



RE-VISITATION REPORT

To the Swedish University of Agricultural Sciences (SLU), Uppsala, Sweden

On 14 - 16 October 2025

By the Re-visitation Team

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Introduction

The VEE at the Swedish University of Agricultural Sciences (SLU), Uppsala was evaluated by ESEVT on 18 – 22 March 2024.

The previous Visitation team considered that the skill range of the teaching staff at the VTH pet clinic and the general involvement of the teaching staff in designing clinical teaching at the VTH pet clinic and its educational contribution to students' qualifications were insufficient.

These findings led to the identification of two Major Deficiencies:

Major Deficiency 1: Non-compliance with Standard 9.2. because the number and range of skills of teaching staff at the VTH-pet clinic are insufficient.

Major Deficiency 2: Non-compliance with Standard 9.4 because of insufficient involvement of teaching staff in designing the VTH's contribution to clinical teaching and research and in its day-to-day management.

Additionally, areas of concern (**minor deficiencies**) were identified by the team:

- 1: Partial compliance with Standard 1.3 because of the operating plan not including a timeframe and indicators for the increase in student numbers.
- 2: Partial compliance with Standard 1.6 because of suboptimal involvement of recent graduates in the design of the new curriculum.
- 3: Partial compliance with Standard 2.1 because of suboptimal funding for the clinical training.
- 4: Partial compliance with Standard 3.1.3 because of suboptimal clinical training in exotic pets.
- 5: Partial compliance with Standard 4.4 because of suboptimal training in pet emergency cases.
- 6: Partial compliance with Standard 4.9 because of suboptimal posting of biosecurity rules in some rooms.

The decision by ECOVE, which met on May 29, 2024, was Pending Accreditation status.

The RV Self Evaluation Report was provided to the RV Team on time and contained pertinent facts and figures that were informative, which also included numerous links to support the VEE's corrective activities. The Excel file containing new data was forwarded along with the RSER. Some revisions to the RSER were needed, and the VEE provided some of those before the RV took place and the others during the RV.

The Re-visitation was well prepared and well organized by the Establishment. It was performed in a cordial working atmosphere, in agreement with the ESEVT SOP 2023.

1. Correction of the Major Deficiencies

Major Deficiency 1: Non-compliance with Standard 9.2. because the number and range of skills of teaching staff at the VTH-pet clinic are insufficient.

1.1.1. Findings

The management of the VEE changed on Jan 1, 2025, with the election of a new Dean and VEE Board. Several measures were implemented to overcome the shortage of skills and their range at the VTH pet clinic, such as:

- funds were allocated to ensure training for adequate coverage of skills and competences at the small animal clinic: i.e., the Department of Clinical Sciences (DCS) allocated funds for continuing professional education 7.5 MSEK (0.7 M€) in order to increase the number of on-call certified personnel. Supplementary 2.6 MSEK (0.2 M€) have been allocated for training in anaesthesia, surgery, teaching skills and opportunities for structured training in clinical skills;
- the financial stability of the VTH, with a positive balance and the time gap existing before the first enlarged student cohort, admitted in autumn 2023, will reach the clinics (end of academic year 2026/2027) provided the VEE with the opportunity for training the clinical staff's teaching skills at the right time;
- clinical veterinarians and veterinary nurses are continuously trained in teaching and supervisory skills, allowing them to become part of the academic staff.
- as the VEE has in its phased implementation plan to achieve 24/7 operation at the small animal clinic by the end of 2026, recruitment, quality assurance, support and mentoring, and continuing professional education are included;
- criteria were established for "on-call qualified" veterinarians (including competences to manage independently emergency patients, develop treatment plans for hospitalised patients, perform emergency surgery, establish anaesthesia protocols for emergency cases, collaborate with the anaesthesia-trained veterinary nurse, carry out CPR and stabilize critically ill patients) as well as for on-call veterinary nurses (triage and prioritize cases, assessing medical and surgical conditions to ensure patient safety and generating in-patient care plans, performing CPR, basic anaesthesia and ICU care, collaborate with an anaesthesia-trained veterinarian);
- a rational use of the qualifications and competences of already existing academic staff in the clinics (i.e., strategic management and day-to-day operations of the clinic by senior academic staff, engagement of the senior academic staff in providing specialised training and training new staff, as well as in supervising and supporting junior staff);
- introducing weekly recruitment meetings of the management of VTH, Department of Clinical Sciences and subject heads, where staffing needs are shared, enabling integration of clinical and academic roles, for teaching, clinical duties and research.
- recruitment of new academic staff (ongoing and planned): four veterinarians and six veterinary nurses during 2025/2026, one EBVS resident in dermatology, one veterinarian experienced in odontology (since 2024), a veterinarian for exotic animal medicine, one EBVS specialist in small animal surgery, a veterinary surgeon - national specialist, an anesthesiology diplomate with joint appointment between the VEE and the VTH small animal clinic for teaching and research (winter 2026), 3 national specialists (will complete their training 2026) for strengthening the surgical, postoperative and intensive care cases, a neurology specialist during winter 2025/26).

- the implementation of a dedicated QA system for support and mentoring: a senior veterinarian expert in internal medicine, supported by an EBVS diplomate, is responsible for QA at the VTH; a senior academic staff member who joined the small animal clinic management team was appointed as clinical coordinator for junior staff in reaching their emergency out-of-hours care and on-call qualified competences;
- an extended support and mentoring system (also see above), including the mentoring of a junior staff each by an EBVS specialist in ophthalmology and an EBVS specialist in dermatology, anaesthesia and analgesia course provided in-house by an EBVS and American-certified specialists (late 2024), in-house anaesthesia coordinator (20% FTE) assigned to junior vet training (starting 2025), two junior veterinarians are trained in anaesthesiology;
- courses provided by academic and clinical staff on recent advances and 'back to basics' reminders in relevant topics;
- several training courses were provided for veterinarians and veterinary nurses within the framework of continuing professional education (CPE), i.e., pedagogical training at basic, intermediate and advanced levels, specialist trainings at both national and European levels (surgery, orthopaedics, ultrasound), mandatory clinical rounds in managing emergency patients for junior staff (2024/25)(Table 1 of the SER).

1.1.2. Analysis of the findings/Comments

The VEE implemented a series of measures to fulfil the requirement of adequately covering a sufficient range of skills of teaching staff at the VTH-pet clinic. All staff benefits from pedagogical training, including a review of all clinical staff's teaching skills, envisaged to be completed by the end of 2025, at the levels tailored to their teaching position at the VEE or in the clinics. The new employees are required to undergo the same training.

Further, the numerous courses provided for continuous specialised training foster and meanwhile support the adequate use of those pedagogical skills, to ensure all clinicians can act as teaching staff. This kind of professional training benefits from the tailored mentoring system implemented by the VEE.

The allocation of responsibilities for staff recruitment to a specific leadership (the management of VTH, DCS and subject heads) along with a phased implementation plan to achieve 24/7 operation at the small animal clinic by the end of 2026 represents solid support for the development of diversified student teaching. The completed, ongoing and planned recruitment strategy provided clinicians with various competences to broaden the training areas for the students and allow the acquisition of D1C.

The implementation of a dedicated QA system ensures the closure of the PDCA cycle, while monitoring and improving the broadening of clinical competences and skills of the teaching staff at the VTH.

Last but not least, the financial status of the VEE guarantees the success of the changes envisaged.

1.1.3. Suggestions

The VEE is encouraged to continue its endeavour in making their goals operational.

1.1.4. Decision

The Major deficiency 1 has been fully corrected.

Major Deficiency 2: Non-compliance with Standard 9.4 because of insufficient involvement of teaching staff in designing the VTH's contribution to clinical teaching and research and in its day-to-day management.

1.2.1. Findings

The DCS and the VTH merged in July 2024, the merger being under the leadership of the Department management, with joint management teams. The three joint management teams for companion animals, equines, and production animals include representatives for teaching, clinics and research, who meet monthly to discuss and decide on: strategy, management, teaching, recruitment and services provided by the VEE. Strategic meetings and operational meetings alternate; the participation of the staff depends on the type of the meeting, i.e., heads of departments, teaching, VTH, etc., will attend the strategic meetings, while subject heads, the VTH Director, and senior clinicians will attend the operational meetings. The new structure provides academic staff with the opportunity to participate both in strategic planning and everyday operations and is presented in Fig. 2 of the RSER.

The pre-identified staffing needs and the recruitment procedure in place, with weekly meetings of the accountable (see correction of Major deficiency 1), integrate academic needs with clinical roles of the staff and promote development of the VEE functions in a collaborative way. The managers of the DCS and the VTH are conducting the recruitment process, including the interviews. Lecturers and professors are appointed by the Dean and the Faculty Board, with the Appointments Board also being responsible.

Senior academic staff serve as advisors and as clinicians at the small animal clinic and the equine clinic, the teams collaborating on protocols and sharing responsibilities. The clinical/academic integration is supported by the close contact of the small animal clinic's director and the professors of internal medicine and surgery. Early-career veterinarians are supervised by a senior academic staff, in close collaboration with all those responsible for different compartments in the VTH and the DCS, leading the professional progress of junior clinicians through collaboration with senior academic staff, developing their skills in emergency and postoperative care. The mentorship exerted by senior academic staff also helps to maintain academic standards during clinical rounds. Records of the clinical rounds for the "on-call ready" concept are made available to junior veterinarians.

Back-up expertise available in-house helps to alleviate the ethical stress among on-call veterinarians.

Regular team meetings of academic staff and VTH personnel are also organised to integrate teaching, research, and clinical perspectives on current topics on subject of joint interest.

A weekly newsletter is issued by the head of the DCS for all the staff. The Canvas learning platform course materials for students in years 4 and 5 were made accessible to the clinical staff during fall 2025, to harmonise the theoretical and clinical teaching. Every 4th week, the DCS meetings are held at the VTH to strengthen the community spirit, also enhancing feed-back and social gathering.

The VEE has a well-developed plan to make the changes already implemented sustainable and safeguarded from the QA point of view.

1.2.2. Analysis of the findings/Comments

Integration of the DCS and the VTH enhanced the participation of teaching staff in designing and shaping the clinical teaching and research, aligned with VEE objectives and action plan. The joint decision making meetings facilitated financial oversight, permitted the adequate operational use of staff and cases at the VTH for teaching purposes. The changes in the leadership and the

organizational structure favored exchange of ideas and day-by-day involvement of academic staff in the VTH matters. By implementing the vision of the VEE to request from their staff to work in at least two of the three core activities (teaching, clinics and research), a level of collaboration was developed where numerous VEE operations (teaching and working conditions, services, treatment protocols, patient care, client satisfaction) improved, meanwhile alleviating ethical stress amongst staff.

1.2.3. Suggestions

None

1.2.4. Decision

The Major deficiency 2 has been fully corrected.

2. Correction of the Minor Deficiencies

2.1. Minor Deficiency 1: Partial compliance with Standard 1.3 because of the operating plan not including a timeframe and indicators for the increase in student numbers.

2.1.1. Findings

The VEE started to prepare for the increased (145) student cohort in 2021, the new curriculum commencing in the autumn of 2023, with the augmented number of students reaching the clinics in the spring of 2027. The curriculum design benefited from feedback from students and other stakeholders, while transitional planning for the overlapping years before 2027/2028, when the full curriculum will be implemented, is in place. Within the transition plan by autumn 2028, the VEE planned for infrastructure, clinical training capacity, staffing, and recruitment, the actions being presented along with deadlines and a color code to distinguish the status of each action (i.e., green: completed on time, yellow: work in progress, according to standard time frame, blue: work in progress, ahead of standard time frame red: overdue) in Tables 2 and 3 of the SER. Evaluations were carried out for the curriculum parts implemented so far, with positive feed-back from students, indicated in Appendix 1 to the SER and to some extent from the teachers (i.e., hiring a new administrator enhanced the administration of year 1 courses).

2.1.2. Analysis of the findings/Comments

The VEE now provides an action plan with procedures and deadlines for infrastructure changes, syllabi, courses' organization and external cooperation. During the implementation of this plan, the VEE experienced difficulties generated by the tight deadlines, disagreement between students' numbers and parallel teachers' numbers increase for preclinical years, limitations in infrastructure, lower students' attendance at lectures, etc., as described in detail in the SER.

2.1.3. Suggestions

None

2.2. Minor Deficiency 2: Partial compliance with Standard 1.6 because of suboptimal involvement of recent graduates in the design of the new curriculum.

2.2.1. Findings

To correct suboptimal involvement of recent graduates in the design of the new curriculum, since 2025, the VEE has implemented a questionnaire on D1C and transition to professional life, addressed to alumni registered in the SLU alumni network. The questionnaire will be sent out every year to graduates who have already spent two years working in the profession. Young graduates can also provide feed-back to the VEE on the curriculum and adaptation to working life twice a year through the stakeholders' advisory board, which they are part of. On some occasions, students enrolled as veterinary workers during the summer before finishing their studies (year 6) can provide their feed-back on professional life before graduation.

2.2.2. Analysis of the findings/Comments

The VEE initiated the first steps to further increase the contribution of young graduates to the improvement of their curriculum. Although the first questionnaire was distributed as early as January 2025, the number of responses was low.

2.2.3. Suggestions

The VEE is encouraged to increase the number of answers and also to diversify the range of sources for their feed-back on the graduates' opinion regarding the curriculum and its suitability to cover the needs of the labour market.

2.3. Minor Deficiency 3: Partial compliance with Standard 2.1 because of suboptimal funding for the clinical training.

2.3.1. Findings

Since the expansion of the veterinary program from 100 to 145 students and the veterinary nursing program from 100 to 115 students was planned in 2023, an increase of a total of 71 MSEK (6.5M€) in annual core funding was allocated by the government. The funds were assigned for the veterinary program (31.5 MSEK), for the veterinary nursing program (5.1 MSEK), recruitment of senior lecturers and professors (10.7 MSEK), infrastructure, permanent increased funding (17.3 MSEK), increase faculty common costs, permanent funding (6.4 MSEK). The financing per student increased by 2%, while the funding per clinical student increased by 2.8%, different from the funding for pre-clinical students (0.6%).

To further support the expansion, a lump-sum of 75 MSEK (6.8M€) was awarded in 2023 for expanding the infrastructure, purchasing equipment for the clinical training centre and employing academic teaching staff 7.2 MSEK (0.7M€) and their training 7.5 MSEK (=0.7 M€), at least 9 months before the increase in student numbers in the class.

2.3.2. Analysis of the findings/Comments

Through all concurrent funds, the situation of the clinics at the VTH is supported financially in a manner that secures adequate clinical training for the student. With an additional annual core funding of 30 MSEK, secured by the VTH, the operational performance and self-sustainability of the clinics improved.

2.3.3. Suggestions

None.

2.4. Minor Deficiency 4: Partial compliance with Standard 3.1.3 because of suboptimal clinical training in exotic pets.

2.4.1. Findings

In November 2024, the VTH hired a dedicated exotic pet veterinarian, who readily helped the increase in student exposure to rabbits (the third most popular pet species in Sweden) through an extended vaccination campaign and by offering free dental checks. Further, during the clinical training, the students have 7.5 practical training hours on handling and euthanasia of exotic animals and 3 practical training hours on necropsy of laboratory animals and a mandatory day with exotic patients, including diagnostic imaging, during the small animal clinical rotation. When no patients are available, compensation is provided via the use of own exotic pets, prepared exercises, and case studies. Interested students could choose from their 2 weeks EPT exotic animal clinics.

The new training program (VP23) will add, in years 3-4, four more lecture hours to the exotic animal training within the veterinary clinical skills course. Both individual cases and appointments showed a slow but steady increase in the academic year 2024/2025 when compared to the previous year.

2.4.2. Analysis of the findings/Comments

Through the measures implemented, the VEE expects a continuous growth in the exotic animal caseload and thus a better exposure of the students to improved training on these animals. Although a progress is foreseen, the VEE is aware that the indicator I17 (n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually), calculated based on nowadays values could fall in the negative range due to the increased number of students; therefore, it needs close monitoring.

2.4.3. Suggestions

The VEE is encouraged to continuously monitor the development of I17 and implement the necessary measures to preserve it in the positive range.

2.5. Minor Deficiency 5: Partial compliance with Standard 4.4 because of suboptimal training in pet emergency cases.

2.5.1. Findings

The merger of DCS and VTH under joint leadership and the cooperation between the two led to major changes in the small animal clinics' training for the students. As mentioned above, it led to expansion and improvement of skills and clinical competences of the academic and clinical staff, improved ability to manage after-hours emergency work and on-call services (also see correction of Major deficiency 1) and an improved training level for the students.

Up to September 2025, 3275 (1/3) out of a total of 11207 consultations, were emergencies.

Small animal emergencies were covered with students' shifts twice in the evenings and once overnight for each student, to gain hands-on experience in emergency care. During the semester and on holidays, for those interested, volunteer shifts are available.

The gradual expansion of 24/7 emergency services in the VTH throughout 2026, indicated in a pilot study (New Year 2024 and Easter 2025) an increase in the number of patients and also of revenues. The second expansion, coinciding with the arrival of the larger student cohort in 2026/2027, aims at increasing the caseload while accommodating the larger number of students in the clinics.

2.5.2. Analysis of the findings/Comments

All the measures taken by the VEE and described above jointly contribute to improving the students' clinical training in small animals, including emergencies. Enrollment of academic staff and auxiliary staff in the clinics, along with improvement of their CPR skills, would provide sufficient clinical exposure for the arrival of the expanded student cohort in the clinics (2026/2027). The 24/7 service, once achieved, will increase student exposure to emergency cases.

2.5.3. Suggestions

None.

2.6. Minor Deficiency 6: Partial compliance with Standard 4.9 because of suboptimal posting of biosecurity rules in some rooms.

2.6.1. Findings

Biosecurity represents a core theme of the courses of veterinary clinical skills (year 3 of the new curriculum) and veterinary propaedeutics (year 4 of the old curriculum). The students are aware and follow the biosecurity provisions of the VEE. Internal audits are conducted regularly to ensure biosecurity. Additional signs presenting biosecurity rules (in Swedish and English) have been posted at some locations in the clinics.

2.6.2. Analysis of the findings/Comments

The VEE improved its signage system, thus allowing the students to be aware at all times of the biosecurity rules they have to obey in the given segment of their daily activity.

2.6.3. Suggestions

The VEE is suggested to continue its efforts in improving the signage for biosecurity rules at all relevant spots throughout the premises.

3. ESEVT Indicators

3.1. Findings

All the indicators provided in the RSER are within or in some cases (I4, I5, I6) well above the mean, except I13 (n° of visits of poultry and farmed rabbit units / n° of students graduating annually, I13=-0.024).

Name of the VEE: VEE of the Swedish University of Agricultural Sciences (SLU), Uppsala, Sweden					
Name & mail of the VEE's Head: Prof. Nils Fall; dekan@slu.se					
Date of the form filling: August 8, 2025					
Raw data from the last 3 complete academic years		25/24	24/23	23/22	Mean
1	n° of FTE teaching staff involved in veterinary training	115	115	106	112.0
2	n° of undergraduate students	593	559	515	555.7
3	n° of FTE veterinarians involved in veterinary training	85	85	77	82.3
4	n° of students graduating annually	83	74	87	81.3
5	n° of FTE support staff involved in veterinary training	111	74	84	89.7
6	n° of hours of practical (non-clinical) training	862	862	837	853.7
7	n° of hours of Core Clinical Training (CCT)	922	912	912	915.3

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8	n° of hours of VPH (including FSQ) training	336	336	336	336.0
9	n° of hours of extra-mural practical training in VPH (including FSQ)	80	80	80	80.0
10	n° of companion animal patients seen intra-murally	6289	6536	8408	7077.7
11	n° of individual ruminant and pig patients seen intra-murally	114	123	263	166.7
12	n° of equine patients seen intra-murally	2154	2316	2981	2483.7
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	139	123	263	175.0
14	n° of companion animal patients seen extra-murally	50	0	0	16.7
15	n° of individual ruminants and pig patients seen extra-murally	1963	2753	1438	2051.3
16	n° of equine patients seen extra-murally	772	1077	1367	1072.0
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	0	0	0	0.0
18	n° of visits to ruminant and pig herds	523	142	168	277.7
19	n° of visits to poultry and farmed rabbit units	3	1	1	1.7
20	n° of companion animal necropsies	122	104	152	126.0
21	n° of ruminant and pig necropsies	151	140	95	128.7
22	n° of equine necropsies	65	46	74	61.7
23	n° of rabbit, rodent, bird and exotic pet necropsies	166	57	56	93.0
24	n° of FTE specialised veterinarians involved in veterinary training	15	15	15	15.0
25	n° of PhD graduating annually	15	19	19	17.7

Name of the VEE:		VEE of the Swedish University of Agricultural Sciences (SLU). Uppsala, Sweden			
Date of the form filling:		August 8, 2025			
Calculated Indicators from raw data		VEE values	Median values¹	Minimal values²	Balance³
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.202	0.15	0.13	0.076
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	1.012	0.84	0.63	0.382
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.102	0.88	0.54	0.562
I4	n° of hours of practical (non-clinical) training	853.667	953.50	700.59	153.077
I5	n° of hours of Core Clinical Training (CCT)	915.333	941.58	704.80	210.533
I6	n° of hours of VPH (including FSQ) training	336.000	293.50	191.80	144.200
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	80.000	75.00	31.80	48.200
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	87.225	67.37	44.01	43.215
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	27.270	18.75	9.74	17.530

I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	43.717	5.96	2.15	41.567
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	2.152	3.11	1.16	0.992
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	3.414	1.29	0.54	2.874
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.020	0.11	0.04	-0.024
I14	n° of companion animal necropsies / n° of students graduating annually	1.549	2.11	1.40	0.149
I15	n° of ruminant and pig necropsies / n° of students graduating annually	1.582	1.36	0.90	0.682
I16	n° of equine necropsies / n° of students graduating annually	0.758	0.18	0.10	0.658
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1.143	2.65	0.88	0.263
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.184	0.27	0.06	0.124
I19	n° of PhD graduating annually / n° of students graduating annually	0.217	0.15	0.07	0.147

1 Median values defined by data from VEEs with Accreditation/Approval status in May 2019

2 Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019

3 A negative balance indicates that the Indicator is below the recommended minimal value

*Indicators used only for statistical purpose

3.2. Analysis of the findings/Comments

The VEE took several measures to improve these indicators. Since the last EAEVE visit, the VEE slightly corrected I13 (previously I13=-0.033) and fully corrected I17 (n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually, previously I17= - 0.393 to now I17=0.263).

Rabbit meat is not a popular consumption item in Sweden, therefore the rabbit farms are scarce. On the opposite, rabbits are the third most popular pets. Swedish regulation constraints are the underlying cause of the low values of I13 (n° of visits of poultry and farmed rabbit units / n° of students graduating annually) but the VEE provide compensation by video presentations. The number of rabbit, bird and exotic pet necropsies (I17) has significantly increased and is currently above the minimal value (I17=0.263).

Still, regarding the increase in student numbers, the VEE is concerned and provided the indicators that will have to be improved and continuously monitored. In some cases, (I12), the values could be maintained by the continuing staff recruitment process. Compensation will probably be further provided to reach a positive balance for I13. To keep the number of companion animal necropsies (I14) within the balance, contracts were signed with other veterinary hospitals to provide cadavers for necropsies. The VEE foresees an increase in cases of exotic animals due to an increase in necropsies on rodents as part of the laboratory animal course and the increase in frozen storage space for exotic animals' cadavers.

3.3. Suggestions

None.

4. Executive Summary

4.1. Decisions about the correction of the Major Deficiencies:

Major Deficiency 1: Non-compliance with Standard 9.2. because the number and range of skills of teaching staff at the VTH-pet clinic are insufficient has been fully corrected.

Major Deficiency 2: Non-compliance with Standard 9.4 because of insufficient involvement of teaching staff in designing the VTH's contribution to clinical teaching and research and in its day-to-day management has been fully corrected.

4.2. Decisions about the correction of Minor Deficiencies:

4.2.1. Minor Deficiency 1: Partial compliance with Standard 1.3 because of the operating plan not including a timeframe and indicators for the increase in student numbers has fully corrected.

4.2.2. Minor Deficiency 2: Partial compliance with Standard 1.6 because of suboptimal involvement of recent graduates in the design of the new curriculum: correction in progress.

4.2.3. Minor Deficiency 3: Partial compliance with Standard 2.1 because of suboptimal funding for the clinical training has been fully corrected.

4.2.4. Minor Deficiency 4: Standard 3.1.3 because of suboptimal clinical training in exotic pets: correction in progress.

4.2.5. Minor Deficiency 5: Partial compliance with Standard 4.4 because of suboptimal training in pet emergency cases: correction in progress.

4.2.6. Minor Deficiency 6: Partial compliance with Standard 4.9 because of suboptimal posting of biosecurity rules in some rooms: correction is in progress.

Decision of ECOVE

The Committee concluded that the Major Deficiencies identified after the Full Visitation on 18 - 22 March 2024 have been corrected.

The Veterinary Education Establishment (VEE) of the Swedish University of Agricultural Sciences is therefore classified as holding the status of: ACCREDITATION.