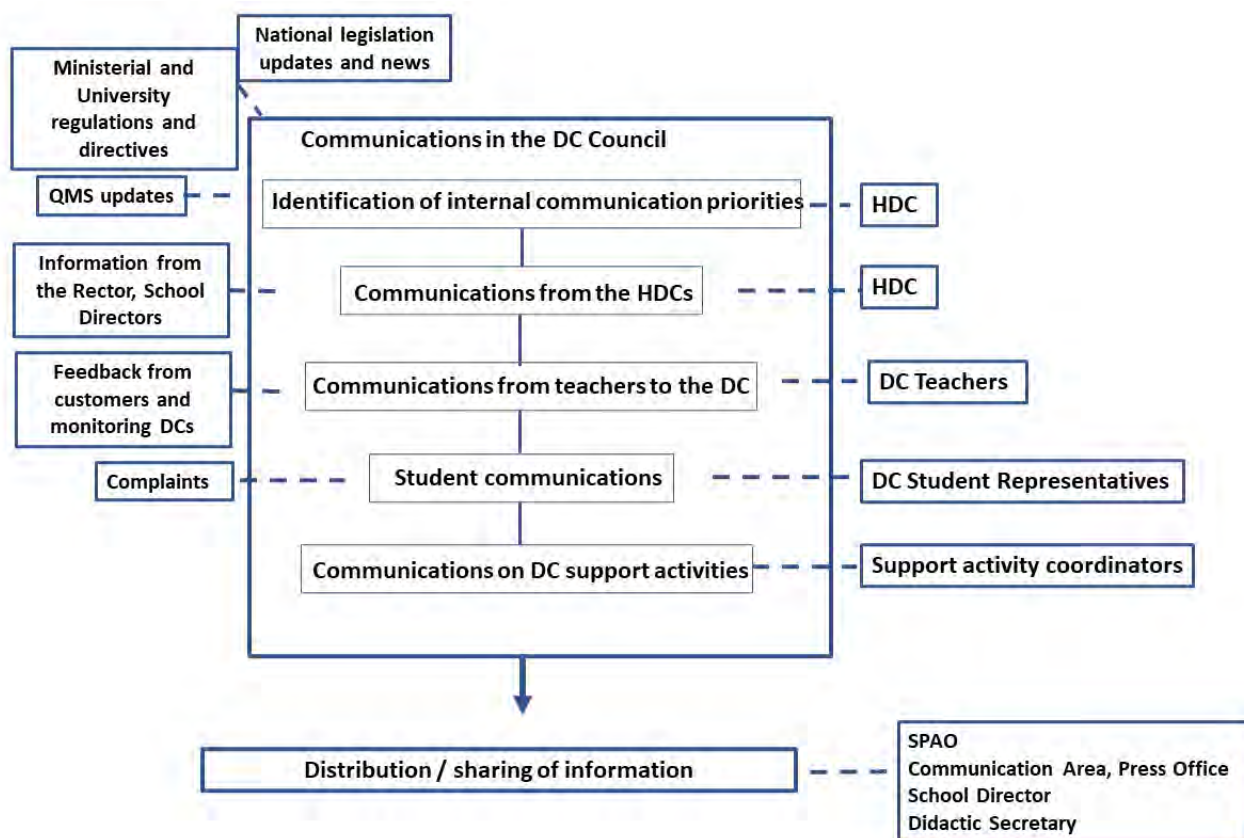


Figure 1.7.2. Internal Communication diagram

The **RESOURCE MANAGEMENT (2)** process includes the actions for the:

- Management of the teaching staff
- Management of the TA staff
- Management of infrastructures and work environments

These three aspects can be viewed on the website at:

https://sgq.unicam.it/system/files/intranet/2020/documenti/MQ_9001_rev5_2019_ESG.pdf

The **DEGREE COURSE REALIZATION (3)** process includes the actions for the:

Educational offer elaboration

To develop the educational offer to be delivered in the following AYs, the University has defined and documented a formal mechanism for the establishment, implementation, and periodic review of its DCs. This process takes into account the following elements: needs of students and interested parties (families and future employers); objectives and learning outcomes of both the DCs and the teaching activities; a study plan or curriculum appropriate to the learning objectives; methods and everything necessary (in terms of teaching, technical and infrastructural resources) for the provision of the planned educational offer and support services; formal procedures for the approval of the educational offer by the competent bodies inside and outside the University.

The scheme reported in Figure 1.7.3 identifies the elaboration process of the educational offer.

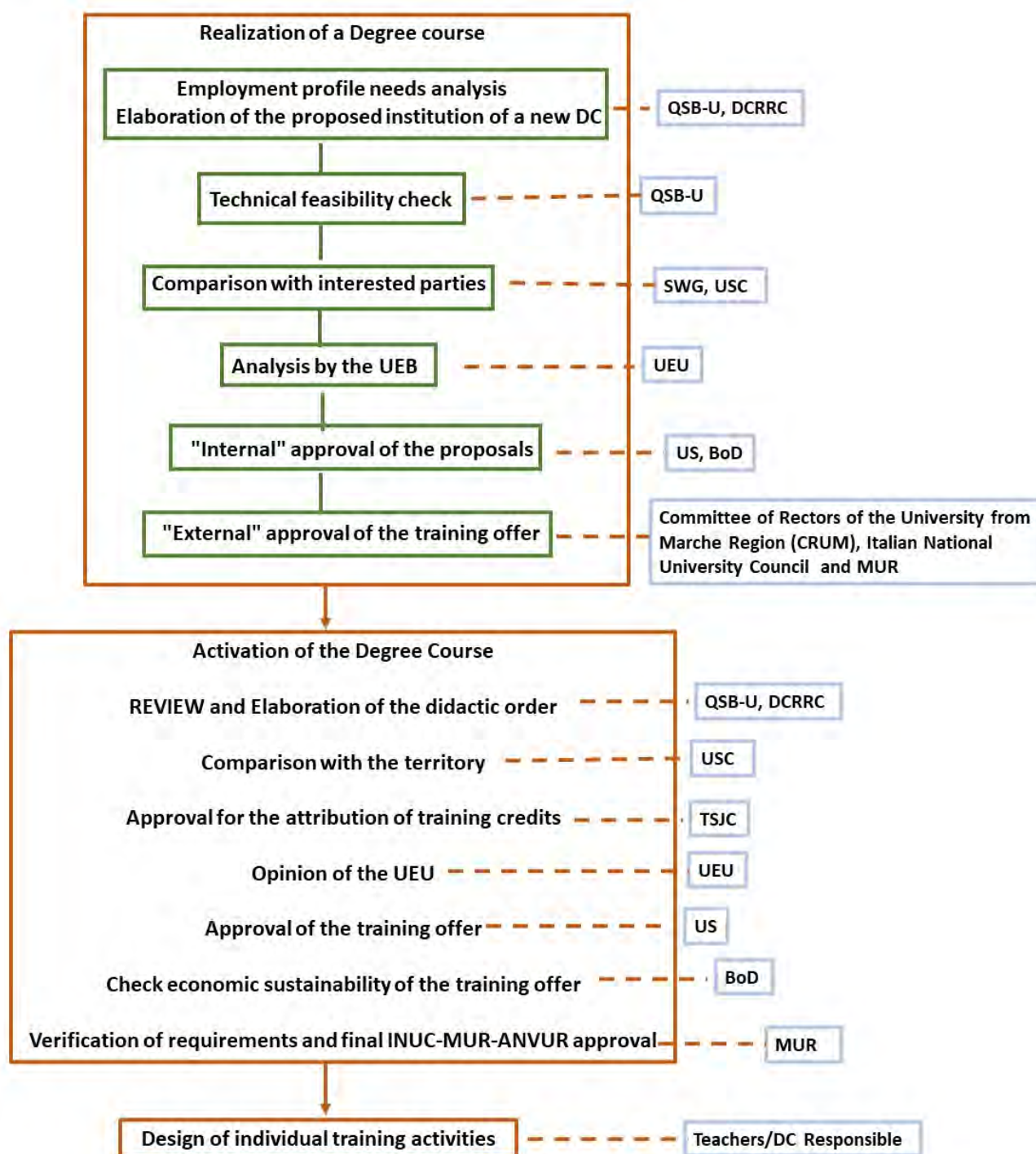


Figure 1.7.3. Scheme used for the elaboration of the educational offer.

Educational offer communication

UNICAM considers it essential to focus attention on communication addressed to potential students and their families, which consists of information on the educational offer and related services, provided prior to enrolment, and is realized with the creation of specific communication tools. The process of the educational offer communication (described in the QM) to potential students has the objective of defining the responsibilities and methods adopted to ensure that potential students and their families have all the elements available to be able to choose the most appropriate training path for their own needs /expectations.

Enrolment acquiring

The process of the enrolments acquiring, described in the QM, aims to define the responsibilities and methods adopted to guarantee to the students the regularity of enrolments and the administrative management of their career.

University study Guidance

The guidance activity, carried out in UNICAM, has the purpose of assisting and making aware the university choice of students of the last years of upper secondary schools who intend to undertake a university course; it also proposes to follow the students enrolled during their stay at the university, and finally to facilitate the transition to the labour market for those who have finished their studies. The process described in the QM concerns the phase of assistance in university choice, during which UNICAM provides secondary school students with methodologies and useful information for choosing the university course that best suits their objectives and abilities. The tools for carrying out the activities and managing the events defined in the annual plan are also described.

Realisation of teaching activities and outcome evaluation

This process has the objective of defining the responsibilities and methods for ensuring that: the teaching activities are carried out by placing the student's needs at the centre; that the students have access to the tools to achieve the defined learning objectives, in accordance with what is defined in the educational offer; the results of the individual teaching activities are analysed in order to activate any eventual changes for the following year; differences are respected and teaching methods are applied flexibly to ensure adequate guidance and support from teachers. Furthermore, given the importance of the exams for the progression of students and their future careers, the process aims at ensuring that: the teachers are familiar with the existing examination methods and have frequent updating opportunities on the subject; examination criteria and methods, as well as scoring criteria, are made known in advance to the students; the exam allows students to demonstrate to what extent they have achieved the expected learning outcomes and they are given adequate feedback on the outcome of the exam. The described process is schematised in Figure 1.7.4.

Support tutoring (individual and group) and teaching tutoring

Tutoring process aims to guide and assist students throughout the course of their studies, encouraging forms of participation in the training process and removing eventual obstacles. The UNICAM tutoring makes use of support tutors and provides for specific group and individual tutoring activities. It organizes teaching, DSU tutoring interventions, establishes specific tutor for the working students and for the e-learning forms of teaching, also organizes some transversal initiatives for all the DCs. The support tutoring is carried out by young undergraduates / graduates who, in each DC, help students to organize the study and settle into the University.

The group tutoring coordinates and organizes scheduled meetings with the teachers of the DC, aimed at highlighting and solving, also through the contribution of the students, any problems that may arise in carrying out the teaching activity.

Internships and Placement

Internship activity represents an important training tool that allows the student, undergraduate or new graduate to 'practice' in a real working context; it therefore constitutes an opportunity for direct knowledge of the labour market and the possibility of acquiring, in some cases, a specific professionalism. Placement activities provide for an integrated approach of information, guidance and support to facilitate the student's integration into the labour market, also taking into account the needs of the territory. The purpose of the process is to define the responsibilities and methods adopted to ensure that the opportunity to take advantage of the internship in a real working context is made effective, that the internship activities carried out are valid and effective, and that UNICAM favours the meeting between job supply and demand.

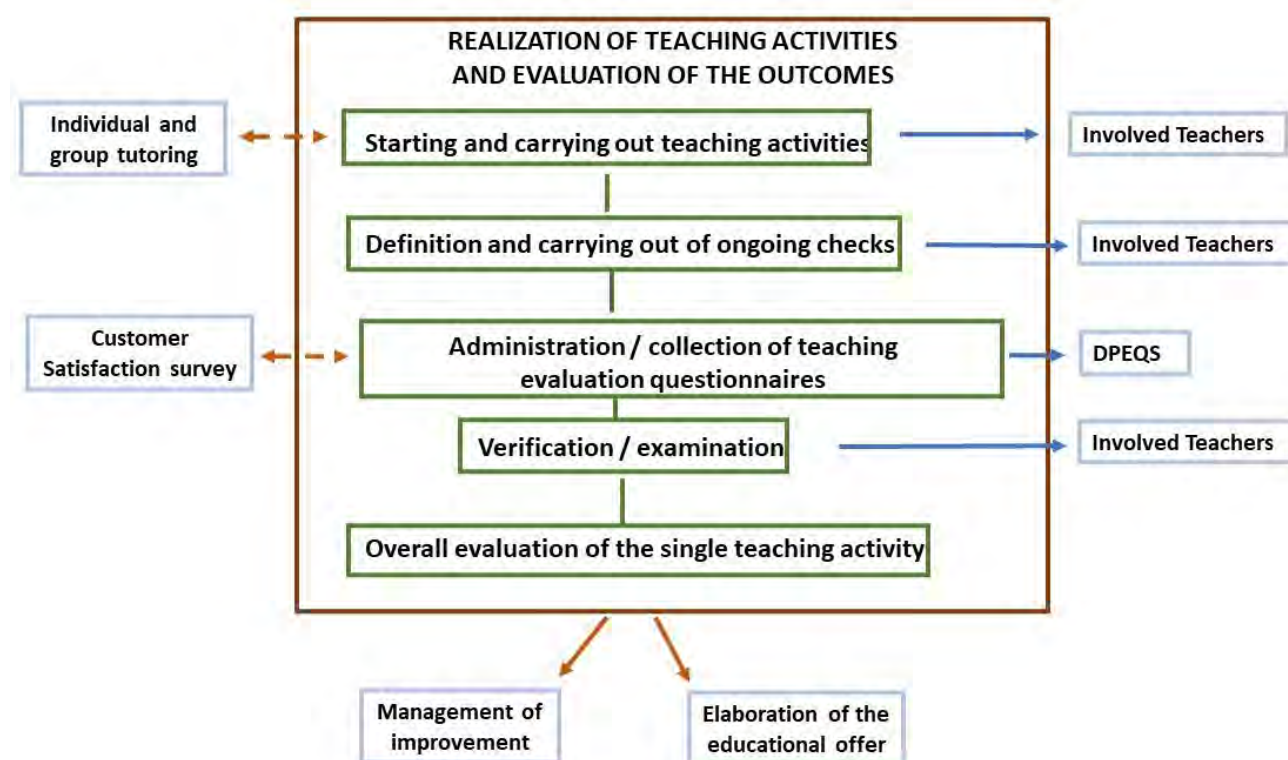


Figure 1.7.4. Scheme of the training activity realisation process of a degree course and outcomes evaluation.

International student mobility

The process described is aimed at defining the methods and responsibilities adopted to allow students to spend a period of study abroad, guaranteeing them the opportunity to follow courses, to use university facilities, to carry out research aimed at drafting the final dissertation and to obtain the recognition of the exams taken abroad, provided they are previously defined in an appropriate study program.

The **MEASUREMENTS, ANALYSIS, AND IMPROVEMENT (4)** process includes the actions for:

Customer Satisfaction survey

UNICAM monitors information on how well the organization itself has met the customer's requirements, representing this monitoring as one of the performance measures of the QMS. The monitoring concerns students and their families, through information and data relating to their opinion on the perceived quality of teaching and teaching support services, the graduates, through information and data relating to their opinion on the educational offer and on the training received by the structure, the employers, through information and data relating to their opinion on the preparation of the graduates themselves and on their ability to relate and enter the labour market. For this purpose, have been identified: a person in charge of the process, the indicators to be measured, the expected results with which to compare those measured, and the relations with other processes. All this means that the monitoring and measurement activities are carried out regularly, according to well-defined methods and timing.

Internal Audit

To establish if policies, procedures, or requirements have been met, internal audits are carried out in UNICAM. Internal Audits are systematic processes to obtain evidence and to evaluate them objectively.

Therefore, the purpose of the process, described in the QM, is to specify the responsibilities and requirements for planning and conducting internal audits, for the documentation of their results and the conservation of the relative records. The results of the visits, duly recorded, are submitted, for appropriate actions, to the School Director and communicated, for information, to the Responsible of the various activities that are involved in the process. These results will also constitute the input for the DC review report process.

Improvement Management

For the improvement process, the following have been defined:

- a) a procedure with the modalities according to which UNICAM, through the action of the QSB-U and the DCRRC, examines the information and data taken into consideration to identify the opportunities for improvement, to implement the initiatives, and to record the results to verify their effectiveness,
- b) a structure, which is the DPEQS,
- c) The interactions of the improvement process with other processes.

All the processes described by the QMS are managed with a view to continuous improvement. To this purpose, the QSB-U makes use, in particular, of the results of the educational activities analyses, the results of the other processes through which UNICAM is organized, the results of the improvement actions undertaken, the results of corrective and preventive actions implemented, and the results of internal audits and audits conducted by accredited external institutions.

ANNEX 2 - Annex to Standard 2

2.1. Fees paid by students and way of calculation

The amount of university fees, with reference to the DC in progress and up to the 1st supplementary year, are differentiated into two groups depending on the amount of ISEE-U:

1. ISEE-U up to € 40,000.00: the amount is of € 248.00 euros for an ISEE-U < € 13,000 and between € 248.00 and € 1,160.00 for an ISEE-U comprised between € 13,000 and € 40,000. In the latter case the amount is personalised and it is calculated as follow:

$$\text{Tuition fee to be paid} = \text{basic min. amount} + \frac{(\text{basic max. amount} - \text{basic min. amount}) * (\text{ISEE-U amount} - 13,000)}{27,000}$$

2. ISEE-U from € 40,000.01 to € 60,000.00: the amount is between € 1,160.00 and € 1,400.00. In the latter case the amount is personalised and it is calculated as follow:

$$\text{Tuition fee to be paid} = \text{basic min. amount} + \frac{(\text{basic max. amount} - \text{basic min. amount}) * (\text{ISEE-U amount} - 40,000)}{20,000}$$

The amount of university fees for students enrolled beyond the first supplementary year are also differentiated into two groups according to the amount of the ISEE-U:

1. University ISEE up to € 40,000.00. For 2nd and 3rd supplementary year minimum € 576.00 and maximum € 1,440.00. For 4th and 5th supplementary year minimum € 816.00 and maximum € 1,800. Over 5th supplementary year minimum € 1,016.00 and maximum € 2,080. The personalized amount is calculated as follow:

$$\text{Tuition fee to be paid} = \text{min. amount supplementary year} + \frac{(\text{max. amount suppl. year} - \text{min. amount suppl. year}) * (\text{ISEE-U amount} - 13,000)}{27,000}$$

2. University ISEE from € 40,000.01 to € 60,000.00. For 2nd and 3rd supplementary year minimum € 1,440.00 and maximum € 1,760.00. For 4th and 5th supplementary year minimum € 1,800.00 and maximum € 2,120. Over 5th supplementary year minimum € 2,080.00 and maximum € 2,400. The personalized amount is calculated as follow:

$$\text{Tuition fee to be paid} = \text{min. amount supplementary year} + \frac{(\text{max. amount suppl. year} - \text{min. amount suppl. year}) * (\text{ISEE-U amount} - 40,000)}{20,000}$$

ANNEX 3 - Annex to Standard 3

3.1. Curriculum subjects

Exam	Integrated Course / Module (Subjects)	Category	Credits
YEAR 1 - SEMESTER 1			
1	Biostatistics and Informatics	B	5
2 ⁽¹⁾	Chemistry and Biochemical propaedeutics	B	6
3	Zoology and Botany	B	6
4	Histology, embryology and veterinary microscopic anatomy	BS	9
	Total		26
YEAR 1 - SEMESTER 2			
5	Anatomy of domestic animals:	BS	13
	- <i>Veterinary systematic and comparative anatomy</i>		8
	- <i>Veterinary topographic anatomy</i>		5
2 ⁽¹⁾	Veterinary biochemistry	BS	6
6	Economics and agricultural law	AP	6
7	General zootechnics	BS, AP	5
	Total		30
Total year 1			56
YEAR 2 - SEMESTER 1			
8	General physiology of domestic animals and ethology	BS	8
9	Veterinary methodologies in chemistry and biochemistry	B, BS	6
10	Microbiology and epidemiology	BS	8
11	English language (level B2)	n.a.	6
	Total		28
YEAR 2 - SEMESTER 2			
12	Special physiology and endocrinology of domestic animals	BS	10
	- <i>Veterinary special physiology</i>		5
	- <i>Veterinary endocrinology</i>		5
13	Animal nutrition and feeding	AP	6
14	Zoocultures and Special zootechnics	AP	10
	- <i>Poultry production and aquaculture</i>		5
	- <i>Special zootechnics and breeding techniques</i>		5
	Tirocinio ⁽²⁾ in animal production	AP	5
	Total		31
Total year 2			59
YEAR 3 - SEMESTER 1			
15	Veterinary pharmacology and toxicology	BS	9
16	Food hygiene and technology	FSQ-VPH-OHC	7
	Veterinary parasitology and parasitic diseases	BS	4
17 ⁽¹⁾	- <i>Veterinary parasitology</i>		4
18	General pathology and physiopathology	BS	7
	Total		27

Legend - B: basic subjects; BS: basic sciences; AP: animal production; FSQ-VPH-OHC: Food Safety and Quality, Veterinary Public Health and One Health Concept.

⁽¹⁾ More subjects with the same number correspond to one exam (and a single mark).

Exam Integrated Course / Module (Subjects)		Category	Credits
YEAR 3 - SEMESTER 2			
19	Veterinary anatomical pathology and necropsy	CS-CA-FPA	13
20	Infectious diseases of animals	CS-CA-FPA, FSQ-VPH-OHC, PK	12
	- <i>Infectious diseases of mammals and animal health measures</i>		6
	- <i>Infectious diseases of avian species and lagomorphs</i>		3
	- <i>Transboundary infectious diseases and emerging zoonoses</i>		3
	Veterinary parasitology and parasitic diseases	CS-CA-FPA	5
17 ⁽¹⁾	- <i>Parasitic diseases</i>		5
	Total		30
Total year 3			57
YEAR 4 - SEMESTER 1			
21	Andrology and male reproductive diseases	CS-CA-FPA	6
22	Hygienic and health control and certification of food	FSQ-VPH-OHC	14
	- <i>Control and certification of fresh products</i>		7
	- <i>Control and certification of processed products</i>		7
23	Internal medicine propaedeutics and pathology	CS-CA-FPA	10
	Total		30
YEAR 4 - SEMESTER 2			
24	Veterinary obstetrics and gynaecology	CS-CA-FPA	8
25	Surgery propaedeutics and pathology	CS-CA-FPA	9
26	Radiology, diagnostic imaging, instrumental and laboratory diagnostics	CS-CA-FPA	7
	Tirocinio ⁽²⁾ in Food inspection	FSQ-VPH-OHC	8
	Total		32
Total year 4			62
YEAR 5 - SEMESTER 1			
27	Veterinary anesthesiology and surgery	CS-CA-FPA, PK	11
28	Internal medicine, therapy and forensic medicine	BS, PK, CS-CA-FPA	13
29	Elective subjects ⁽³⁾	CS-CA	8
	A - <i>Oncology and cardiology in veterinary medicine</i>		
	B - <i>Veterinary oncology</i>		
	C - <i>Advanced diagnostics</i>		
	D - <i>Odontostomatology and maxillofacial surgery in domestic animals</i>		
	Total		32
YEAR 5 - SEMESTER 2			
	Tirocinio ⁽²⁾ in Internal medicine, prophylaxis and avian pathology	CS-CA-FPA, FSQ-VPH-OHC, PK	14
	Tirocinio ⁽²⁾ in Clinical surgery and obstetrics	CS-CA-FPA	12
30	Final graduation thesis and examination	n.a.	8
	Total		34
Total year 5			66
Total 1-5 years			300

Legend - BS: basic sciences; CS: clinical sciences; PK: Professional knowledge; FSQ-VPH-OHC: Food Safety and Quality, Veterinary Public Health and One Health Concept; CA: companion animals (including equine and exotic pets); FPA: food-producing animals; n.a.: not applicable.

⁽¹⁾ More subjects with the same number correspond to one exam (and a single mark).

⁽²⁾ Credits for Tirocinio activities are acquired as eligibility (without marks) [see Substandard 3.1].

⁽³⁾ Curriculum hours taken as electives for each student in the last two academic years.

3.2. Students' preclinical and clinical personal logbooks



SCHOOL OF BIOSCIENCES AND VETERINARY MEDICINE
SINGLE-CYCLE DEGREE COURSE IN VETERINARY MEDICINE
 PERSONAL LOG-BOOK OF ACQUIRED PRACTICAL COMPETENCES
PRECLINICAL ACTIVITIES

Student (Surname and name)

Identification number

Academic year of first enrolment

Log-book delivery day

Log-book return day

1

Legend:

Date: date in which the competence has been certified

Course year: year of the course during which the competence has been acquired

Teaching activity: **SI** (Settimane Intensive / Intensive weeks)
TR (Tirocinio)
LP (Lezioni Pratiche / Practical activities)
AR (Attività di Ricerca / Tesi di laurea / Research activity / Degree thesis)

Structures: **LB** (Laboratori Didattici / Didactic laboratories)
SE (Strutture Esterna / External structures)
AL (Altro / Other)

Certification: signature of the Teacher who certifies the acquired competence

* The acquisition of at least one of the listed options is sufficient to obtain the certification of the activity reported in the relevant square.
 Some procedures could be performed on corpses or organs if no other possibility is available.

2

Activity	Date	Course Year	Area	Structures	Certification
1 Animal production <input type="checkbox"/> Approach to the subject <input type="checkbox"/> Restraint of the subject <input type="checkbox"/> Animal management in the box <input type="checkbox"/> Feed evaluation <input type="checkbox"/> Fodder evaluation <input type="checkbox"/> Morphological evaluation of equine <input type="checkbox"/> Morphological evaluation of bovine <input type="checkbox"/> Application of <i>Body Condition Score (BCS)</i> <input type="checkbox"/> Information data filling <input type="checkbox"/> <input type="checkbox"/>					
2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					3

Activity	Date	Course Year	Area	Structures	Certification
3 Evaluation of rearing techniques <input type="checkbox"/> Dairy cattle <input type="checkbox"/> Beef cattle <input type="checkbox"/> Sheep <input type="checkbox"/> Swine <input type="checkbox"/> Horse <input type="checkbox"/> Poultry <input type="checkbox"/> Aquatic organisms <input type="checkbox"/> <input type="checkbox"/>					
4 Diagnostic microbiological techniques <input type="checkbox"/> Bacteriological examination <input type="checkbox"/> Serological tests					
5 <input type="checkbox"/> <input type="checkbox"/>					4

Activity	Date	Course Year	Area	Structures	Certification
6 Necropsy procedures for LA <input type="checkbox"/> Proper placement and execution in the necropsy room <input type="checkbox"/> Organ sampling for anatomopathological examination <input type="checkbox"/> Sampling for toxicological examination and research of infectious agents <input type="checkbox"/>					
7 Necropsy procedures for SA (dogs, cats, birds, fishes, reptiles) <input type="checkbox"/> Proper placement and execution in the necropsy room <input type="checkbox"/> Organ sampling for anatomopathological examination <input type="checkbox"/> Sampling for toxicological examination and research of infectious agents <input type="checkbox"/>					
8 Drawing out of a necropsy report <input type="checkbox"/>					5

Activity	Date	Course Year	Area	Structures	Certification
9 Viscera examination <input type="checkbox"/> Species recognition <input type="checkbox"/> Digestive system <input type="checkbox"/> Respiratory system <input type="checkbox"/> Cardiovascular system <input type="checkbox"/> Nervous system <input type="checkbox"/> Urinary apparatus <input type="checkbox"/> Genital apparatus <input type="checkbox"/> Docimasy test <input type="checkbox"/>					
10 Evaluation of liquid gathering <input type="checkbox"/> Rivalta test <input type="checkbox"/>					
11 <input type="checkbox"/> <input type="checkbox"/>					6

Activity	Date	Course Year	Area	Structures	Certification
12 Preparation of cytological specimen <input type="checkbox"/> From pathological liquid gathering <input type="checkbox"/> By scarification <input type="checkbox"/> By apposition <input type="checkbox"/> By plugging <input type="checkbox"/> By needle aspiration <input type="checkbox"/> By needle fission <input type="checkbox"/> Section dyeing <input type="checkbox"/>					
13 Interpretation of cytological specimen <input type="checkbox"/>					
14 Interpretation of histological specimen <input type="checkbox"/>					
15 Drawing out of histopathological or cytopathological report <input type="checkbox"/>					7

Activity	Date	Course Year	Area	Structures	Certification
16 Reading and interpretation of histopathological or cytopathological report <input type="checkbox"/>					
17 <input type="checkbox"/>					
18 Organization of an HACCP plan <input type="checkbox"/>					
19 Structural suitability of food establishments <input type="checkbox"/> Slaughterhouse <input type="checkbox"/>					
20 Document control of animals at slaughterhouse level <input type="checkbox"/> Identification <input type="checkbox"/>					
21 <input type="checkbox"/>					8

Activity	Date	Course Year	Area	Structures	Certification
22 Ante mortem Inspection <input type="checkbox"/> Domestic ungulates <input type="checkbox"/> Poultry					
23 Animal welfare at slaughterhouse <input type="checkbox"/> Evaluation of indicators at different steps (discharging, setting off for death, stunning) <input type="checkbox"/>					
24 Post mortem Inspection <input type="checkbox"/> Domestic ungulates <input type="checkbox"/> Poultry <input type="checkbox"/> Inspection judgment, meat destination <input type="checkbox"/>					
25 Official food sampling <input type="checkbox"/> Sample recording, collection, storage and transportation <input type="checkbox"/>					9

Activity	Date	Course Year	Area	Structures	Certification
26 Sensory evaluation of fishery product freshness <input type="checkbox"/> Crustacean () <input type="checkbox"/> Fish ()					
27 <input type="checkbox"/> <input type="checkbox"/>					
28 <input type="checkbox"/> <input type="checkbox"/>					
<p>All the activities reported in the present booklet are performed with full respect for the good veterinary practices and the laws concerning both animal welfare and conscientious objection.</p> <p>This log-book must be filled in in every part and given to the student secretary office together with the application form for the admission to the final graduation exam.</p>					
					10

BY THE OFFICE

I declare that the student has achieved a proper number of certifications of practical competences listed in the present log-book.

Matelica, _____

The Director of the School



The form is white with a blue header. At the top center is the University of Camerino logo. Below it, the text reads: "SCHOOL OF BIOSCIENCES AND VETERINARY MEDICINE" and "DEGREE COURSE IN VETERINARY MEDICINE". Below this, there are five lines for student information: "Student (Surname and name)", "Identification number", "Academic year of first enrolment", "Log-book delivery date", and "Log-book return date". A large, light blue, diagonal watermark reading "FAC SIMILE" is overlaid on the form. The number "1" is in the bottom right corner.

The form is white with a blue header. At the top left, there are two lines of text: "SI (Strutture Interne / Internal structures)" and "SE (Strutture Esterne / External structures)". Below this, there is a paragraph of text: "* The acquisition of at least one of the listed options is sufficient to obtain the certification of the activity reported in the relevant square." and "Some procedures could be performed on corpses or organs if no other possibility is available." A large, light blue, diagonal watermark reading "FAC SIMILE" is overlaid on the form. The number "2" is in the bottom right corner.

Activity	Date	SE/SI	Certification
1 Restraint of small animals (SA) <input type="checkbox"/> Correct approach <input type="checkbox"/> Introduction and removal from the box <input type="checkbox"/> Application of muzzle or lace <input type="checkbox"/> Application of Elizabethan collar <input type="checkbox"/>			
2 Signalment, anamnesis and general examination in SA 			
3 Particular examination in SA <input type="checkbox"/> Integumentary system <input type="checkbox"/> Musculoskeletal system <input type="checkbox"/> Digestive system <input type="checkbox"/> Respiratory system <input type="checkbox"/> Cardiovascular system <input type="checkbox"/> Nervous system <input type="checkbox"/> Urinary system <input type="checkbox"/> Reproductive system			3

Activity	Date	SE/SI	Certification
4 Taking samples in SA <input type="checkbox"/> Venous blood <input type="checkbox"/> Arterial blood <input type="checkbox"/> Bladder catheterization <input type="checkbox"/> Insertion and fixing of venous catheter <input type="checkbox"/>			
5 Drug administration in SA <input type="checkbox"/> Oral way <input type="checkbox"/> Intramuscular way <input type="checkbox"/> Subcutaneous way <input type="checkbox"/> Intravenous way <input type="checkbox"/>			
6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			4

Activity	Date	SE/SI	Certification
7 Instrumental diagnostics in SA <input type="checkbox"/> Ultrasound examination <input type="checkbox"/> Elettrocardiographic examination <input type="checkbox"/> Otoscopic examination <input type="checkbox"/> Ophthalmoscopic examination <input type="checkbox"/> Endoscopic examination <input type="checkbox"/>			
8 Simulation and interpretation <input type="checkbox"/> X-ray examination in SA <input type="checkbox"/> CT examination in SA <input type="checkbox"/> MRI examination in SA <input type="checkbox"/>			
9 Vaccination plan in SA <input type="checkbox"/>			
10 <input type="checkbox"/>			5

Activity	Date	SE/SI	Certification
11 Restraint of large animals (LA) <ul style="list-style-type: none"> <input type="checkbox"/> Correct approach <input type="checkbox"/> Halter application <input type="checkbox"/> Introduction and removal from box <input type="checkbox"/> Manual conduction of the horse <input type="checkbox"/> Management of hospitalized horse <input type="checkbox"/> Bovine restraint 			
12 Signalment, anamnesis and general examination in LA			
13 Particular objective exam in LA <ul style="list-style-type: none"> <input type="checkbox"/> Integumentary system <input type="checkbox"/> Musculoskeletal system <input type="checkbox"/> Digestive system <input type="checkbox"/> Respiratory system <input type="checkbox"/> Cardiovascular system <input type="checkbox"/> Nervous system <input type="checkbox"/> Urinary system 			6

Activity	Date	SE/SI	Certification
14 Taking samples in LA <ul style="list-style-type: none"> <input type="checkbox"/> Venous blood <input type="checkbox"/> Arterial blood <input type="checkbox"/> Bladder catheterization <input type="checkbox"/> Mammary secretion <input type="checkbox"/> Insertion and fixing of venous catheter 			
15 Drugs administration in LA <ul style="list-style-type: none"> <input type="checkbox"/> Tablets <input type="checkbox"/> Dosed syringes <input type="checkbox"/> Intramuscular way <input type="checkbox"/> Subcutaneous way <input type="checkbox"/> Endovenous way 			
16 <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> 			7

Activity	Date	SE/SI	Certification
17 Instrumental diagnostics in LA <ul style="list-style-type: none"> <input type="checkbox"/> Ultrasound examination <input type="checkbox"/> Electrocardiographic examination <input type="checkbox"/> Ophthalmoscopic examination <input type="checkbox"/> Endoscopic examination 			
18 Simulation and interpretation of X-ray examination in horse			
19 Examination of lame horse			
20 Rectal examination <ul style="list-style-type: none"> <input type="checkbox"/> Equine <input type="checkbox"/> Bovine 			
21			
8			

Activity	Date	SE/SI	Certification
22 Vaccination plan in LA <input type="checkbox"/>			
23 Diagnostic procedures <input type="checkbox"/> Hemocrome <input type="checkbox"/> Hematochemical <input type="checkbox"/> Hemogasanalysis* <input type="checkbox"/> Coagulation test <input type="checkbox"/> Bacteriology <input type="checkbox"/> Blood smear <input type="checkbox"/> Cytological sampling* <input type="checkbox"/> Biopsical sampling* <input type="checkbox"/> Coprological examination <input type="checkbox"/> Urine analysis <input type="checkbox"/> Skin scraping <input type="checkbox"/> Simulation of sending a sample to an external lab <input type="checkbox"/>			9

Activity	Date	SE/SI	Certification
24 Management of hospitalized patient <input type="checkbox"/> Monitoring of hydratation state <input type="checkbox"/> Control of main organic functions <input type="checkbox"/> Monitoring of life parameters <input type="checkbox"/> Diet management <input type="checkbox"/>			
25 Surgical and anaesthesiological procedures <input type="checkbox"/> Surgeon preparation <input type="checkbox"/> Instrument sterilization <input type="checkbox"/> Trichotomy and surgical scrub <input type="checkbox"/> Choice of anaesthesiological protocol* <input type="checkbox"/> Anaesthesiological monitoring* <input type="checkbox"/> Patient intubation* <input type="checkbox"/> Bandage application and removal <input type="checkbox"/> Tissue suture <input type="checkbox"/> Suture removal <input type="checkbox"/>			10

Activity	Date	SE/SI	Certification
26 Ostetric procedures <input type="checkbox"/> Ovariectomy of SA <input type="checkbox"/> Orchiectomy of SA <input type="checkbox"/> Simulation of artificial insemination <input type="checkbox"/> Ovaric monitoring <input type="checkbox"/> Pregnancy diagnosis <input type="checkbox"/> Attendance at birth <input type="checkbox"/> Uterine swab <input type="checkbox"/> Uterine flushing <input type="checkbox"/> Uterine biopsy <input type="checkbox"/> Laparoscopy simulation <input type="checkbox"/>			
27 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			11

	Activity	Date	SE/SI	Certification
28	Management of emergencies <input type="checkbox"/> Cardiopulmonary resuscitation <input type="checkbox"/> Drug management <input type="checkbox"/> Hemorrhage management <input type="checkbox"/> Poisoning management <input type="checkbox"/> Arrhythmia management <input type="checkbox"/> Management of traumatized patient <input type="checkbox"/> Euthanasia <input type="checkbox"/>			
29	Clinical form management <input type="checkbox"/> Medical record filling and updating <input type="checkbox"/> Clinical record storing <input type="checkbox"/> Consultation of pharmac. handbook <input type="checkbox"/> Simulating medical report and prescription <input type="checkbox"/> Signalling of notifiable disease <input type="checkbox"/> Report/inform third party <input type="checkbox"/> Proper disposal of special waste			

12

SCHOOL OF BIOSCIENCES AND VETERINARY MEDICINE

DEGREE COURSE IN VETERINARY MEDICINE

PERSONAL LOG-BOOK

INTERNAL MEDICINE AND PREVENTIVE MEDICINE (14 CFU)

SURGERY AND OBSTETRICS (12 CFU)

I declare that the student (surname and name),
 identification number returned this log-book on/...../..... properly filled in
 and therefore I can confirm that the Tirocinio in the following areas has been performed:

Internal Medicine and Preventive Medicine Surgery and Obstetrics

Prof. Beniamino Tesei

Prof. Angela Palumbo Piccionello

13

ANNEX 4 - Annex to Standard 4

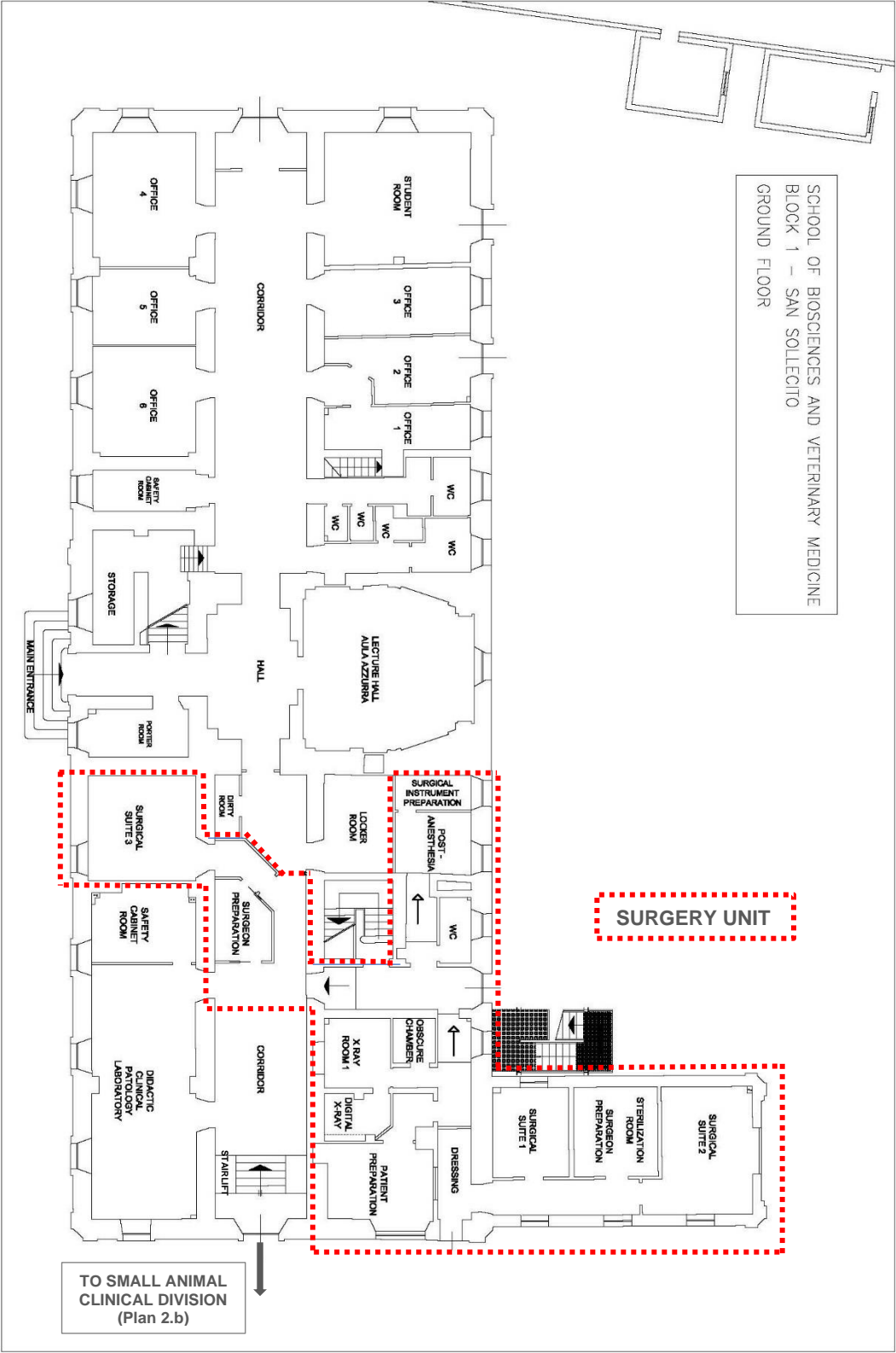
4.1. Aerial views and plans of the premises of the SBVM-bVM



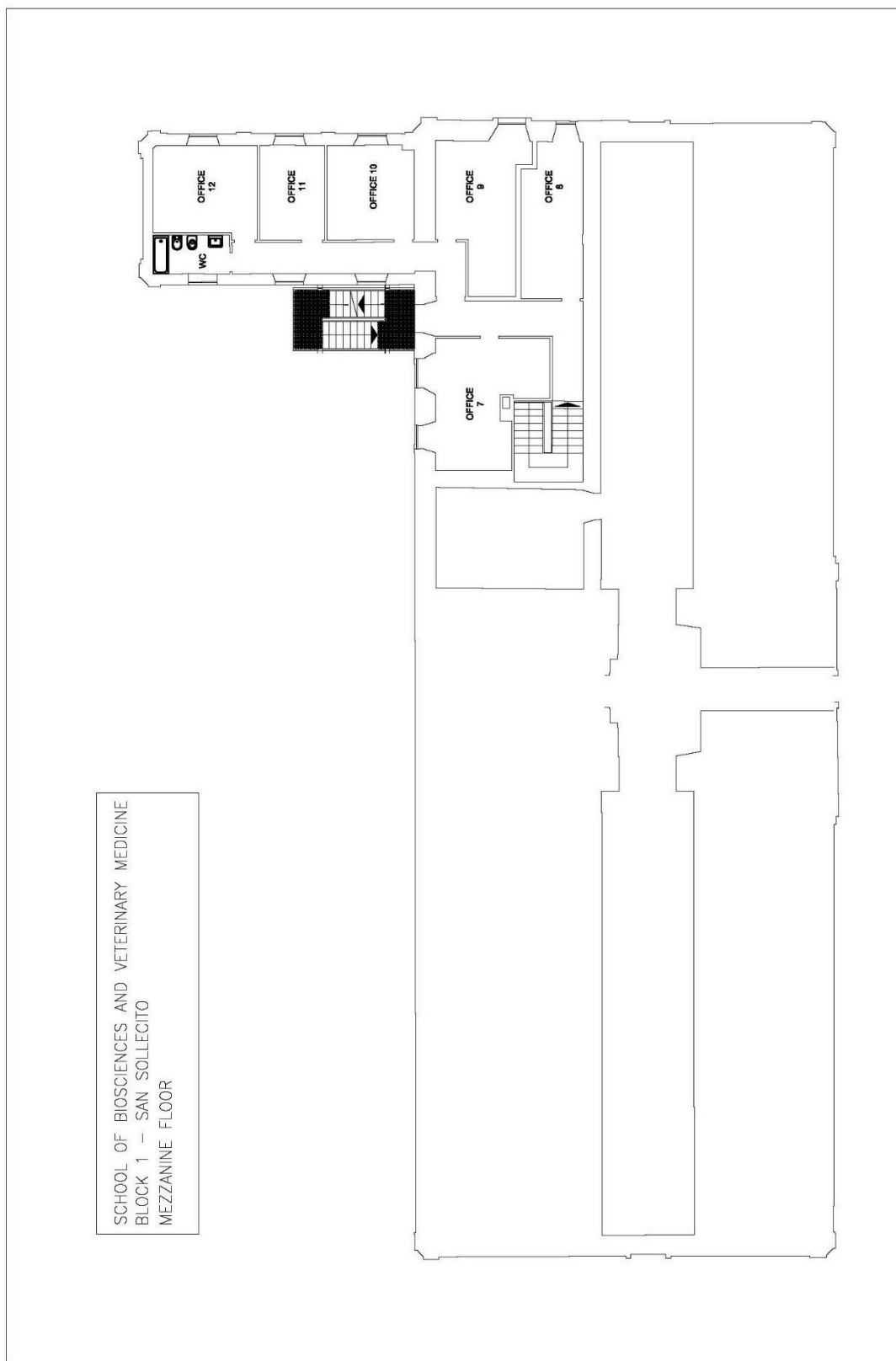
Figure 4.1.1. Aerial view of **Block 1 - Central Block**
A = *San Sollecito building* (“historical” part of the SBVM-bVM, plans 1.a, 1.b, 1.c, 1.d, 1.e)
B = *New Division* (SACD, Plans 2.a, 2.b)

Plans 1.a, 1.b, 1.c, 1.d, 1.e - Plans of the San Sollecito building

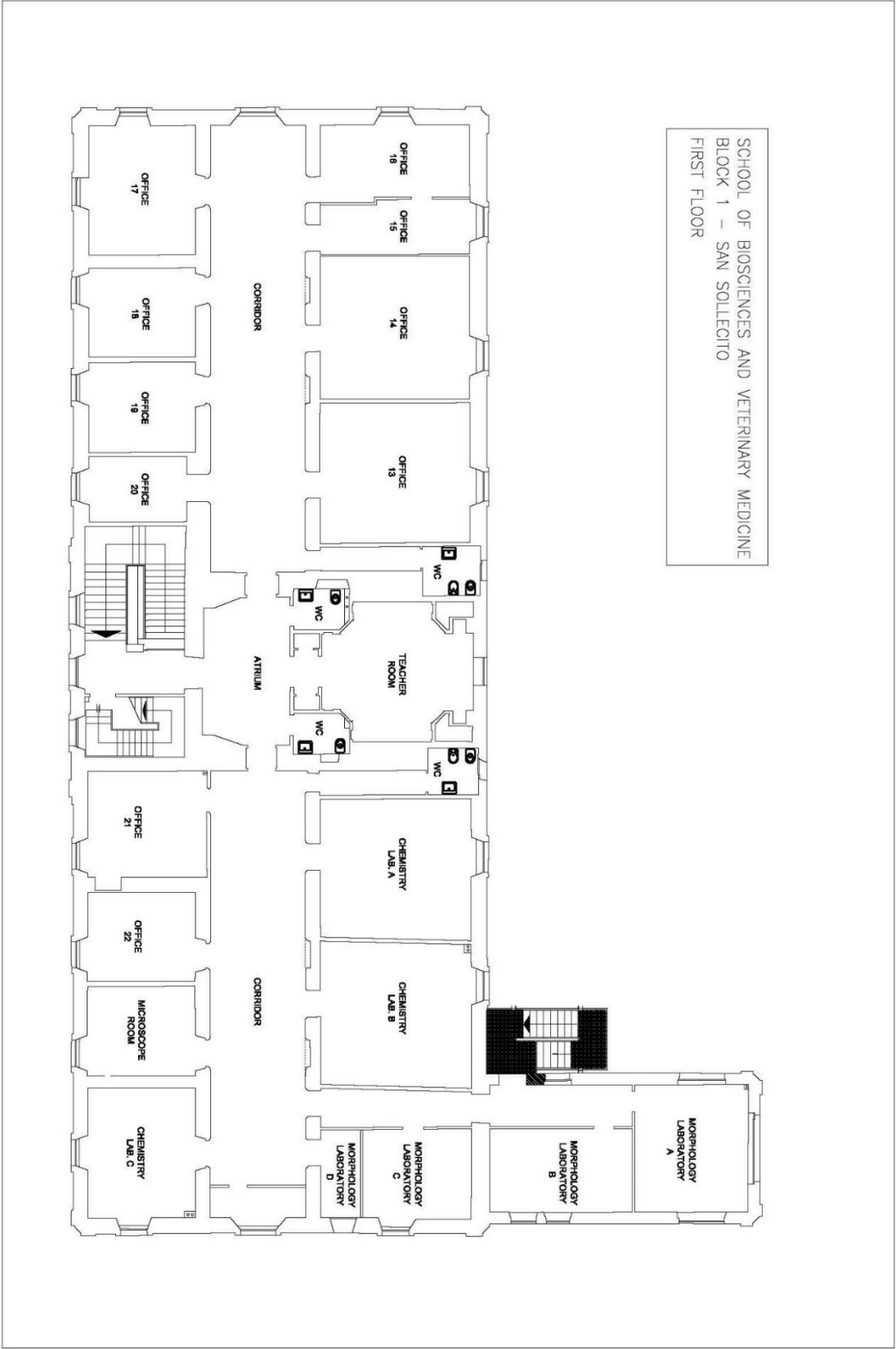
Plan 1.a



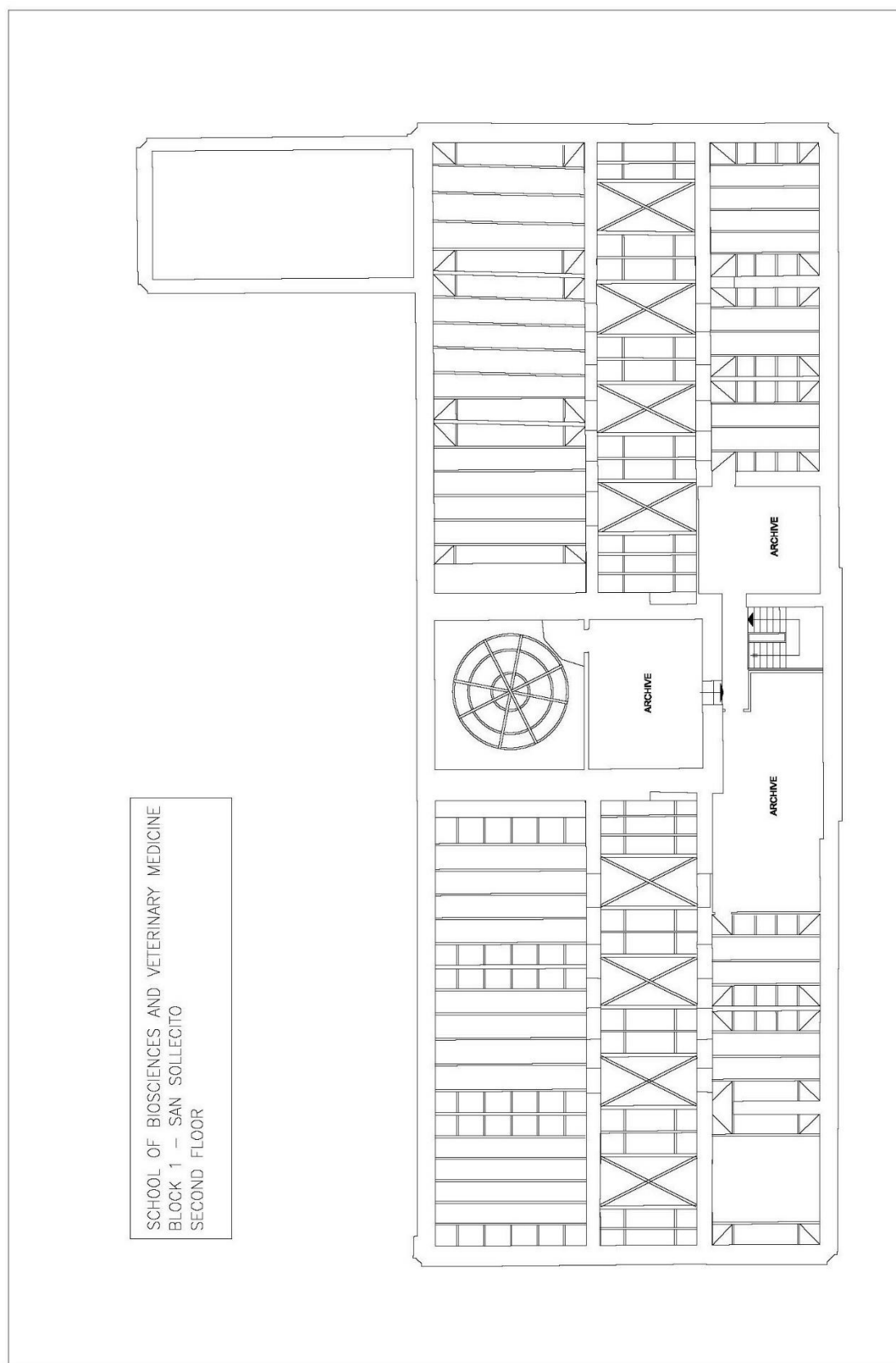
Plan 1.b



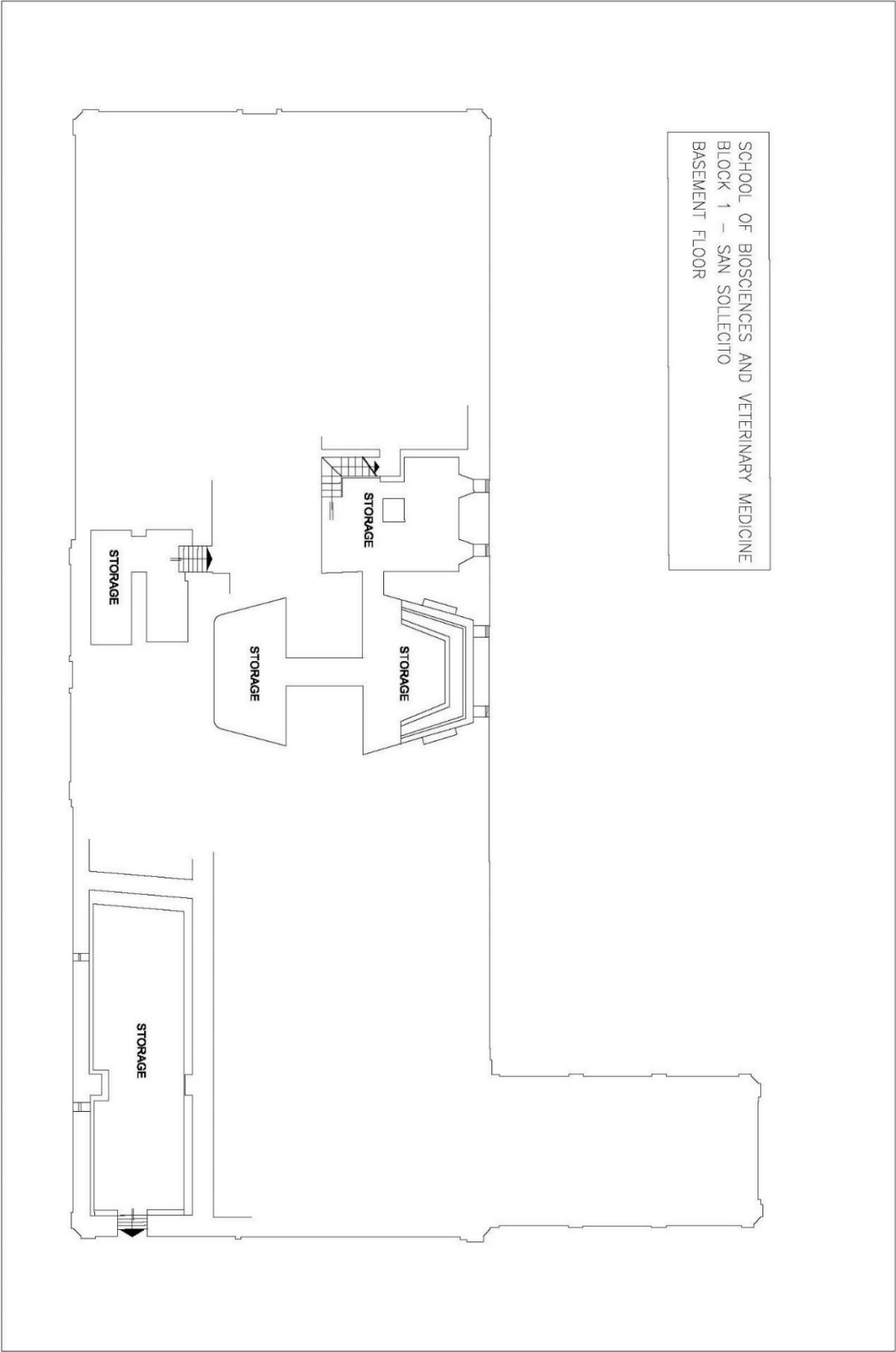
Plan 1.c



Plan 1.d

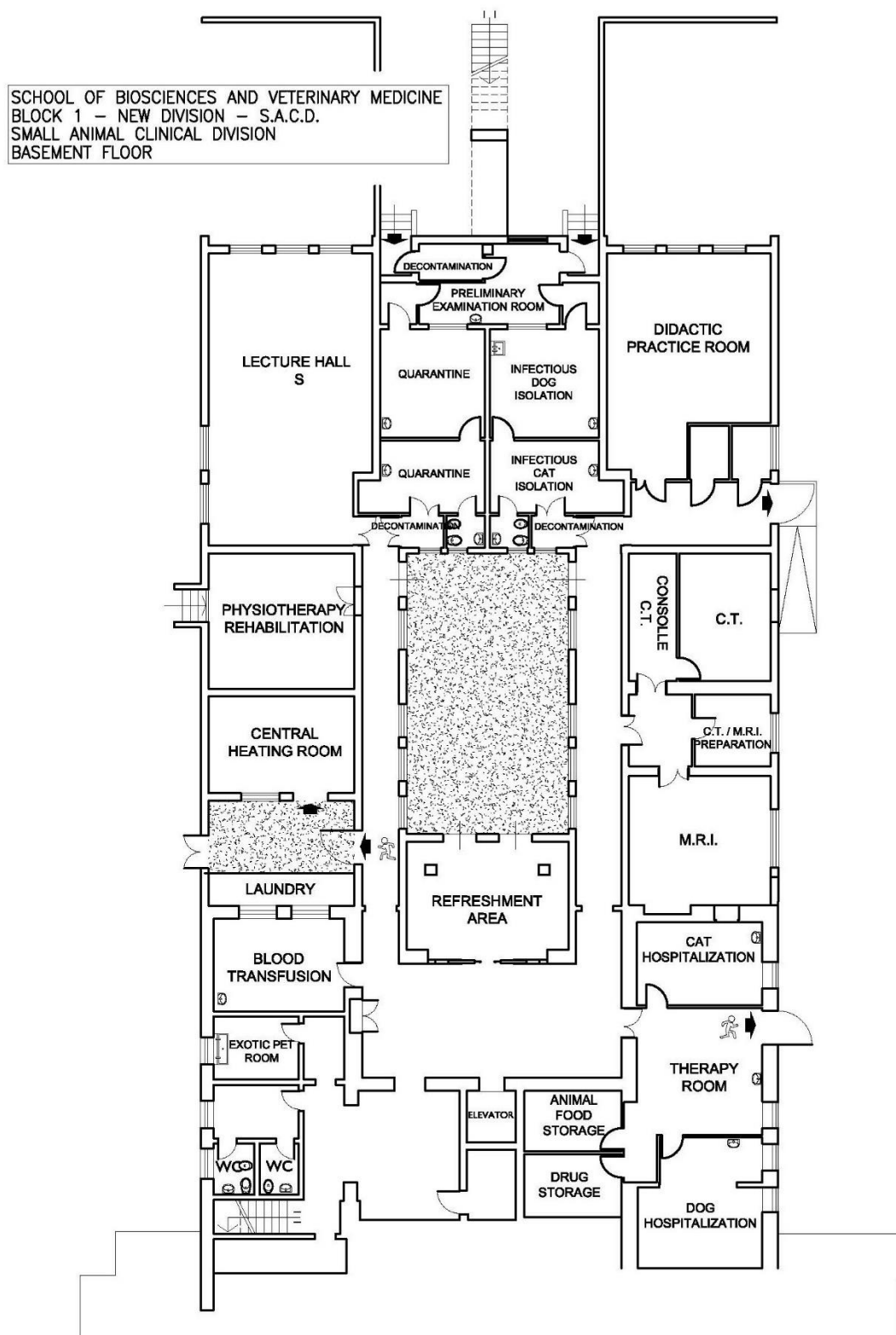


Plan 1.e



Plans 2.a, 2.b - Plans of the New Division

Plan 2.a



Plan 2.b

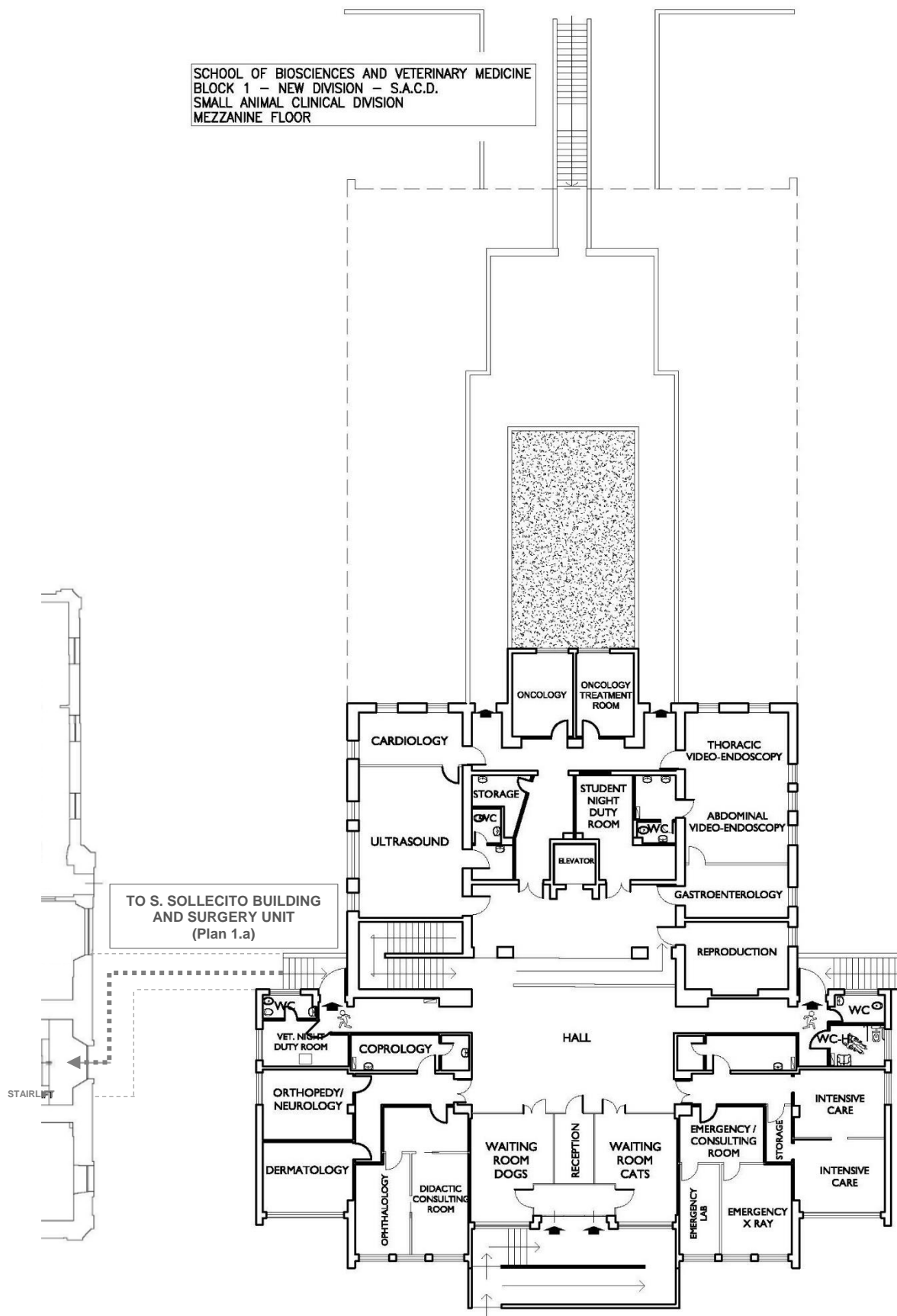




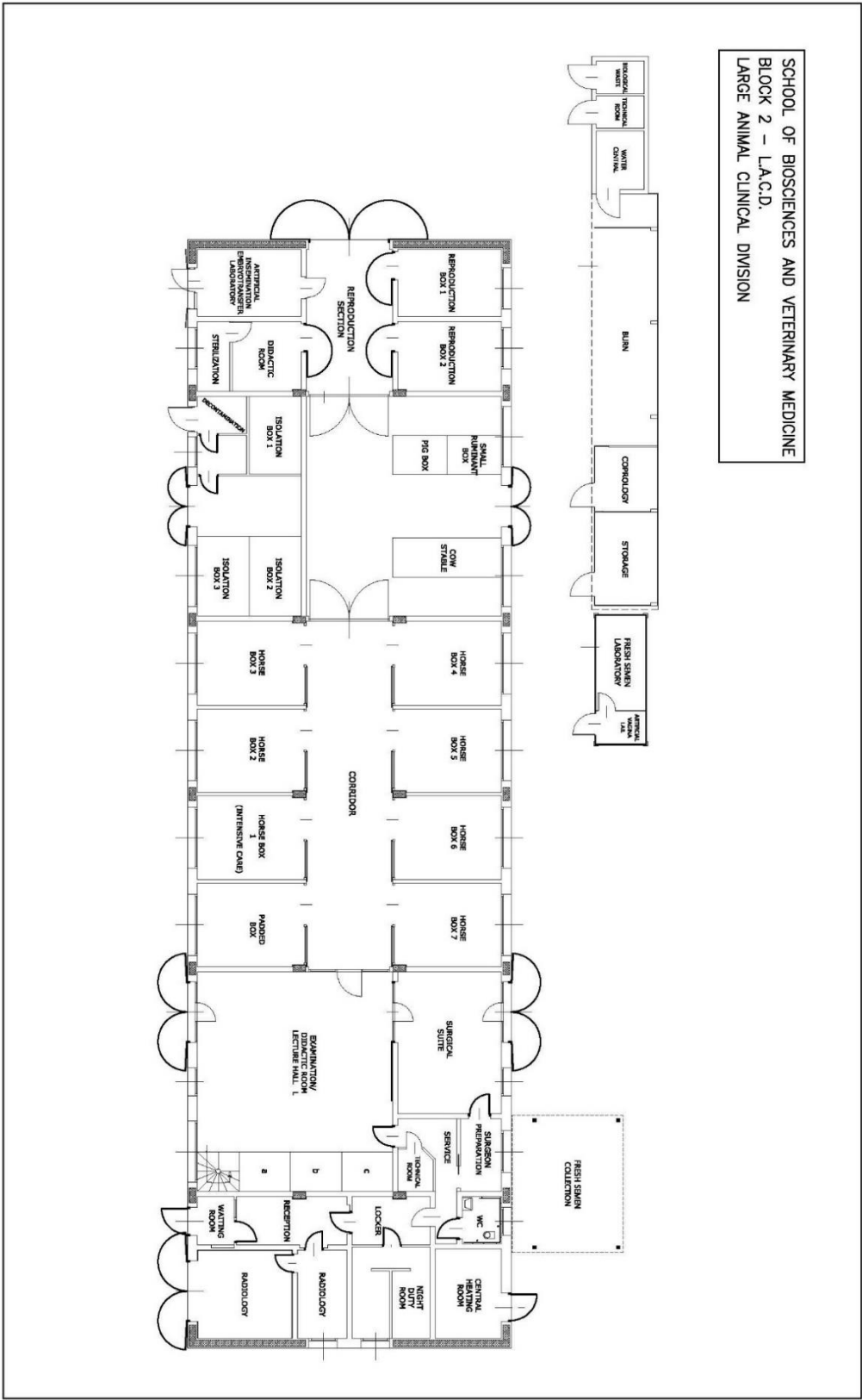
Figure 4.1.2. Aerial view of **Block 2** and **Block 4**

Block 2 - Large Animal Clinical Division: **a** = large animal hospital, plan 3.a; **b** = paddocks; **c** = wild animal hospitalization area, plan 3.b

Block 4 - Teaching Slaughterhouse: **A** = Necropsy room, **B** = Food inspection room, plan 5.b; **C** = Slaughterhouse (not operating); **D** = Dissection room, plan 5.c

Plans 3.a, 3.b - Plans of Block 2 (Large animal clinical division, Wild animal hospitalization area)

Plan 3.a



Plan 3.b

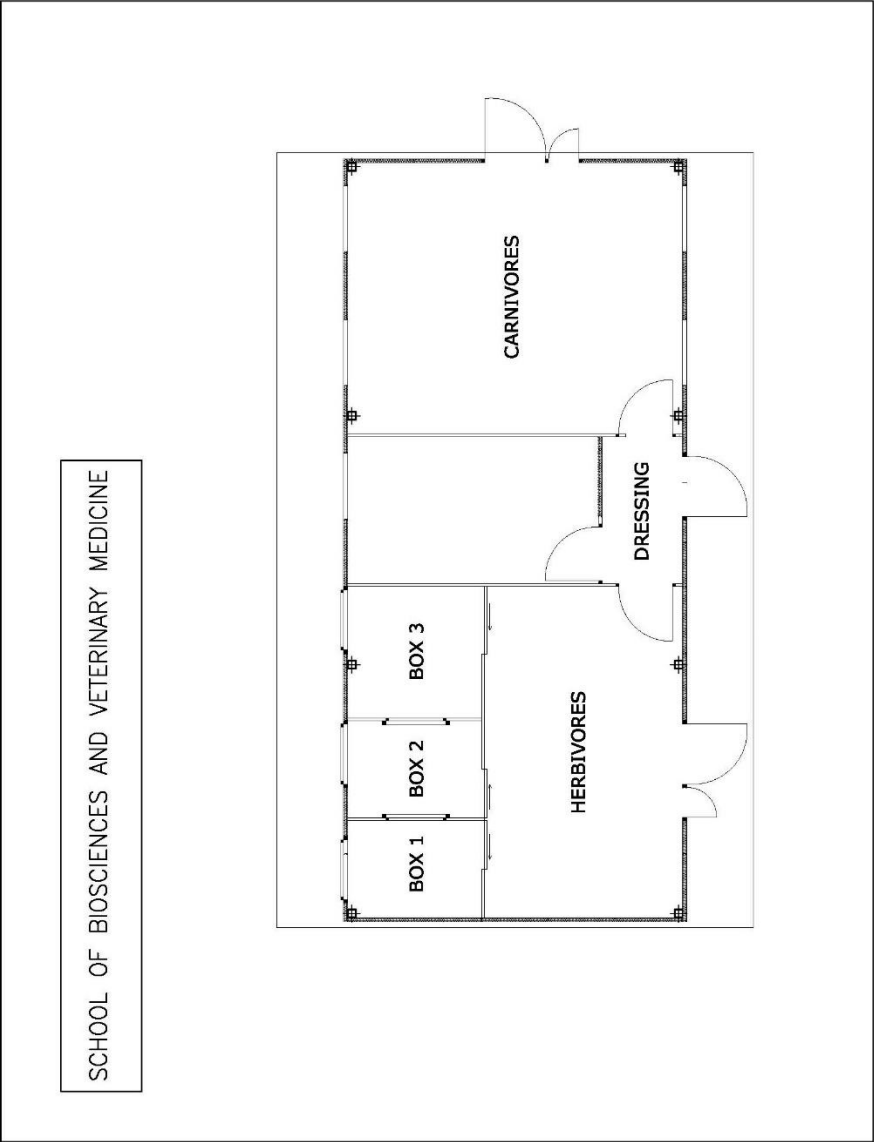




Figure 4.1.3. Aerial view of **Block 3 - Teaching block**

Building B, plan 4.a

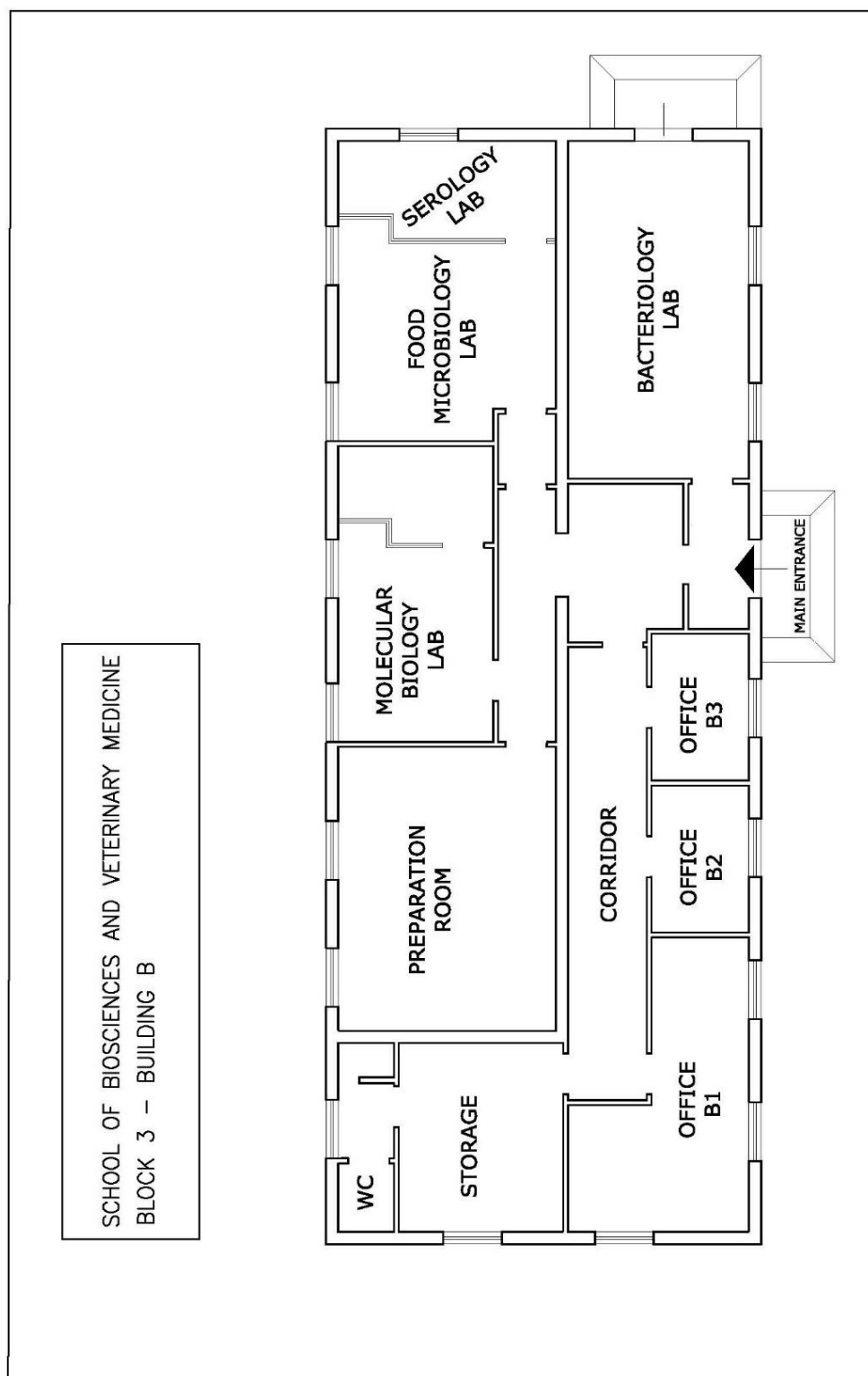
Building C, plans 4.b.1 and 4.b.2

Building D, plan 4.c)

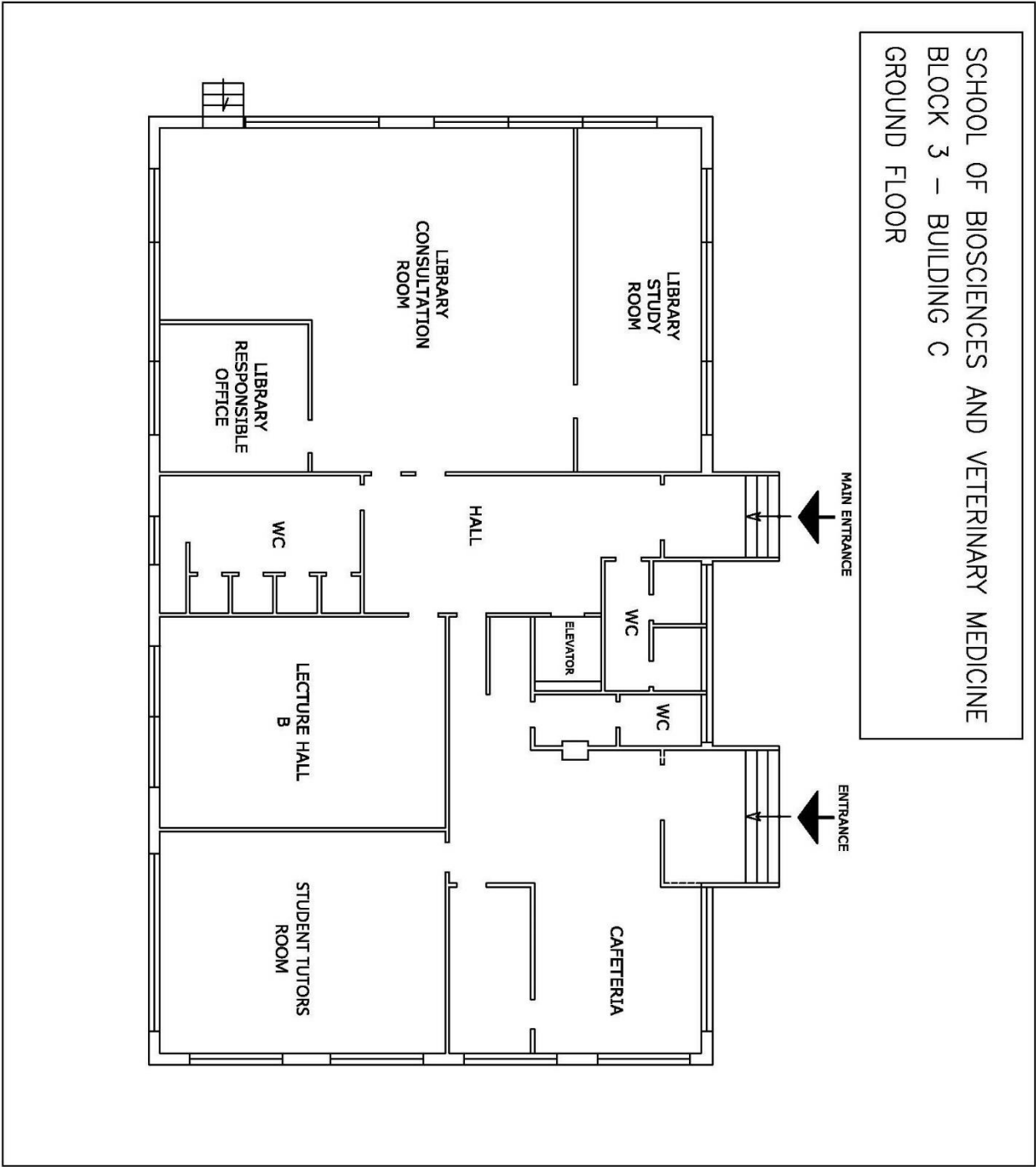
Building A, under reconstruction (see Annex 4.2)

Plans 4.a, 4.b.1, 4.b.2, 4.c - Plans of Block 3 (Teaching Block)

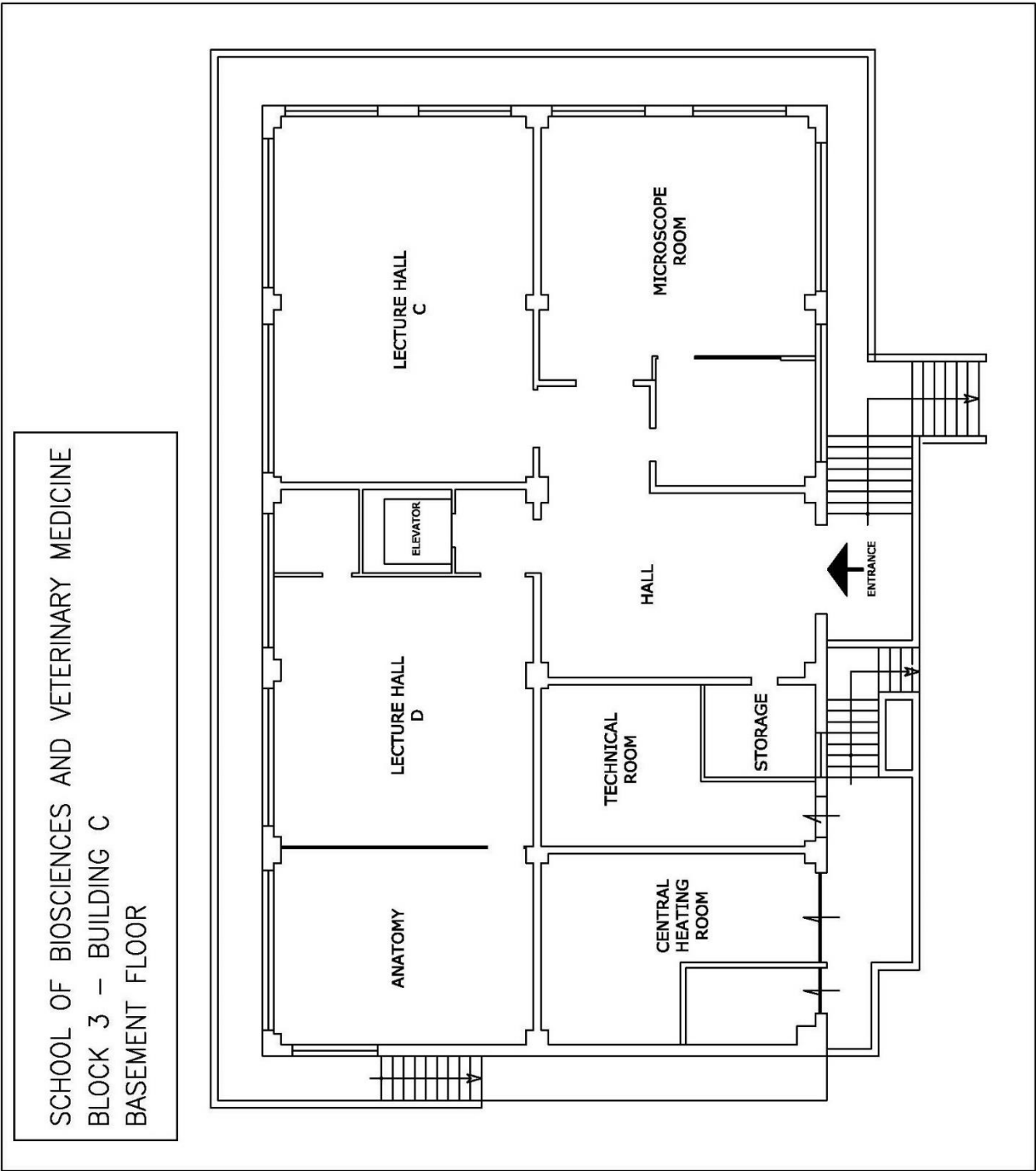
Plan 4.a



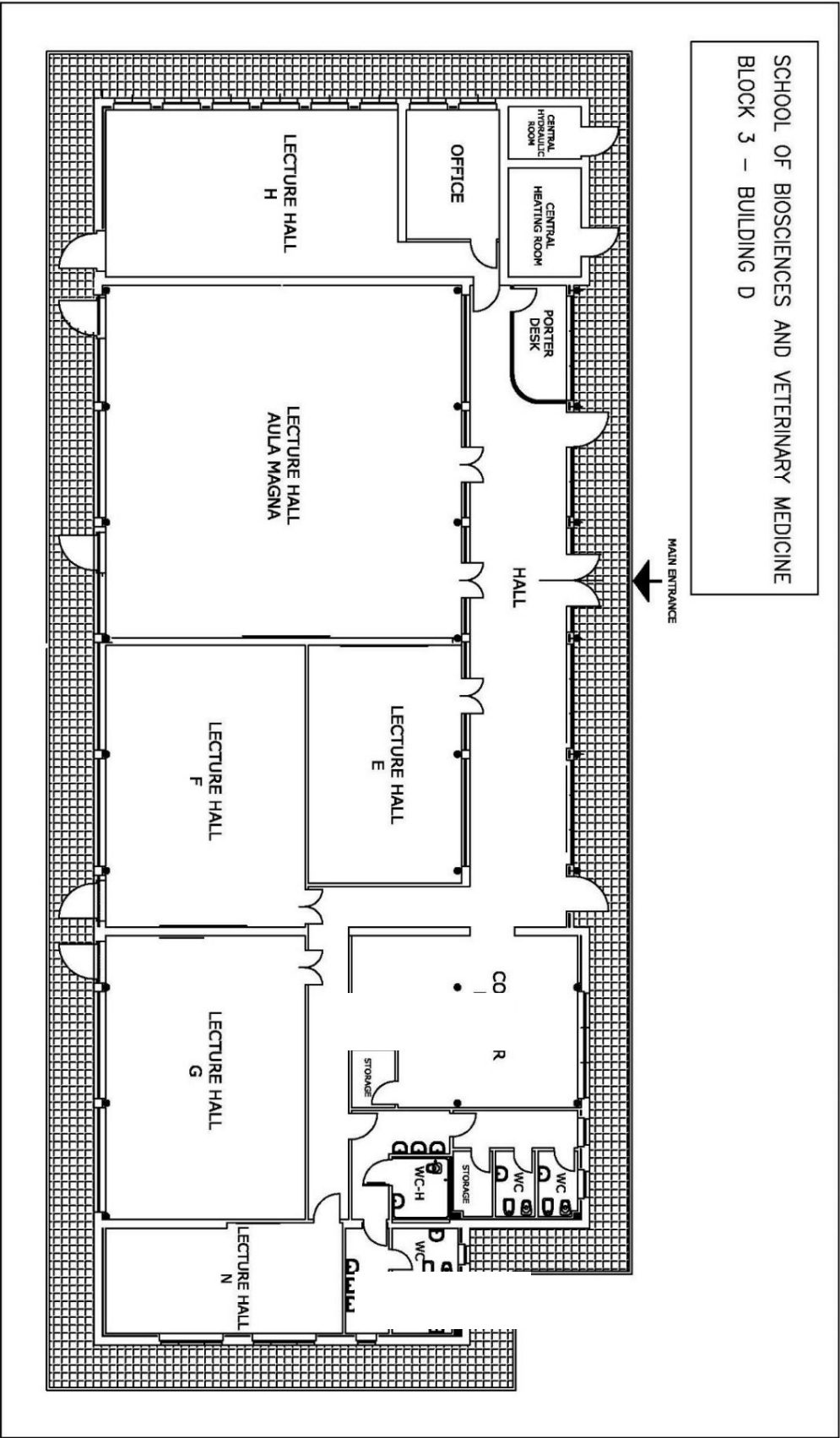
Plan 4.b.1



Plan 4.b.2



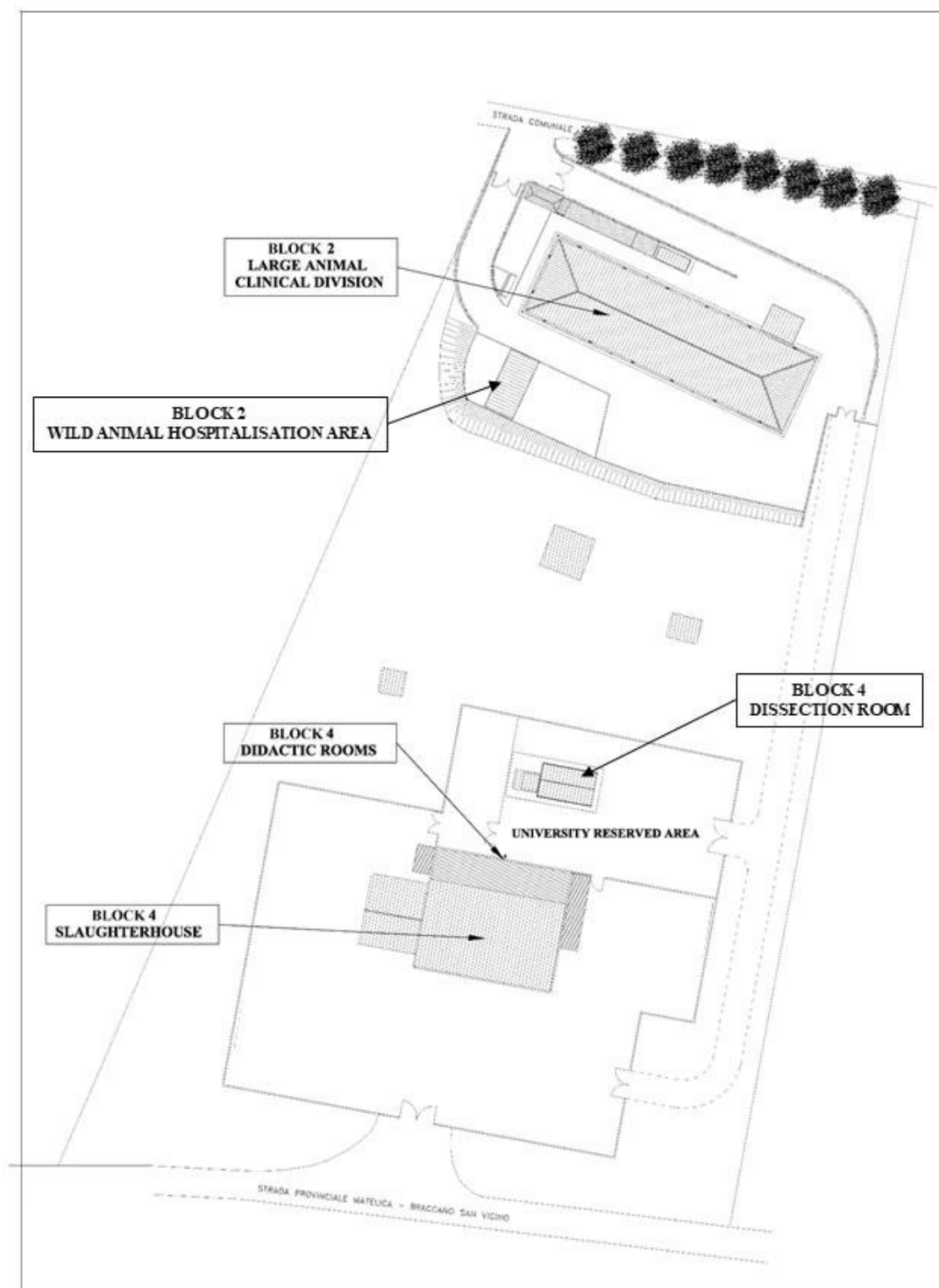
Plan 4.c



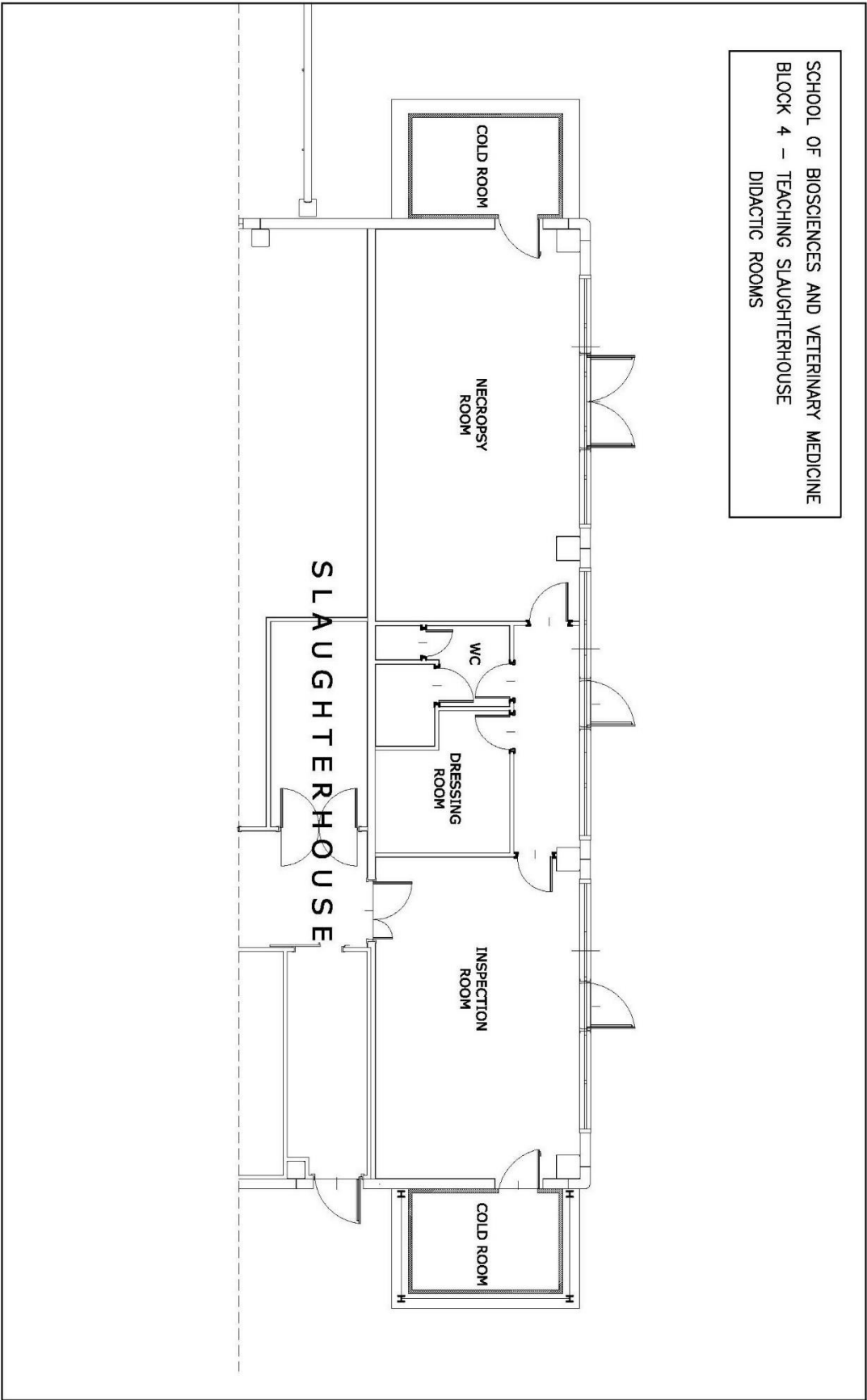
Plans 5.a, 5.b, 5c - Plans of Block 4 (Teaching slaughterhouse, Necropsy room, Inspection Room, Dissection room)

Plan 5.a.

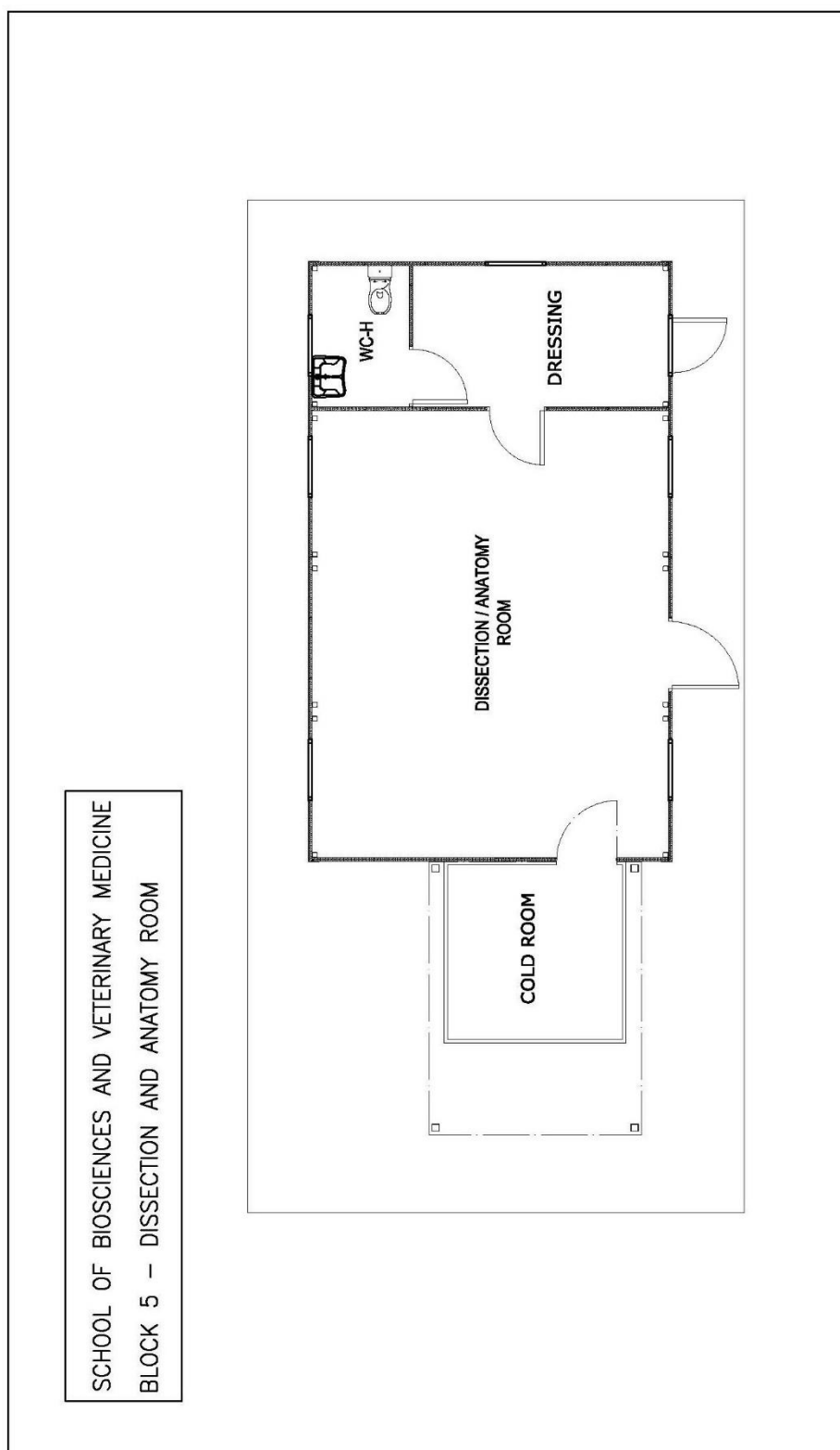
Block 4 - Teaching Slaughterhouse (General location plan)



Plan 5.b.

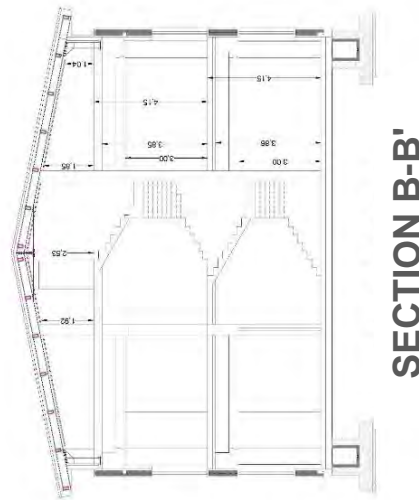


Plan 5.b.



4.2. Plans of the project for rebuilding Block 3, Building A

STUDIOTECNICOTRAMPINI www.studiotecnicotrampini.it	COMUNE DI MATELICA PROVINCIA DI MACERATA		
	<p>Oggetto: Progetto per i lavori di demolizione e ricostruzione di un immobile di proprietà privata d'interesse culturale ai sensi dell'O.C.S.R. n° 61 del 01/08/2018 e s.m.i. sito in Via E. Fermi e Via A. Giovani adibito ad edificio scolastico di proprietà di :</p> <p>FONDAZIONE ENRICO MATTEI</p>		
	Tavola: 19a	PROGETTO ARCHITETTONICO PIANTE - SEZIONI	Scala: 1:100 Data: Gennaio 2020
<p>Committenti:</p> <p>AROLD CURZI MATTEI - Presidente della FONDAZIONE ENRICO MATTEI con sede in Via Fidanza n.15 - 62024 Matelica (MC)</p>			
<p>Progettista (ciascuno per le proprie competenze):</p> <p>Geom. Giovanni Trampini</p>			
<p>Via F. F. Carloni, 29 - 60043 Cerreto d'Esi (AN) tel. 0732-677570 fax. 0732-253617 email : info@studiotecnicotrampini.it</p>			









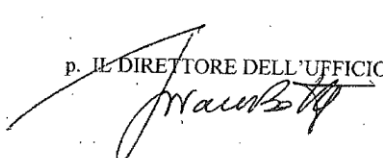
4.3. Maintenance of facilities to comply with relevant legislation

Periodic official checks are carried out by the relevant official authorities (Municipality, Fire Department, Local Health Unit, University, etc.), in some cases through contracting specialized private firms. The frequency and assignments of tasks for the main structures and systems of the SBVM-bVM are reported below.

- **HEATING SYSTEMS FOR AIR CONDITIONING.** The role of Third Person in charge who deals with the operation, management, control, maintenance and inspection of the thermal systems for winter and summer air conditioning of buildings and the adoption of the measures necessary to contain energy consumption is entrusted to the Company ANTAS di Gragnano Trebbiense (PC).
- **GENERATOR SET.** The task of checking and maintaining the generating set serving at the San Sollecito building was entrusted for 2020 to the Company LINTEI IMPIANTI of Camerino (MC). Verification and maintenance is on a quarterly basis.
- **FIRE AND SAFETY DEVICES.** The task of checking and maintaining fire and safety devices (fire extinguishers of all kinds, hydrants, Firefighter hoses, Fire Department motor pump attachment groups, fire doors, safety exits) was entrusted for 2020 to the Company TIEMME ANTINCENDIO of Macerata. Check and maintenance is carried out every six months.
- **FIRE DETECTION AND ANTI-INTRUSION SYSTEMS.** The task of checking and maintaining the fire detection and anti-intrusion systems of the buildings Block 1 - San Sollecito (fire detection system), Block 3 - Buildings C, B and D (anti-intrusion and fire detection systems) was entrusted for 2020 to the Company BA SISTEMI of Casette d'Ete (FM). Check and maintenance is carried out every six months.
- **SECURITY SERVICE FOR FIRE AND THEFT ALARM MONITORING.** The task of the surveillance service was entrusted for the year 2020 to the Company AXITEA of Milan.
- **LIFTING PLATFORM No. 01776 (BLOCK 3 - BUILDING C).** The task of maintenance of the lifting platform serial number No. 01776 was entrusted for the year 2020 to the Company BULGHERINI ASCENSORI of Macerata. The maintenance is performed at least twice a year. Periodic checks every two years are carried out by ECO CERTIFICATIONS of Faenza (RA), an accredited body pursuant to Presidential Decree 162/99 for the aforementioned checks.
- **LIFT No. 2985 (BLOCK 1 - NEW DIVISION).** The maintenance of lift registration number No. 2985 in operation at the SACD building was entrusted for the year 2020 to the Company CARNEVALI ASCENSORI of Macerata. Maintenance is carried out at least twice a year. Periodic checks every two years are carried out by ECO CERTIFICATIONS of Faenza (RA).
- **PERIODIC CHECK OF GROUNDING SYSTEMS.** The task of periodic verification every two years of the grounding systems of the buildings in Matelica was entrusted to the Company ELLISSE of Turin, an agency authorized by the Ministry of Economic Development for the legal checks of the systems referred to in Presidential Decree 462/01.
- **PERIODIC RODENT CONTROL SERVICE.** This service is carried out by the Company QUARK®. Jesi (AN) with a monthly assistance.

4.4. Authorization issued by the Italian Ministry of Health to use some premises of the VTH for research purposes

The following document has been issued by the Italian Ministry of Health to authorize the VTH to use some premises for research purposes on equine, pig and sheep (LACD) and on pig and sheep (SACD)

 Ministero della Salute Dipartimento della Sanità Pubblica Veterinaria, della Sicurezza Alimentare e degli Organi Collegiali per la tutela della Salute Direzione Generale della Sanità Animale e dei Farmaci Veterinari Ufficio VI (ex DGSA - Benessere Animale)	<p>Ministero della Salute DGSAF 0016130-P-04/09/2012 I.5.1.q.3/2009/214</p>  110461485
OGGETTO: D.lgs. 116/92 in materia di protezione degli animali utilizzati ai fini sperimentali e scientifici. Trasmissione autorizzazioni ai sensi dell'art. 12. - Decreto n° 174/2012 - A Risposta DGSAF 12025-A	<p>Università degli Studi di Camerino Piazza Cavour, 19/f - Camerino (MC) Segreteria di Direzione e-mail: segreteria.rettore@unicam.it Stabilimento utilizzatore Scuola di Scienze Mediche Veterinarie e-mail: segreteria.veterinaria@unicam.it c.a. Prof. Andrea SPATERNA e-mail: andrea.spaterna@unicam.it e p.c. Regione Marche Assessorato Sanità - Servizi Veterinari funzione.veterinaria.alimenti@regione.marche.it Dr. Sante PETROCCHI Direttore Sanitario U.O.C./Servizio I.A.P.Z Area Vasta 3 - Macerata 62024 San Severino Marche (MC) Prefettura di Macerata protocollo.prefmc@pec.interno.it Ufficio Veterinario per gli Adempimenti Comunitari sanvet-an@postacert.sanita.it</p>
<p>Si trasmette il decreto ministeriale n° 174/2012 - A rilasciato in data 29/08/2012 che reca l'autorizzazione di cui all'oggetto.</p> <p>Copia conforme della predetta autorizzazione è altresì trasmessa, per quanto di competenza, agli altri Enti in indirizzo.</p> <p>p. IL DIRETTORE DELL'UFFICIO VI</p> 	
UNI Camerino 08MMXII	



Ministero della Salute

DIPARTIMENTO PER LA SANITÀ PUBBLICA VETERINARIA, DELLA SICUREZZA
ALIMENTARE E DEGLI ORGANI COLLEGIALI PER LA TUTELA DELLA SALUTE
DIREZIONE GENERALE DELLA SANITA' ANIMALE E DEI FARMACI VETERINARI

DECRETO N° 174/2012-A

IL DIRETTORE GENERALE

Visto l'articolo 12 del **Decreto Legislativo 27 gennaio 1992, n°116** che demanda al Ministero della Sanità l'autorizzazione di **stabilimento utilizzatore** di animali a fini sperimentali o ad altri fini scientifici;

Visto l'articolo 3 del succitato D.lgs 116/92 che stabilisce i fini per i quali è consentita l'utilizzazione degli animali negli esperimenti;

Visti gli artt. 5 e 6 del D.lgs 116/92 che fissano i requisiti generali del benessere animale cui devono corrispondere le strutture e la conduzione delle stesse;

Visti i decreti n°85/2007-A del 13 settembre 2007 e n°80/2010-A del 16 aprile 2010;

Vista la domanda del **Magnifico Rettore Flavio CORRADINI dell'Università degli Studi di Camerino, codice fiscale 81001910439**, sede legale in Camerino, Piazza Cavour, 19/F, con la quale comunica allegando la planimetria, l'ampliamento dello stabilimento già autorizzato con nuovi locali c/o Scuola di Scienze Mediche Veterinarie-Ospedale Veterinario Didattico Matelica, codificati come **Corpo A** e **Corpo B** i quali si inseriscono a quello preesistente completandone la ristrutturazione, e chiede l'autorizzazione di stabilimento utilizzatore;

Vista l'attestazione relativa al pagamento della tariffa prevista dalle norme in vigore;

Viste la planimetria allegata alla domanda dove vengono definiti i locali che verranno utilizzati per fini sperimentali;

Visto il verbale del sopralluogo effettuato dall'ispettore veterinario del Ministero della Salute presso gli stabilimenti della citata Università in data 22/06/2012;

Visto il verbale del servizio veterinario dell'Azienda ASUR Marche area vasta n°3, datato 20 giugno 2012, dal quale risulta parere favorevole all'utilizzo dei locali sopra indicati come stabilimento utilizzatore;

Visti gli artt. 4 e 16 del decreto legislativo 30 marzo 2001, n°165 che demanda ai dirigenti l'adozione degli atti che impegnano l'amministrazione verso l'esterno

Preso atto che i responsabili dell'assistenza degli animali, del funzionamento delle attrezzature della gestione delle strutture e del personale ad esse adibito, ai sensi dell'articolo 12 del D.lgs. 116/92, sono il **Prof. Sauro VITTORI** laureato in CTF e Farmacia per il SARRF - **Scuola di Scienze del Farmaco e dei Prodotti della Salute** e il **Prof. Andrea SPATERNA**, laureato in Medicina Veterinaria per la **Scuola di Scienze Mediche Veterinarie-Ospedale Veterinario Didattico**;

Preso atto che il Medico Veterinario responsabili dell'assistenza veterinaria e della consulenza sul benessere animale ai sensi dell'articolo 12 del D.lgs. 116/92, comma 2, punto 5 nonché della buona esecuzione degli esperimenti ai sensi del D.lgs. 116/92, articolo 6, comma 4, sono il **Prof. Giuseppe CATONE** e il **Prof. Vincenzo CUTERI**;

DECRETA

Botta/Articolo 12 Uni Camerino 08/MMXII



Il Magnifico Rettore Flavio CORRADINI dell'Università degli studi di Camerino, codice fiscale-81001910439, sede legale in Camerino, Piazza Cavour, 19/F, è autorizzato all'ampliamento dello stabilimento già autorizzato con nuovi locali c/o Scuola di Scienze Mediche Veterinarie-Ospedale Veterinario Didattico-Matelica codificati come **Corpo A** e **Corpo B** i quali si inseriscono a quello preesistente completandone la ristrutturazione stessa ed alla gestione dello stabilimento utilizzatore nel quale sono utilizzate a fini sperimentali o altri fini scientifici a norma dell'articolo 12 del Decreto Legislativo 27 gennaio 1992, n°116, le seguenti specie animali:

Stabulario di Ateneo sito c/o il SARRF Scuola di Scienze del Farmaco e dei Prodotti della Salute
Via Madonna delle Carceri - Camerino

- a)-Topi (*Mus musculus*)
- b)-Ratti (*Rattus norvegicus*)
- c)-Conigli (*Oryctolagus cuniculus*)
- d)-Cavie (*Cavia Porcellus*)

Responsabile: Prof. Sauro VITTORI, laureato in CTF e Farmacia

Scuola di Scienze Mediche Veterinarie-Ospedale Veterinario Didattico - MATELICA (MC)

-Corpo A per reparto Piccoli Animali via Circonvallazione 93/95 - Matelica (MC):

- a)- suini (*Sus*)
- b)- ovini (*Ovis*)

-Corpo B per reparto Grandi Animali località Casette San Domenico snc- Matelica (MC):

- a)- suini (*Sus*)
- b)- ovini (*Ovis*)
- c)- equidi (*Equidae*)

Responsabile: Prof. Andrea SPATERNA, laureato in Medicina Veterinaria

Il Magnifico Rettore pro-tempore e legale rappresentante Flavio CORRADINI garantisce che i ricercatori che operano nella struttura sopraindicata:

- possiedono i requisiti e le competenze professionali richieste dalla normativa;
- conoscono le disposizioni di legge sull'uso sperimentale degli animali;
- rispettano le disposizioni previste dalla normativa vigente;

Il Prof. Sauro VITTORI laureato in CTF e Farmacia per il SARRF - Scuola di Scienze del Farmaco e dei Prodotti della Salute e il Prof. Andrea SPATERNA, laureato in Medicina Veterinaria, per la Scuola di Scienze Mediche Veterinarie - Ospedale Veterinario Didattico sono responsabili dell'assistenza degli animali, del funzionamento delle attrezzature della gestione delle strutture e del personale ad esse adibito, ai sensi dell'articolo 12 del D.lgs. 116/92;

Il Prof. Sauro VITTORI e il Prof. Andrea SPATERNA, sono responsabili della corretta tenuta dei registri di utilizzazione degli animali e, conformemente all'art. 15 del D.lgs. 116/92, trasmettono al Ministero della Salute, entro 31 marzo di ogni anno, le tabelle statistiche contenenti i dati degli animali utilizzati;

Il Prof. Giuseppe CATONE e il Prof. Vincenzo CUTERI sono responsabili dell'assistenza veterinaria e della consulenza sul benessere animale ai sensi dell'articolo 12 del D.lgs. 116/92, comma 2, punto 5 nonché della buona esecuzione degli esperimenti ai sensi del D.lgs. 116/92, articolo 6, comma 4. Per questa ultima competenza i predetti professionisti assicurano la propria presenza durante l'esecuzione delle procedure sperimentali;

Il presente decreto annulla e sostituisce i decreti n°85/2007-A del 13 settembre 2007 e n°80/2010-A del 16 aprile 2010 precedentemente rilasciati.

DIREZIONE
II DIRETTORE GENERALE

Carlo...

29 AGO. 2012

4.5. Premises and equipment for clinical activities and diagnostic services

Internal Medicine and Diagnostic Imaging instruments

- Video assisted diagnostic: Mercury flexible and rigid endoscopes of different lengths and diameters for small and large animals and for different use. Digital video recording system Archos AV700.
- Direct and Indirect Digital Radiology (FujiFilm FCR Capsula):
- Small animal device Euroastre and IPS Medical
- Portable device Gierth Ultraleicht for large animals
- X-ray room with ceiling double crane device HF, Vet System TECN.O for large animals.
- Ultrasonography: 1 ESAOTE MyLab30-vet, 1 ESAOTE MyClassC-vet, 1 ESAOTE MyLab9-vet, 1 Sonosite M-Turbo Portable Color. Ultrasonographic machines are equipped with several probes for small and large animals and for abdominal and cardiology examinations.
- Computed Tomography: CT-e G.E. (a room for patient preparation and anesthesia induction is located close to the CT).
- Magnetic Resonance Imaging: VetMR 0.2 ESAOTE (the room for patient preparation and anesthesia induction used for CT is shared with MRI service).
- ECG: Nihon Kohden – Eclaps 12 – ECG 8110R; Schiller Cardiovit CS 200.
- Holter device: Braemer DL700 with Flash card (10 megabyte) and WIN P-V 5.41 plus software on a Dell pc.

Surgery Unit instruments

Three surgical suites (OP) for small animals (OP No. 1 and OP No. 3 for soft tissue surgery, OP n° 2 for orthopedic and neurosurgery) (Annex 4.1, Plan 1.a) and 1 for large animals (Annex 4.1, Plan 3.a) fully equipped for surgery of different systems are currently operative. It must be emphasized that the VTH has the only surgical suite for large animals within the Marche Region.

All the surgical suites are equipped with digital camera connected to the network and with possible live viewing in the classroom.

Some of the main equipment is listed hereafter.

- Anaesthesia equipments:
 - 3 circular/linear anesthetic circuit for small animals
 - 1 circular anesthetic circuit for large animals
 - 1 multiparametric monitor Beneview T8 for orthopaedic surgery room
 - 1 multiparametric monitor Beneview T8 for soft tissue surgery room
 - 1 multiparametric monitor Mindray MEC-1200 Vet for large animals
 - 1 multiparametric monitor Mindray MEC-1200 Vet for small animal dentistry room
 - 1 ventilator Hallowell EMC model 2000 for small animals
 - 1 pulseoximeter EDAN H100 for small animals
 - 1 neurostimulator Stimuplex B.Braun for small animals
- Equipment for orthopaedics and trauma surgery:
 - 1 complete set for internal (traditional and locking system) and external fixation
 - arthroscopic instruments for minimally invasive joint surgery
 - 1 full equipped air-driven drill system (Synthes) and one electric (battery) drill (De Soutter)
 - 1 complete set for TPLO (Slocum Enterprises-De Soutter-Synthes)
- Electrosurgery device GIMA, monopolar/bipolar
- Electrosurgery device Alsatom SU140MPC, monopolar/bipolar
- Electrosurgery device Alsatom SU100M, monopolar/bipolar
- Electrosurgery device Valleylab Force4, monopolar/bipolar
- Diode laser surgery system Fisioline Lumix, 30W, 1064 nm (solid YAG), optical fibers 400-600 micron
- Electrothermal bipolar vessel sealing device Ligasure in Force Triad Energy Platform, Covidien;

- Plasma surgery device OneMytis AirPlasma, Otech
- Micro motor system Sugairtome II
- Dental Unit Mgf Compressor Helpadent
- Ultrasonic scaling device Suprasson P5 Provet
- 2 units for laparoscopy/thoracoscopy (1 imaging system Storz Telecam SLpal, 1 imaging system Storz Tricam SLpal, 2 monitor LCD Sony LMD-2110MD; 2 CO₂ insufflators Storz Endoarthroflator-vet, 1 light source Storz Xenon 175, 1 light source Storz Xenon nova 175) with instruments for minimally invasive surgery
- 1 compact endoscopic/arthroscopic system, Telepac- Storz

Diagnostic pathology service and relevant laboratories

a. Necropsy (Block 4 - adjoining to the new Municipal slaughterhouse)

Main Equipment: room and equipment for dissection of small and large animals; cold room.

Services: necropsies on cadavers of several species, including unconventional pets and birds, or organs.

b. Morphology Unit (Histology, Cytology, Histopathology, and Immunohistochemistry) (Block1 - San Sollecito)

The Morphology Unit is organized in five labs:

Morphology A: Preparation and staining of histological sections

Morphology B: Microscope room for didactic purposes: sample observation

Morphology C: Reception and specimen trimming

Morphology D: Processing and inclusion of samples; not used for didactic purposes

Microscope room: Diagnostic sample observation and image recording; not used for didactic activity except for graduation thesis preparation.

Main Equipment:

- 80°C freezer
- Leica Autostainer
- Dako Immunoautostainer Incubators
- Hood Asalair 120 and 90
- Microtome Leica RM2235
- Microtome Leica RM2035
- Ultramicrotome Sorvall, Embedding Leica EG1150H and EG1150C
- Processor Leica TP1020
- Cryostat Leica CM1850
- Binocular microscope Olympus CH20
- Binocular microscope Olympus BX50, (Digital Printer Olympus Camedia, Digital camera Olympus PM20)
- Videocamera Q Imaging Q icam Fast
- Monitor Sony KDL 40S4000
- Software Leica Application
- Binocular microscope Olympus BX51
- Binocular microscope Leica DM2500
- Videocamera DFC 7000T with Software Leica Application Suitex
- JKC TK-C1380 color video camera
- Binocular microscope Leica DMRB
- Inverted microscope Leica DMIL
- Stereo microscope Olympus SZX9
- Digital camera Leica Wild MPS52
- Multi-head microscope for 5 simultaneous users Nikon
- ELISA plate reader
- Counter AC15

- PC HP Prodesk
- PC OPTIPLEX X620
- Safety aspirate cabinate designed to contain histological samples in formalin FC 1200, BioOptica
- Hystoteque. Equipment for immunohistochemistry

Services:

Histological and cytological preparation and examination of samples obtained from cadavers of several species, including exotic pets and birds, wild animals, or organs or part of organs, and of biological samples from live animal (biopsies, intraoperative samples). This unit is also used for general preparation and examination, for cytological samples and for computer report writing.

Microbiology and infectious disease service and diagnostic laboratories (Block 3 - Building B)**a. Molecular biology** (diagnosis of animal infectious diseases by PCR techniques)

Main Equipment: -20°C freezer, ice machine, refrigerated microcentrifuge, UV transilluminator, white-light transilluminator, spectrophotometer, videocamera with storage imaging system, computer, vortexes, thermocyclers, thermoblock, biohazard laminar flow hood, electrophoretic apparatuses, real-time PCR instrument.

Services: diagnosis of bacterial and viral diseases of animals; detection of antibiotic resistance genes and of virulence genes. Genotyping of bacteria and viruses, phylogenetic analysis.

b. Bacteriology and serology

Main Equipment: biohazard laminar flow hood, chemical hood, device for the production of ozone, system/circuit for the production of deionized water, microscopes, air/CO₂ thermostatic incubators, thermostatic water bath, automatic washer, refrigerated centrifuge, -20°C freezer, refrigerators, stoves, autoclaves, microwave oven, pH-meter. Densitometer DEN-1B McFarland, Rotating Plate Inoculator for microbial growth on Petri plate of 90 mm, MALDI TOF flexcontrol 3.4 (Bruker Daltonics, Germany)

Services: bacteriological and mycological examination of biological material; bacterial identification (aerobic, anaerobic, microaerophilic, toxigenic strains); yeast and fungi identification; antibiotic susceptibility testing; serum agglutination identification tests; bacterial serotyping; qualitative and quantitative milk evaluation (microbial evaluation and microscopy somatic cell count); bacterial biofilm evaluation; serological tests for the evaluation of blood serum and milk antibody titration.

c. Food microbiology

Main Equipment: thermostatic incubators, refrigerated incubator, -20°C freezer, refrigerators, biohazard laminar flow hood, thermostatic water bath, technique balance, stomacher, vortex, colony counter.

Services: microbiological analysis of different kinds of food samples by traditional techniques (bacterial isolation on culture media and biochemical identification in micromethod) and MALDI TOF technique.

Clinical pathology laboratory (Block 1 - S. Sollecito building)

Main Equipment: 2 laser cell counter Procyte Idexx, VetLab UA for Urinalysis Idexx, dry chemistry Vet-test 8008 Idexx and VetLab Station Idexx, automatic clinical chemistry analyzer bt 3500 vet, centrifuge Hettich 46r Rotina centrifuge Rotofix 32 Hettich, ultracentrifuge Haematokrit 200 Hettich, blood gas analyzer I-stat, coagulometer Clot 2S Seac, coagulometer STA Compact DOS Futurlab, automatic electrophoretic analyser Microtech, microscope Olympus bx60, microscope Motic BA31OE, CO₂ incubator, Incubator Binter, ultrapure and distilled water production device, biohazard laminar flow hood, Refractometer VET360 Reichert.

Services: haematological profile (CBC) with calibration for different species. Moreover, for each tested sample a smear is evaluated for a differential cellular count and morphological evaluation. Biochemical profiles: biochemical evaluation of plasma or serum with different panel referring to

the species. Coagulations panels. Blood gas analysis: the portable system allowed to perform the test and to print the report also in field. Protein electrophoresis. Cytology. Urinalysis with Specific gravity. Serodiagnosis (Feline immunodeficiency virus, Feline leukemia virus, Filariasis, Borreliosis, Ehrlichiosis, Leishmaniasis, Giardiasis).

Artificial insemination and semen collection laboratory (Block 2)

Main Equipment: Phase contrast microscope Olympus with camera, bain-marie, stereomicroscope, liquid nitrogen containers, extractor hood, biohazard laminar flow hood.

Phase contrast microscope Olympus with camera, warm plate, thermostatic incubator, refrigerated centrifuge thermo scientific, liquid nitrogen containers. Missouri artificial vagina.

Services: Collection and analysis of semen, artificial insemination and embryo transfer in domestic animal species.

Chemistry Unit (Chemistry, Biochemistry, Animal production, Food Inspection) (Block 1 - S. Sollecito)

The Chemical Unit consists of three laboratories, namely A (analysis laboratory), B (preparation laboratory) and C (preparation and technology laboratory).

Main Equipment: HPLC Agilent 1260 Infinity Spectrophotometer, Kjeldahl analysis equipment, laminar flow hood, chemical hoods, deionized and distilled water production devices, high speed centrifuge, refrigerated centrifuge, microfuge, stove, muffle, Aw analysis device, pH-meters, Konica Minolta CR400 colorimeter, automated electrophoresis device (PhastSystem), electrophoresis systems for proteins and DNA separation (Bio-Rad), balances, safety cabinets for the storage of chemicals.

Services: General chemical analyses, physical and chemical analyses of feed and food of animal origin.

4.6. List of specialist practitioners available on call at the VTH

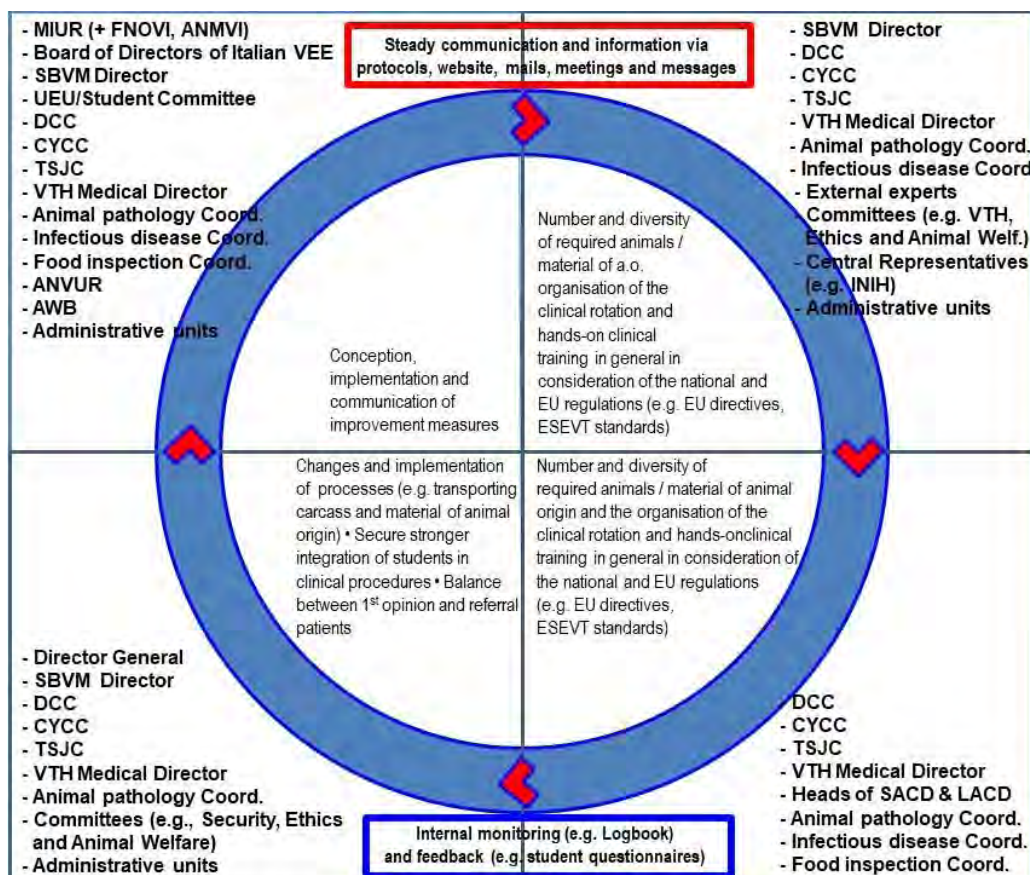
SMALL ANIMALS	
Service	Practitioner
Emergency and intensive care	Marinsalti Maria Murgia Elsa
Anesthesia	Raglione Lorenzo
Behavioral medicine	Benedetti Riccardo
Ophthalmology-Ophthalmic surgery	Cassarani Maria Paola
Soft tissue surgery	Ciacchini Raffaele Martin Stefano Marinsalti Maria Salvaggio Alberto
Orthopedic surgery	Gallorini Francesco Martin Stefano Marinsalti Maria Salvaggio Alberto
Neurology and neurosurgery	Gallorini Francesco
Clinical Pathology	Beribè Francesca
Physiotherapy and rehabilitation	Sisti Valentina Maria
LARGE ANIMALS	
Emergency and intensive care	Martin Stefano Sgariglia Stefano
Anesthesia	Sgariglia Stefano
Ultrasound	Castellano Guido
Endoscopy	Castellano Guido Filipponi Marta Sgariglia Stefano
Reproduction and Obstetrics	Filipponi Marta
Physiotherapy and rehabilitation	Sgariglia Stefano
Clinical Pathology	Beribè Francesca
Orthopedic surgery	Castellano Guido Sgariglia Stefano
Laparoscopy	Friedrich Klaus Gunther Sgariglia Stefano
Radiology	Castellano Guido Filipponi Marta Sgariglia Stefano
UNCONVENTIONAL COMPANION ANIMALS	
Birds and exotic animals	Friedrich Klaus Gunther Marata Andrea

4.7. Main clinical activities in which students are actively involved and supervised by academic staff and veterinarians

- Acquiring signalment data of owner and patient using own medical recording software
- Obtaining recent and remote history
- Performing general and detailed physical examinations, for those services reported in the relevant tables (operative units and services), depending on the clinical case
- Producing lists of clinical diseases, differential diagnoses, diagnostic workup, treatment protocols, and preventive approaches
- Providing diagnostic procedures such as, blood and urine sample collection, skin scraping, electrocardiogram, cytology, coprological examination, colpocytology for estrous detection
- Participating in diagnostic and therapeutic procedures, such as ultrasounds, endoscopic protocols, skin biopsies, drug administration, euthanasia, semen analysis. Students can be involved in positioning animals and setting X-ray and CT machine, but they are not allowed to stay in X-rays and CT rooms while machines are operating since only staff members are provided with personal X-ray rings/badges
- Writing medical reports
- Communicating with the owner
- Performing different therapeutic procedures such as placement of IV catheters, fluid therapy, drug administration via different routes, placement of urinary catheters, wound cleaning, and post-surgical care monitoring
- Applying biosecurity procedures
- Participation in surgery preparation (surgical supplies, room and patient)
- Performing basic surgery including spaying and neutering
- Suturing surgical wounds
- Evaluating pre-anaesthesia status
- Participating in the choice of anaesthetic protocol, administering anaesthetics (IM or IV route, monitoring anaesthesia, and assisting in the recovery of the anaesthetic patient)
- Performing rectal palpations in horse and bovine
- Performing basic reproductive procedures in large animals, such as oestrous detection and monitoring by ultrasound, semen collection and evaluation, oestrous manipulation, pregnancy diagnosis, calving, lambing and kidding assistance.

ANNEX 5 - Annex to Standard 5

5.1. Flow chart of decision-making process to identify the number of animals and material of animal origin for pre-clinical and clinical training



5.2. Average amount per year and sources of material of animal origin used for practical activities

Material (in Kg) used for practical activity in FSQ

Products	2019/20 ⁽¹⁾	2018/19	2017/18	Mean
Visceral organs from food producing animals	700	800	700	733.33
Crustaceans	4	3.5	4	3.83
Fish (<i>sea bream, sea bass</i>)	8	7	7	7.33
Meat products of different kinds	4.5	4	4	4.17

⁽¹⁾ Despite the pandemic emergency, in the AY 2019/20 most activities of the FSQ area have been performed during the relevant teaching courses scheduled in the 1st semester.

Slaughter plant as sources of material used for practical FSQ and Pathological anatomy training

Name	Location	Year of reference	Distance from the School	Number of animals slaughtered
CARNJ SOC COOP	Cingoli (MC) ⁽¹⁾	Until now	41 Km	Poultry (80,000/day)
CARNJ SOC COOP	Castelplanio (AN) ⁽²⁾	Until now	34 Km	Poultry (60,000/day)
Soc. Coop. Agricola Penta	Tolentino (MC) ⁽¹⁾	Until 2019	47 Km	Poultry (50,000/week)
COOP Macellatori SOC. COOP A.R.L.	Perugia (PG) ⁽³⁾	Until now	83 Km	Cattle (80/ week) Pigs (30/week) Sheep (30/week)
CO.ZO.MA Servizi.	Macerata	Until now	70 Km	Cattle (40/week) Pigs (25/week) Sheep (25/week)
Municipal Slaughterhouse	S. Benedetto del Tronto (AP) ⁽⁴⁾	Until now	127 Km	Cattle (25/week)
Marchigiana Macellazione s.r.l.	Loro Piceno (MC) ⁽¹⁾	Until now	68 Km	Cattle (40/week) Sheep (260/week)
Mattatoio Sefro Azienda Agricola Vento	Sefro (MC) ⁽¹⁾	Until now	23 Km	Cattle (20/week) Sheep (35/week)
Mattatoio Fratelli Fattobene	San Severino (MC) ⁽¹⁾	Until now	18 Km	Pigs (22/week)

⁽¹⁾ Province of Macerata (Marche region)

⁽²⁾ Province of Ancona (Marche region)

⁽³⁾ Province of Perugia (Umbria region)

⁽⁴⁾ Province of Ascoli Piceno (Marche region)

5.3. Farms under agreement with the SBVM-bVM in the last three AYs

Farms and Companies	Category
Azienda Giardina, Braccano, Matelica (MC) ⁽¹⁾	Sheep, broilers, turkeys, rabbits, horses
CREA (Centro di Ricerca Zootecnica e Acquacoltura) Via Appia SS.7, Bella Muro (PZ) ⁽²⁾	Small ruminants
Az. Agr. Loddo Family, Braccano, Matelica (MC) ⁽¹⁾	Small ruminants
Soc. Agr. Santa Paolina Farm di A.M. Alessandrini, Via Santa Paolina 17, Osimo (AN) ⁽³⁾	Small ruminants, horses
Soc. Agr. Trionfi Onorati Antonio, Via Piandelmedico 101, Jesi (AN) ⁽³⁾	Buffaloes
Az. Agr. Il Faro, Mogliano (MC) ⁽¹⁾	Buffaloes
Az. Agr. MORICA, Palombarete, Pollenza (MC) ⁽¹⁾	Beef cattle
Az. Agr. Campomaggio, Morrovalle (MC) ⁽¹⁾	Dairy cattle (until 2019), beef cattle
Az. Agr. Fioretti, Camerino (MC) ⁽¹⁾	Dairy cattle
Az. Agr. Bazzani Stefano, via Ghiarola 99, Formigine (MO) ⁽⁴⁾	Dairy cattle
Soc. Agr. Mattioli, Via Mazzini 7, Finale Emilia (MO) ⁽⁴⁾	Dairy cattle
Dr. Mariano Manzini, Via Carretti 6419, Reggio Emilia ⁽⁵⁾	Dairy cattle
Az. Agr. Carlo Dracini, Matelica (MC) ⁽¹⁾	Pigs (until 2019)
Az. Agr. Gioia, Fabriano (MC) ⁽¹⁾	Pigs
Az. Agr. Bastianelli, Montegiorgio (FM) ⁽⁶⁾	Pigs
Soc. Agr. Fabiano Polato, via San Marco 75, Campagna Lupia (VE) ⁽⁷⁾	Pigs
Az. Agr. Angeletti Ezio, Pollenza (MC) ⁽¹⁾	Pigs
Centro Ippico Le Noci, Via Piandelmedico 36, Jesi (AN) ⁽³⁾	Horses
Centro Ippico IL GLICINE, via Baccelliera 10, Modena ⁽⁴⁾	Horses
La Casa di Stefano, Pollenza (MC) ⁽¹⁾	Horses
Centro Ippico Il Muretto, Via Belfiore 254, Verona ⁽⁸⁾	Horses
Asilat srl, Via Miscarello Salice 41, Giarre (CT) ⁽⁹⁾	Donkeys
Az. Agr. Fileni, Cingoli (MC) ⁽¹⁾	Poultry ⁽¹³⁾
Farms and Companies	Category
Az. Agr. Occhiodoro, S.P. 145, Sgurgola (FR) ⁽¹⁰⁾	Poultry
Avicola Maratta, Via Santa Maria 65, Sant'Ambrogio sul Garigliano (FR) ⁽¹⁰⁾	Hens
Az. Agr. Erede Rossi Trote, Sefro (MC) ⁽¹⁾	Rainbow trouts
Az. Pediluca, Esanatoglia (MC) ⁽¹⁾	Brown trouts
Az. BIVI, Civitanova Marche (MC) ⁽¹⁾	Shellfish
Panittica Italia, Torrecanne (BR) ⁽¹¹⁾	Marine fish
Consorzio Gargano Pesca, Manfredonia (FG) ⁽¹²⁾	Marine fish, shellfish

⁽¹⁾ Province of Macerata (Marche region).

⁽²⁾ Province of Potenza (Basilicata region).

⁽³⁾ Province of Ancona (Marche region).

⁽⁴⁾ Province of Modena (Emilia Romagna region).

⁽⁵⁾ Reggio Emilia (Emilia Romagna region).

⁽⁶⁾ Province of Fermo (Marche region).

⁽⁷⁾ Province of Venezia (Veneto region).

⁽⁸⁾ Verona (Veneto region).

⁽⁹⁾ Province of Catania (Sicilia region).

⁽¹⁰⁾ Province of Frosinone (Lazio region).

⁽¹¹⁾ Province of Brindisi (Puglia region).

⁽¹²⁾ Province of Foggia (Puglia region).

⁽¹³⁾ Different farms in agreement with Fileni company, located in different areas of Ancona and Macerata provinces).

ANNEX 6 - Annex to Standard 6

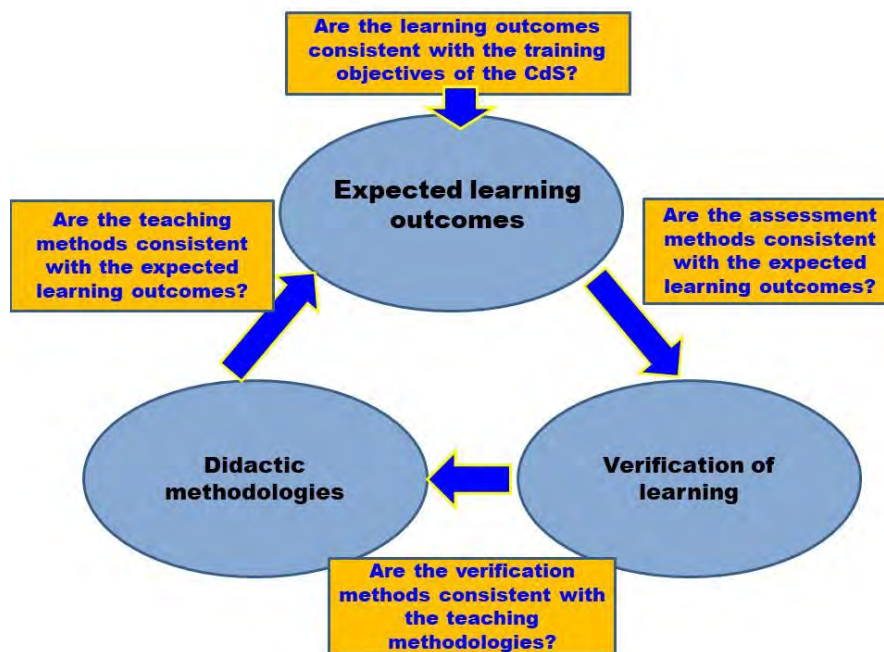
NO ANNEX IS PROVIDED FOR STANDARD 6

ANNEX 7 - Annex to Standard 7

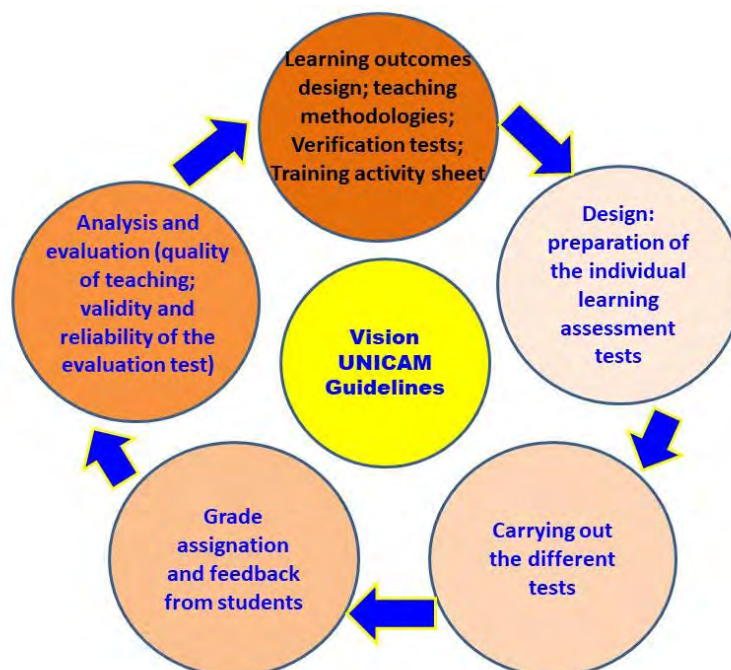
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ANNEX 8 - Annex to Standard 8

8.1. Scheme for aligning teaching activities with relevant expected learning outcomes and teaching methods



8.2. Scheme to define student assessment methodology of teaching courses



8.3. List of mandatory preliminary exams

The exams listed in Column A must be taken before the exams listed in Column B

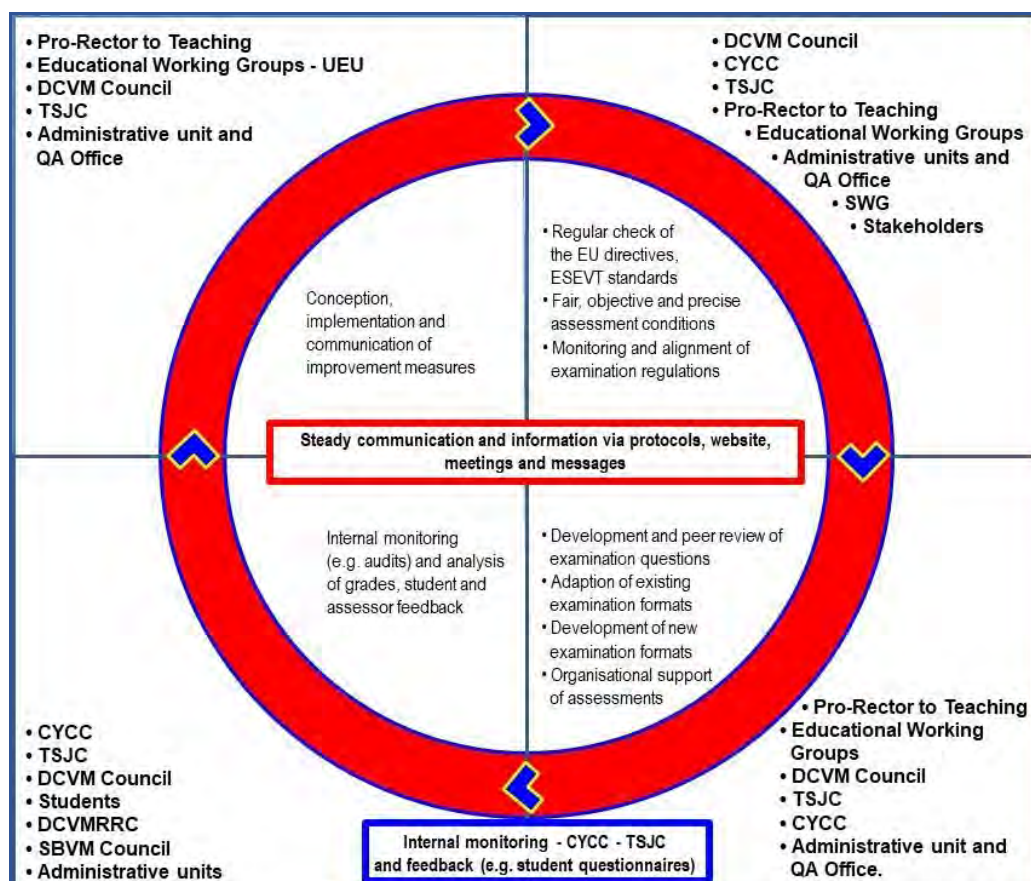
Column A	Column B
Veterinary Histology, Embryology and Microscopic Anatomy	Anatomy of Domestic Animals
Chemistry and Preparative Biochemistry, and Animal Biochemistry Zoology and Botany	Microbiology and Epidemiology
Chemistry and Preparative Biochemistry, and Animal Biochemistry Anatomy of Domestic Animals Zoology and Botany	General Physiology of Domestic Animals and Ethology
Chemistry and Preparative Biochemistry, and Animal Biochemistry	Veterinary Methodologies in Chemistry and Biochemistry
General Physiology of Domestic Animals and Ethology	Special Physiology and Endocrinology of Domestic Animals
Biostatistics and Informatics	General Zootechnics
General Zootechnics	Special Zoocultures and Zootechnics
Special Physiology and Endocrinology of Domestic Animals	Animal Nutrition and Feeding
Special Physiology and Endocrinology of Domestic Animals	General Pathology and Physiopathology
Microbiology and Epidemiology Veterinary Methodologies in Chemistry and Biochemistry Special Physiology and Endocrinology of Domestic Animals	Veterinary Pharmacology and Toxicology
Special Physiology and Endocrinology of Domestic Animals	Food Hygiene and Technology
Microbiology and Epidemiology	Parasitology and Parasitic Diseases of Animals
Special Zoocultures and Zootechnics	Infectious Diseases of Animals
General Pathology and Physiopathology	Andrology and Male Reproductive Diseases
General Pathology and Physiopathology	Veterinary Pathological Anatomy and Diagnostic Necropsy
Parasitology and Parasitic Diseases of Animals	Hygiene and Health Control and Certification of Food
Food Hygiene and Technology Veterinary Pathological Anatomy and Diagnostic Necropsy	Veterinary Obstetrics and Gynaecology
Andrology and Male Reproductive Diseases Veterinary Pathological Anatomy and Diagnostic Necropsy	Medical Propaedeutics and Pathology
Animal Nutrition and Feeding Veterinary Pathological Anatomy and Diagnostic Necropsy	Surgical Propaedeutics and Pathology
Veterinary Pathological Anatomy and Diagnostic Necropsy	Internal Medicine, Therapy and Forensic Medicine
Veterinary Pharmacology and Toxicology Medical Propaedeutics and Pathology	Veterinary Anaesthesiology and Surgery
Veterinary Pharmacology and Toxicology Surgical Propaedeutics and Pathology	

8.4. Conversion system of grades and framework for Degree assessment

Grade (in number)	Grade (judgement)	General definition	Framework for Degree assessment ⁽¹⁾
30 <i>cum laude</i>	Exceptional (1)	Exceptional performance	110 <i>cum laude</i>
29 - 30	Excellent (2)	Excellent performance	110
27 - 28	Good (3)	Significantly above average requirements	108 - 110
25 - 26	Satisfactory (4)	Satisfies average requirements in every aspect	98 - 105
22 - 24	Adequate (5)	Meets requirements	95 - 100
18 - 21	Sufficient (6)	Meets requirements despite shortcomings	92 - 98
< 18	Fail (7)	Does not meet requirements due to significant shortcomings	--

⁽¹⁾ The determination of the final grade, which indicates the overall quality of the educational path performed by the student, derives from the “weighted average” of the grades that the student has achieved in his/her career. In this way, cohorts of values are created, which the graduation board must comply with. The final thesis and its presentation and discussion, performed by the candidate through a Power Point in front of the board composed by 11 members, can ideally be voted with a score ranging from 0 to 10, even if on average the evaluation varies between 5 and 10, without distinction between “critical review thesis” or “experimental thesis”. The score assigned by the board is added to the total weighted average grade, plus two additional points if the candidate graduates during the 5th year. The “laude” is proposed by the President of the graduation board and must be unanimously approved by all the members.

8.5. Flowchart of the circular Assessment Strategy for Examinations



ANNEX 9 - Annex to Standard 9

9.1. List of academic staff, qualifications, their FTEs, teaching responsibilities and departmental affiliations referred to the AY 2019/20

Teaching staff belonging to the **SBVM** involved in the DCVM, reported as last name, first name, affiliation (if not belonging to the UNICAM), academic discipline (if identifiable) and FTE. Data are referred to AY 2019/20.

- **5 Full Professors (permanent)**

1. Loschi Anna Rita (VET/04 – Inspection of Food of Animal Origin): 0.66 FTE
2. Rea Stefano (VET/04 – Inspection of Food of Animal Origin): 0.45 FTE
3. Rossi Giacomo (VET/03 – Veterinary Pathology): 0.79 FTE
4. Spaterna Andrea (VET/08 – Veterinary Clinical Medicine): 1 FTE
5. Tesei Beniamino (VET/08 – Veterinary Clinical Medicine): 1 FTE

- **11 Associate Professors (permanent)**

1. Catorci Andrea (BIO/03 – Environmental and Applied Botany): 0.17 FTE
2. Cerquetella Matteo (VET/08 – Veterinary Clinical Medicine): 1 FTE
3. Cuteri Vincenzo (VET/05 – Infectious Diseases of Domestic Animals): 1 FTE
4. Laus Fulvio (VET/08 – Veterinary Clinical Medicine): 0.33 FTE
5. Magi Gian Enrico (VET/03 – Veterinary Pathology): 1 FTE
6. Malfatti Alessandro (VET/02 – Veterinary Physiology): 0.79 FTE
7. Palumbo Piccionello Angela (VET/09 – Veterinary Clinical Surgery): 1 FTE
8. Roncarati Alessandra (AGR/20 – Aquaculture, Poultry and Rabbit Science): 0.60 FTE
9. Scocco Paola (VET/01 – Veterinary Anatomy): 0.47 FTE
10. Valbonesi Alessandro (BIO/05 – Zoology): 0.86 FTE
11. Vincenzetti Silvia (BIO/12 – Clinical Biochemistry and Molecular Biology): 1 FTE

- **12 University Researchers (permanent)**

1. Attili Annarita (VET/05 - Infectious Diseases of Domestic Animals): 1 FTE
2. De Cosmo Attilio Massimo (VET/10 – Vet Clinical Obstetrics and Gynecol.): 0.73 FTE
3. Dini Fabrizio (VET/09 – Veterinary Clinical Surgery): 1 FTE
4. Fantuz Francesco (AGR/18 – Animal Nutrition and Feeding): 1 FTE
5. Felici Alberto (BIO/10 – Biochemistry): 0.60 FTE
6. Fruganti Alessandro (VET/08 – Veterinary Clinical Medicine): 0.38 FTE
7. Marini Carlotta (VET/07 – Veterinary Pharmacology and Toxicology): 0.60 FTE
8. Mariotti Francesca (VET/03 – Veterinary Pathology): 0.44 FTE
9. Preziuso Silvia (VET/05 - Infectious Diseases of Domestic Animals): 0.5 FTE
10. Stocchi Roberta (VET/04 – Inspection of Food of Animal Origin): 0.63 FTE
11. Tambella Adolfo Maria (VET/09 – Veterinary Clinical Surgery): 1 FTE
12. Todini Luca (VET/02 – Veterinary Physiology): 1 FTE

- **3 RTD B (tenure-track researchers or senior researchers)**

1. Biscontinini Giorgio (IUS/01 – Private Law): 1 FTE
2. Gavazza Alessandra (VET/08 – Veterinary Clinical Medicine): 1 FTE
3. Troisi Alessandro (VET/10 – Vet Clinical Obstetrics and Gynecol.): 1 FTE

- **4 RTD A (fixed-term researchers or junior researchers)**

1. Bazzano Marilena (VET/08 – Veterinary Clinical Medicine): 0.3 FTE
2. De Felice Elena (VET/01 – Veterinary Anatomy): 1 FTE
3. Di Cerbo Alessandro (VET/04 – Inspection of Food of Animal Origin): 1 FTE
4. Marchegiani Andrea (VET/08 – Veterinary Clinical Medicine): 0.72 FTE

Teaching staff belonging to **other Schools of the UNICAM** involved in the DCVM, reported as last name, first name, affiliation (if not belonging to the UNICAM), academic discipline (if identifiable) and FTE. Data are referred to AY 2019/20.

- **1 Full Professor (permanent)**

1. Renieri Carlo, School of Pharmacy (AGR/17 – Livestock Systems, Animal Breeding and Genetics): 0.45 FTE

- **1 Associate Professor (permanent)**

1. Habluetzel Annette, School of Pharmacy (VET/06 – Parasitology and Animal Parasitic Diseases): 1 FTE

- **1 University Researcher (permanent)**

1. Marcantoni Fausto, School of Sciences (ING-INF/05 – Information Processing Systems): 0.13 FTE

Other **temporary positions covered by external staff** involved in teaching in the DCVM, reported as last name, first name, affiliation (if not belonging to the UNICAM), academic discipline (if identifiable) and FTE. Data are referred to AY 2019/20.

- **2 Contract Professors from other Universities**

1. Ceccarelli Piero, Full Professor (retired) at the University of Perugia (VET/01 – Veterinary Anatomy): 1 FTE
2. Prosperi Maurizio, University Researcher at the University of Foggia (AGR/01 – Agricultural Economics and Rural Appraisal): 1 FTE

- **1 Contract Professor of English language**

1. Zebrak Michael (L-LIN/12 – Language and Translation – English): 0.5 FTE

- **2 Contract Professors from the National Health Service**

1. Filippini Giovanni, Istituto Zooprofilattico Sperimentale Umbria e Marche (VET/05 - Infectious Diseases of Domestic Animals): 1 FTE
2. Petrini Stefano, Istituto Zooprofilattico Sperimentale Umbria e Marche (VET/05 - Infectious Diseases of Domestic Animals): 1 FTE

- **4 Contract Practitioners who perform both extramural activity (70% of teaching activity) and EPT (30% of teaching activity)**

1. Bastianelli Simone (pigs): 0.7 FTE
2. Corradini Corrado (cattle): 0.7 FTE
3. Galli Renzo (poultry): 0.7 FTE
4. Pacifici Luciana (small ruminants): 0.7 FTE

- **2 Contract Practitioners at the VTH**

1. Beribè Francesca, Clinical Pathology Laboratory: 0.25 FTE
2. Sisti Valentina, Physiotherapy: 0.25 FTE

- **4 PhD students**

1. Botto Riccardo, Life Sciences (VET/09 – Veterinary Clinical Surgery): 0.2 FTE
2. Fiordelmondo Elisa, Life Sciences (AGR/20 – Zoocultures): 0.2 FTE
3. Galosi Livio, Life Sciences (VET/03 – Veterinary Pathology): 0.2 FTE
4. Mangiaterra Sara, Life Sciences (VET/03 – Veterinary Pathology): 0.2 FTE

- **1 Research fellow at the VTH**

1. Murgia Elsa, Emergency Room: 0.5 FTE

- **11 Fellows at the VTH (all veterinarians)**

1. Angorini Alessio: 0.5 FTE
2. Cantarella Eliana: 0.5 FTE
3. Carboni Sergio: 0.5 FTE
4. De Simone Donatella: 0.5 FTE
5. Faccenda Umberto: 0.5 FTE
6. Galosi Margherita: 0.5 FTE

7. Pennasilico Luca: 0.5 FTE
8. Rabottini Serena: 0.5 FTE
9. Ricci Marco: 0.5 FTE
10. Sabbatini Eleonora: 0.5 FTE
11. Serino Federica: 0.5 FTE

SUMMARY

Full Professors	6	(4.35 FTEs)
Associate Professors	12	(9.22 FTEs)
University Researchers	13	(9.01 FTEs)
RTD B (tenure-track researchers)	3	(3.00 FTEs)
RTD A (fixed-term researchers)	4	(3.02 FTEs)
Contract Professors	5	(4.50 FTEs)
Contract Practitioners	6	(3.30 FTEs)
PhD students	4	(0.80 FTEs)
Research fellows	1	(0.50 FTEs)
Fellows	11	(5.50 FTEs)
<i>Total</i>	65	(43.20 FTEs)

9.2. Detailed articulation of the academic staff (expressed as FTEs) involved in the DCVM described in table 9.2.1

Type of contract	2019/20	2018/19	2017/18	Mean
Permanent (FTEs)	25.57 ⁽¹⁾	24.89 ⁽⁷⁾	23.17 ⁽¹¹⁾	24.54
Temporary:	17.62 ⁽²⁾	15.60 ⁽⁸⁾	15.00 ⁽¹²⁾	16.07
Interns (FTEs)	5.5 ⁽³⁾	- ⁽³⁾	- ⁽³⁾	5.5 ⁽³⁾
Residents (FTEs)	-	-	-	-
PhD students (FTEs)	0.8 ⁽⁴⁾	0.8 ⁽⁹⁾	1.4 ⁽¹³⁾	1.00
Practitioners (FTEs)	3.3 ⁽⁵⁾	3.3 ⁽⁵⁾	4.3 ⁽¹⁴⁾	3.63
Others (specify) (FTEs)	5.0 ⁽⁶⁾	7.5 ⁽¹⁰⁾	5.7 ⁽¹⁵⁾	6.07
Total (FTEs)	43.19	40.49	38.17	40.61

⁽¹⁾ Of which: 3 RTDBs (3.0 FTEs) (Biscontini, Gavazza, Troisi).

⁽²⁾ Of which: 4 RTDAs (3.02 FTEs) (De Felice, Marchegiani, Bazzano, Di Cerbo).

⁽³⁾ Internship not activated in AYs 2017/18 and 2018/19, and activated in 2019/20 (11 interns at 0.5 FTEs each).

⁽⁴⁾ Ph.D. students: Botto, Fiordelmondo, Galosi, Mangiaterra (0.2 FTE each).

⁽⁵⁾ Including:

- 4 Contract practitioners (whose total external clinical activity = 70% extramural and 30% EPT) at 0.7 FTEs each (2.8 FTEs) (Bastianelli, Corradini, Galli, Pacifici)
- 1 Contract practitioner for the Clinical pathology lab (0.25 FTEs) (Beribè)
- 1 Contract practitioner for Physiotherapy (0.25 FTEs) (Sisti).

⁽⁶⁾ Including:

- 2 Contract teachers from other Universities (2.0 FTEs) (Ceccarelli, Prosperi)
- 2 Contract teachers from the National Health Service (2.0 FTEs) (Petrini, Filippini)
- 1 Freelance contract for English teaching (0.5 FTEs) (Zebrak)
- 1 Research fellow (0.5 FTEs) (Murgia).

⁽⁷⁾ Of which: 2 RTDBs (1.5 FTEs) (Biscontini, Gavazza).

⁽⁸⁾ Of which: 4 RTDAs (4.0 FTEs) (De Felice, Marchegiani, Bazzano, Vullo).

⁽⁹⁾ Ph.D. students: Botto, Galosi, Mangiaterra, Marini (0.2 FTE each).

⁽¹⁰⁾ Including:

- 10 Fellows at 0.5 FTEs each (5.0 FTEs)
- 2 Contract teachers from other University (2.0 FTEs) (Ceccarelli, Troisi)
- 1 Freelance contract for English teaching (0.5 FTEs) (Zebrak).

⁽¹¹⁾ Of which: 1 RTDB (1.0 FTEs) (Biscontini).

⁽¹²⁾ Of which: 4 RTDAs (3.6 FTEs) (De Felice, Marchegiani, Bazzano, Vullo).

⁽¹³⁾ Ph.D. students: Botto, Fratini, Galosi, Marini, Meligrana, Salvaggio, Scarpona (0.2 FTE each).

⁽¹⁴⁾ Including:

- 4 Contract practitioners (whose total external clinical activity = 70% extramural and 30% EPT) at 0.7 FTEs each (2.8 FTEs) (Bastianelli, Corradini, Galli, Pacifici)
- 1 Contract practitioner for Anatomy (1.0 FTEs) (Piccinini)
- 1 Contract practitioner for the Clinical pathology lab (0.25 FTEs) (Beribè)
- 1 Contract practitioner for Physiotherapy (0.25 FTEs) (Sisti).

⁽¹⁵⁾ Including:

- 10 Fellows (now interns) at 0.5 FTEs each (5.0 FTEs)
- 1 Research fellow (0.2 FTEs) (Gavazza)
- 1 Freelance contract for English teaching (0.5 FTEs) (Zebrak).

9.3. Detailed description of the research staff (expressed as FTEs) reported in table 9.2.4 ⁽¹⁾

Type of contract	2019/20	2018/19	2017/18	Mean
Permanent (FTEs)	22 ⁽²⁾	22.2 ⁽⁴⁾	22.2 ⁽⁶⁾	22.13
Temporary:	11.5 ⁽³⁾	9 ⁽⁵⁾	12 ⁽⁷⁾	10.83
Total (FTEs)	33.5	31.2	34.2	32.97

⁽¹⁾ It must be taken into account that every unit belonging to the academic staff must carry out research activity, whose results represent one of the most important parameters according to which his/her performances are evaluated. In the table, only researchers (URs, RTDAs, RTDBs) and other categories having research as their main task (Ph.D. students, Research fellows) are reported as 1 FTEs (see text), except for Piccinini, who carried out only half AY 2019/20.

⁽²⁾ Loschi, Rea, Renieri, Rossi, Spaterna and Tesei (FPs); Catorci, Cerquetella, Cuteri, Habluetzel, Laus, Magi, Malfatti, Palumbo, Roncarati, Scocco, Valbonesi, Vincenzetti (APs); Attili, De Cosmo, Dini, Fantuz, Felici, Fruganti, Marcantoni, Marini, Mariotti, Preziuso, Stocchi, Tambella and Todini (URs); Biscontini, Gavazza and Troisi (RTDBs).

⁽³⁾ Bazzano, De Felice, Di Cerbo and Marchegiani (RTDAs); Botto, Fiordelmondo, Galosi and Mangiaterra (Ph.D. students); Crovace, Di Bella, Murgia and Piccinini (Research Fellows).



⁽⁴⁾ Loschi, Rea, Renieri, Rossi, Spaterna and Tesei (FPs); Catorci, Cuteri, Habluetzel, Magi, Malfatti, Palumbo, Roncarati, Scocco, Valbonesi, Vincenzetti (APs); Attili, Cerquetella, De Cosmo, Dini, Fantuz, Felici, Fruganti, Laus, Marcantoni, Marini, Mariotti, Preziuso, Stocchi, Tambella and Todini (URs); Biscontini and Gavazza (RTDBs).

⁽⁵⁾ Bazzano, De Felice, Marchegiani and Vullo (RTDAs); Botto, Galosi, Mangiaterra and Marini (P.hD. students); Piccinini (Research Fellow).

⁽⁶⁾ Loschi, Rea, Renieri, Rossi, Spaterna and Tesei (FPs); Catorci, Cuteri, Habluetzel, Magi, Malfatti, Palumbo, Roncarati, Scocco, Valbonesi, Vincenzetti (APs); Attili, Cerquetella, Dini, Fantuz, Felici, Fruganti, Laus, Magi, Marcantoni, Marini, Mariotti, Palumbo, Preziuso, Stocchi, Tambella and Todini (URs); Biscontini (RTDB).

⁽⁷⁾ Bazzano, De Felice, Marchegiani and Vullo (RTDAs); Botto, Fratini, Galosi, Marini, Meligrana, Salvaggio and Scarpona (Ph.D. students); Gavazza (Research Fellow).

9.4. Example of contract for practitioners involved in practical clinical training (ambulatory clinics)

CONTRACT FOR THE ASSIGNMENT OF PRACTICAL TEACHING ACTIVITY
School of Biosciences and Veterinary Medicine

Between the University of Camerino, tax code 8100191043, hereafter referred to as "University", represented by the *pro-tempore* Rector, Prof. Claudio Pettinari, born in Camerino in 08/05/1964, domiciled for his office at the University of Camerino, and Dr. _____ born in ____ () in ____/____/____, and residing in _____ (), in _____, No ____ - zip code _____, tax code _____ hereafter referred to as "Contract teacher"

GIVEN THAT

- by Rectoral Decree No.175 of 20 June 2017 the General Regulation of the University of Camerino was issued, whose art. 11 regulates the way to face teaching needs;
- by Rectoral Decree prot. No. 72025 of 18 November 2019 the "Regulation for the competitive selection procedure to confer collaborative individual assignments of an autonomous nature, in implementation of Article 7, paragraphs 6 and 6 bis, Legislative Decree 30/03/2001, N. 165, with subsequent amendments and additions" was issued, in which Article 5 regulates cases of direct award assignment;
- in the session of ____/____/____ the Council of the School of Biosciences and Veterinary Medicine has authorized stipulation of contracts for practical activity to be carried out in private facilities (farms, food producing plants, etc.) on animal species which are less frequently performed in the Veterinary Teaching Hospital;
- these contracts have to be stipulated with practitioners who carry out their professional activity in facilities willing to take on Unicam students;
- having regard to the decision of the Council of the School of Biosciences and Veterinary Medicine, which has identified Dr. _____ as a suitable person to be entrusted with the task of carrying out the previously mentioned activity as support of practical teaching;
- considering that the spending of _____ Euros, for the above-mentioned teaching activity, will burden with the budget of the School of Biosciences and Veterinary Medicine, cost center "_____".

IT IS HEREBY AGREED AS FOLLOWS

Amministrazione C.F. 81001910439 P.IVA 00291660439	Area Persone, Organizzazione e Sviluppo	Via Gentile III da Varano 62032 Camerino (MC) angela.marcontoni@unicam.it pierluigi.palombi@unicam.it
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Art. 1

The introduction is an integral part of this contract.

Art. 2

The University entrusts the adjunct professor, who accepts, with the assignment for the course of support practical activity indicated in the School Council decision mentioned in the introduction under the supervision of the clinical representatives for the University.

The development of the activity mentioned in the introduction, for the academic year _____, is from March to May _____.

Art. 3

The service has to be developed personally by the adjunct professor, who cannot use substitutes.

Art. 4

The total gross due payment, including all charges to be paid by the University and the adjunct professor, for the course of the service amounts to _____ Euros.

The payment of the remuneration will be made at the end of the service, subject to the Veterinary Teaching Hospital Director's declaration of the performance of the service.

Art. 5

Provisions on freelance collaborations are applied to the report referred to in the contract, if the adjunct professor is the VAT owner and if the activity of the present contract falls within the scope of the freelance activity practiced.

Art. 6

In accordance with the legislation on the protection of personal data (EU Regulation 2016/679 and Legislative Decree 30/06/2003, No. 196), the adjunct professor declares to have been informed that the data collected with this contract will be processed for the purposes related to the management of the contractual relationship. The data will be stored in electronic and / or paper archives and may be disclosed to third parties for purposes dictated by law.

Moreover, the adjunct professor undertakes to refrain from disclosing news and confidential information, which

Amministrazione

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he has become aware of during his assignment, except when expressly authorized by the University.

Art. 7

The adjunct professor accepts and undertakes to observe and respect all dispositions of the Code of Ethics and Conduct of the University of Camerino, as adopted in the Rector's Decree of 3 February 2015, No. 16.

Art. 8

This contract does not confer rights to access positions in the University and excludes any employment relationship.

Art. 9

This contract is edited on paper without formal requirements, in accordance with Article 25 of Table B attached to the Decree of the President of the Italian Republic 26/10/1972, No. 642 with subsequent amendments and additions, and this contract will be registered if it will be used, in accordance with the Decree of the President of the Italian Republic 26/04/1986, No. 131, with expenses charged to the adjunct professor.

Art. 10

This contract is drawn up in duplicate: it consists of No. 3 pages, including this page, and No. 10 articles.

Read, confirmed and signed.

Camerino,

THE RECTOR

Prof. Claudio Pettinari

THE ADJUNCT PROFESSOR

Amministrazione

C.F. 81001910439
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9.5. Expectations of academic and support staff and relevant tools used for their monitoring and evaluation, according to the QM of the UNICAM (section 4.1 - “Mapping of needs and expectations of interested parties”)

Interested party	Main expectations	Monitoring and evaluation tools
Teaching staff	Appropriate technical, administrative and logistic services for the development of teaching activities	Annual questionnaire for teachers about their satisfaction level on teaching activities performed
	Involvement in the planning of the DCVM	Annual questionnaire for teachers about their satisfaction level and internal audit
	Professional education and update	Survey on refresher courses attended
	Appropriate autonomy level in defining contents of teaching courses entrusted with	Internal audit
Support staff	Fulfillment of a safe and fair working environment	Survey on organizational well-being (survey on “climate”)
	Application of meritocratic principles and possibility of career development	Transparent and coherent application of the Performance Evaluation System (report file for support staff evaluation)
	Promotion of skills and competences	Implementation and usefulness evaluation of training courses
	Involvement and participation in the university community	Summoning of assemblies/meetings with the university community and internal communication tools
	Equal gender opportunities	Analysis and evaluation by bodies appointed to or involved in the promotion of gender balance and equal opportunities

9.6. Rationale and tools for staff performance monitoring and evaluation



ANNEX 10 - Annex to Standard 10

10.1. List of peer-reviewed and indexed publications of the DCVM teaching staff in the period 2017-2020

2017

1. Agas, D., Silva, G.G., Laus, F., Marchegiani, A., Melania, C., Vullo, C., Catone, G., Lacava, G., Concetti, A., Marchetti, L., Sabbieti, M.G. INF- γ encoding plasmid administration triggers bone loss and disrupts bone marrow microenvironment. *Journal of Endocrinology*, 2017, 232(2), pp. 309–321.
2. Barbato, O., Menchetti, L., Sousa, N.M., Malfatti, Alessandro., Brecchia, G., Canali, C., Beckers, J.F., Barile, V.L. Pregnancy-associated glycoproteins (PAGs) concentrations in water buffaloes (*Bubalus bubalis*) during gestation and the postpartum period. *Theriogenology*, 2017, 97, pp. 73–77.
3. Basilico, N., Parapini, S., Sparatore, A., Romeo, S., Misiano, P., Vivas, L., Yardley, V., Croft, S.I., Habluetzel, A., Lucantoni, L., Renia, L., Russell, B., Suwanarusk, R., Nosten, F., Dondio, G., Bigogno, C., Jabes, D., Taramelli, D. In vivo and in vitro activities and ADME-tox profile of a quinolizidine-modified 4-aminoquinoline: A potent anti-*P. falciparum* and Anti-*P. vivax* blood-stage antimalarial. *Molecules*, 2017, 22(12), 2102.
4. Biscontini, G. La comunione legale e gli acquisti per usucapione ed accessione: un'aporia da superare in coerenza con altre ipotesi non disciplinate. *Rivista giuridica del Molise e del Sannio*, 2017, pp 165 -197.
5. Blaiotta, G., Murru, N., Di Cerbo, A., Succi, M., Coppola, R., Aponte, M. Commercially standardized process for probiotic “Italico” cheese production. *LWT - Food Science and Technology*, 2017, 79, pp. 601–608.
6. Bonaventure, A., Harewood, R., et al. Worldwide comparison of survival from childhood leukaemia for 1995-2009, by subtype, age, and sex (CONCORD-2): a population-based study of individual data for 89828 children from 198 registries in 53 countries. *The Lancet Haematology*, 2017, 4(5), pp. e202-e217.
7. Bonfili, L., Cecarini, V., Berardi, S., Scarpona, S., Suchodolski, J.S., Nasuti, C.C., Fiorini, D., Boarelli, M.C., Rossi, G., Eleuteri, A.M. Microbiota modulation counteracts Alzheimer's disease progression influencing neuronal proteolysis and gut hormones plasma levels. *Scientific Reports*, 2017, 7(1), 2426.
8. Cantalamessa, A., Martin, S., Marchegiani, A., Fruganti, A., Dini, F., Tambella, A.M. Bilateral cervical ribs in a mixed breed dog. *Journal of Veterinary Medical Science*, 2017, 79(6), pp. 1120–1124.
9. Cardinali, L., Troisi, A., Verstegen, J.P., Menchetti, L., Elad Ngonput, A., Boiti, C., Canello, S., Zelli, R., Polisca, A. Serum concentration dynamic of energy homeostasis hormones, leptin, insulin, thyroid hormones, and cortisol throughout canine pregnancy and lactation. *Theriogenology*, 2017, 97, pp. 154–158.
10. Catorci, A., Piermarteri, K., Penksza, K., Házi, J., Tardella, F.M. Filtering effect of temporal niche fluctuation and amplitude of environmental variations on the trait-related flowering patterns: Lesson from sub-Mediterranean grasslands. *Scientific Reports*, 2017, 7(1), 12034.

11. Cerquetella, M., Rossi, G., Suchodolski, J. Microbiome, Diet, Gastrointestinal Disease and Dysbiosis. AIVPA Journal, 2017, 1, pp.17 -19.
12. Cerquetella, M., Silvi, S., Verdenelli, M.C., Coman, M.M., Spaterna, A., Steiner, J. M., Rossi, G., Suchodolski, J. Fecal microbiome and predicted gene function in Czechoslovakian Wolfdogs fed with either a bone and raw food diet or a commercial diet. Journal of Veterinary Internal Medicine, 2017, 31, pp. 259 -260.
13. Dall'Aglio, C., Polisca, A., Cappai, M.G., Mercati, F., Troisi, A., Pirino, C., Scocco, P., Maranesi, M. Immunohistochemistry detected and localized cannabinoid receptor type 2 in bovine fetal pancreas at late gestation. European Journal of Histochemistry, 2017, 61(1), 2761.
14. De Cosmo, A., Mazzoni, D., Campanati, A., Magi, G.E., Beghelli, D. Cutaneous leishmaniasis in a dog vaccinated with LiESP/QA-21: Effective or defective vaccine-related immune surveillance? A case report. Veterinarni Medicina, 2017, 62(1), pp. 48–51.
15. D'Ettorre, G., Rossi, G., Scagnolari, C., Andreotti, M., et al. Probiotic supplementation promotes a reduction in T-cell activation, an increase in Th17 frequencies, and a recovery of intestinal epithelium integrity and mitochondrial morphology in ART-treated HIV-1-positive patients. Immunity, Inflammation and Disease, 2017, 5, pp. 244 -260.
16. Di Cerbo, A., Morales-Medina, J.C., Palmieri, B., Pezzuto, F., Cocco, R., Flores, G., Iannitti, T. Functional foods in pet nutrition: Focus on dogs and cats. Research in Veterinary Science, 2017, 112, pp. 161–166.
17. Di Cerbo, A., Pezzuto, F., Di Cerbo, A. Growth hormone and insulin-like growth factor 1 affect the severity of Graves' disease. Endocrinology, Diabetes & Metabolism Case Reports, 2017, 2017, pp.1-7.
18. Di Cerbo, A., Sechi, S., Canello, S., Guidetti, G., Fiore, F., Cocco, R. Behavioral Disturbances: An Innovative Approach to Monitor the Modulatory Effects of a Nutraceutical Diet. Journal of Visualized Experiments, 2017, 119, pp.1-9.
19. Dogliero, A., Rossi, G., Mauthe von Degerfeld, M., Quaranta, G., Rota, A. Comparison of celioscopy and histological examinations to assess male gonadal health and functionality in adults and immature wild raptors. Theriogenology, 2017, 102, pp. 139–146.
20. Eleni, C., Corteggio, A., Altamura, G., Meoli, R., Cocumelli, C., Rossi, G., Friedrich, K.G., Di Cerbo, P., Borzacchiello, G. Detection of Papillomavirus DNA in Cutaneous Squamous Cell Carcinoma and Multiple Papillomas in Captive Reptiles. Journal of Comparative Pathology, 2017, 157(1), pp. 23–26.
21. Esposito, G., Capoccia, E., Gigli, S., Pesce, M., Bruzzese, E., D'Alessandro, A., Cirillo, C., Di Cerbo, A., Cuomo, R., Seguella, L., Steardo, L., Sarnelli, G. HIV-1 Tat-induced diarrhea evokes an enteric glia-dependent neuroinflammatory response in the central nervous system. Scientific Reports, 2017, 7, 7735.
22. Faillace, V., Tambella, A.M., Fratini, M., Paggi, E., Dini, F., Laus, F. Use of autologous platelet-rich plasma for a delayed consolidation of a tibial fracture in a young donkey. Journal of Veterinary Medical Science, 2017, 79(3), pp. 618–622.
23. Fichi, G., Rossi, G., Perrucci, S. *Eimeria legionensis* and *Eimeria kofoidi* (Apicomplexa:Eimeriidae) infection and associated lesions in naturally infected red-legged partridges (*Alectoris rufa*). American Journal of Animal and Veterinary Sciences, 2017, 12(4), pp. 201-209.
24. Forte, C., Ranucci, D., Beghelli, D., Branciarri, R., Acuti, G., Todini, L., Cavallucci, C., Trabalza-Marinucci, M. Dietary integration with oregano (*Origanum vulgare* L.) essential oil improves growth rate and oxidative status in outdoor-reared, but not indoor-reared, pigs. Journal of Animal Physiology and Animal Nutrition, 2017, 101(5), pp. e352–e361.

25. Galeotti, M., Manzano, M., Beraldo, P., Bulfon, C., Rossi, G., Volpatti, D., Magi, G.E. Ultrastructural and biomolecular detection of Rickettsiales-like organisms in tissues of rainbow trout with Red Mark Syndrome. *Journal of Fish Diseases*, 2017, 40(7), pp. 907–917.
26. Galeotti, M., Ronza, P., Beraldo, P., Bulfon, C., Magi, G.E., Manzano, M., Volpatti, D. First report of Red Mark Syndrome (RMS) in farmed rainbow trout in Slovenia. *Journal of Fish Diseases*, 2017, 40(12), pp. 1935–1939.
27. Gallo, A., Landi, R., Rubino, V., Di Cerbo, A., Giovazzino, A., Palatucci, A.T., Centenaro, S., Guidetti, G., Canello, S., Cortese, L., Ruggiero, G., Alessandrini, A., Terrazzano, G. Oxytetracycline induces DNA damage and epigenetic changes: A possible risk for human and animal health? *PeerJ*, 2017, 2017(4), e3236.
28. Gavazza, A., De Feo, G., Levi, S. M., Medina Valentin, A.A., Marchetti, V., Lubas, G. Retrospective Study on 33 Cases of Canine Primary IMHA: Clinico-Pathological Features, Follow up and Prognostic Factors. *Journal of Veterinary Internal Medicine*, 2017, 32, pp. 595–595.
29. Gayo, E., Polledo, L., Preziuso, S., Rossi, G., Balseiro, A., Pérez Martínez, C., García Iglesias, M.J., García Marín, J.F. Serological ELISA results are conditioned by individual immune response in ovine *Maedi visna*. *Small Ruminant Research*, 2017, 157, pp. 27–31.
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