



LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN



RE-VISITATION SELF-EVALUATION REPORT

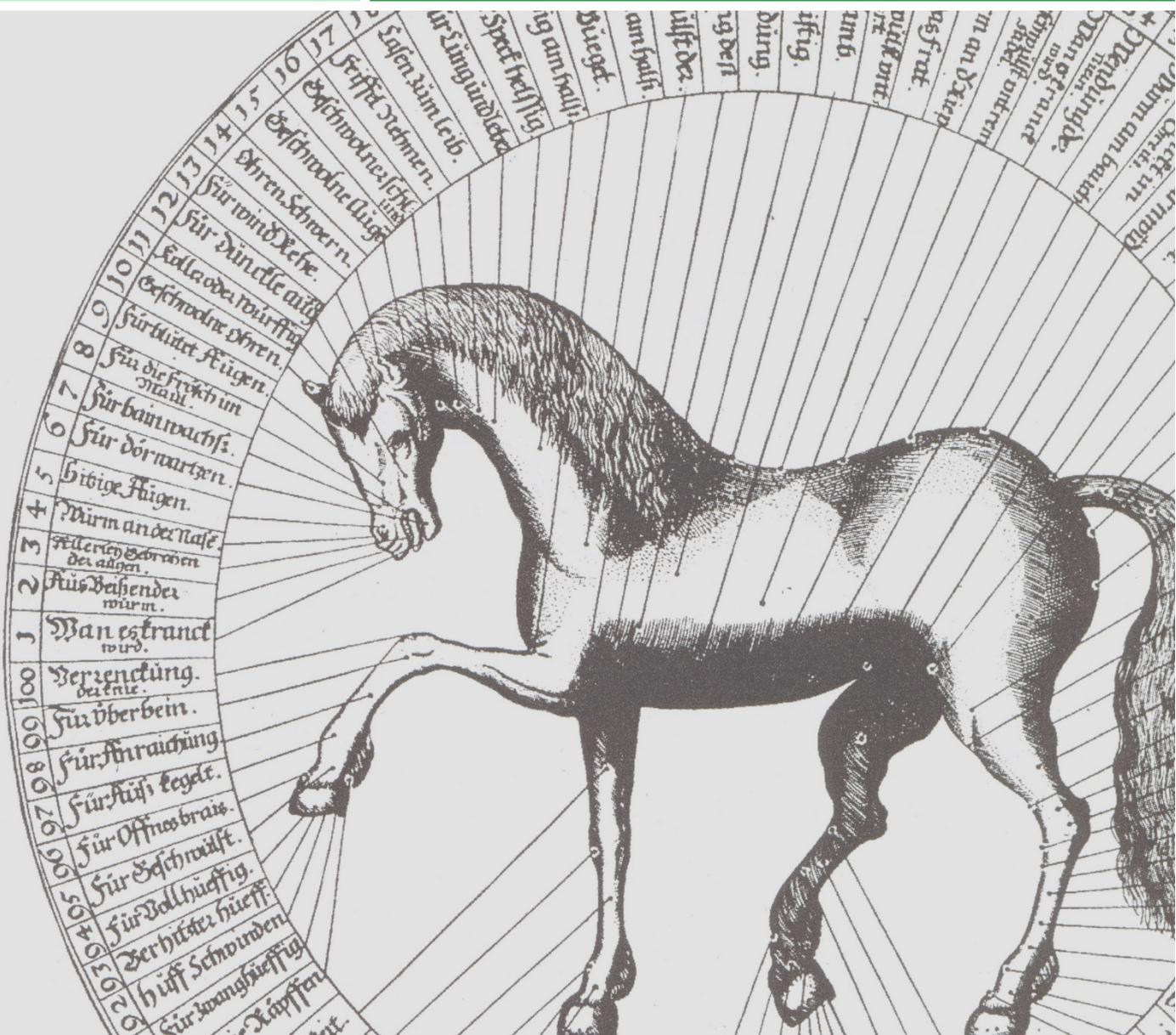




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Introduction

During the last full visitation of the Veterinary Faculty of the LMU Munich (Ludwig-Maximilians-Universität München) on the 20th to 24th of June 2022, the EAEVE Visitation identified deficiencies in some substandards.

Of major concern were two issues, the inadequate strategic plan and the lack of a robust system to monitor and assess the EPT activities.

Reported minor deficiencies included suboptimal monitoring of the previous strategic plan, the separation of surgical and internal departments of the Small Animal Clinic, suboptimal practical surgical training on living companion animals, a missing formal agreement with the providers of EPT and the suboptimal quality control of student logbooks, which may lead to suboptimal formal assessment of DOC acquisition.

The Faculty started to address the concerns in accordance with the ESEVT standards, immediately upon notification. The exit presentation of the visitation team was streamed online open to all members and students of the Faculty. On the same day, the Dean informed all students and staff about the major deficiencies, which were further discussed during the next Department and Faculty Council meetings. After the visitation, the Faculty worked intensively on the identified deficiencies, the results of this work will be explained in this Re-Visitation Self-Evaluation Report.

1. Correction of Major Deficiencies

1.1. Major Deficiency 1

Non-compliance with Substandard 1.3 because of the 4-year delay in the elaboration, discussion with internal and external stakeholders, and adoption by the Faculty Council of the new strategic plan and operating plan.

1.1.1. Factual information

Our Faculty consists of two departments, the Department for Veterinary Sciences and the Centre for Clinical Veterinary Medicine. A strategic plan for the next years was already formulated by the Directors for the Department of Veterinary Sciences. Directly after the visitation, the Directors and Executive Board of the Centre for Clinical Veterinary Medicine discussed the outlines of their strategic plan and formed a committee consisting of the Centre's Director Prof. Dr. Holm Zerbe, the Dean Prof. Dr. Reinhard Straubinger, the Liaison Officer Prof. Dr. Ralf Mueller and the business manager of the Centre for Clinical Veterinary Medicine, Dr. Lars Fuchs. This committee developed a detailed strategic plan that was



circulated and subsequently approved by the Executive Committee of the Centre for Clinical Veterinary Medicine. The strategic plan was then forwarded to the Dean's Office. Based on those plans, a draft of the common Strategic Plan of the Faculty of Veterinary Medicine was formulated by the Dean, the Vice-Dean for Student Affairs and members of the Strategic Committee of the Faculty. Subsequently, the Faculty's strategic plan was presented, discussed and approved by the stakeholders (Alumni, students, faculty and academic and non-academic staff) represented in the Faculty Council during the meeting on the 8th of December 2022 (Annex 5.1). In addition, Dr. Christine Hoefler, a member of the Bavarian Ministry for Environment and Consumer Protection, Dr. Andreas Palzer, an Advisor for the European Community and member of the Executive Committee of the German Association of Practising Veterinarians and Dr. Iris Fuchs, Vice-President of the Bavarian Veterinary Chamber were asked for and provided input.

1.1.2. Comments

The previous strategic plan from 2012 was supposed to be re-evaluated in 2020. Unfortunately, the strict governmental regulations in place during the pandemic prevented a normal teaching and examination environment (as probably in all other veterinary schools in Europe). Due to the effort to provide adequate digital teaching and examinations and to find new pandemic-friendly ways for practical teaching, most of the Faculty's time and effort went into compensating for the pandemic-associated problems and prevented the evaluation of the previous strategic plan as well as formulation of a new plan.

1.1.3. Suggestions for improvement

In the future, the Faculty will assess, discuss and revise the strategic plan on a regular basis. This will occur in two different ways. The Strategic Committee will meet every semester and discuss possible needed changes to the plan, that will then be proposed to the Faculty Council during the subsequent meeting. Curricular changes are monitored by the curricular committee meeting once monthly. Research activities are monitored by the Dean of Research in cooperation with the departments. Appointments of new professors and building activities are monitored by the Dean's office, final decision is made by university management and the Bavarian Ministry of Science.

In addition, specific aspects of the Strategic plan will be discussed during the Faculty Teaching Retreat and the Faculty Research Retreat that each are organised once annually, this year the research retreat took place on the 18./19.1.2023 in Herrsching, the teaching retreat is planned later in 2023. This will allow a regular feedback loop and associated constant improvements of the plan.



1.2. Major Deficiency 2

Noncompliance with Standard 3.7 because of the absence of a robust system to monitor and assess the EPT activities.

1.2.1. Factual information

From May 2022 onward, students in their clinical year received a logbook to document skills obtained during the extramural AND intramural practical training (Annex 5.2). This logbook contains listed DOC's with specific core and advanced practical skills including clinical practical skills, documentation skills and soft skills. Furthermore, there is the opportunity for students to use free text to document perceived deficiencies.

An example for a complete documentation of a patient visit was now added to the logbook (Annex 5.2.4). At least two of those patient reports need to be documented in detail by each student during the clinical rotation, reports need to be evaluated and approved with a signature by the supervising clinician.

Since December 2022, this revised and improved logbook now also contains a confirmation page for a university supervisor to assess the completed logbook which will document, that the student has achieved the necessary DOC's (Annex 5.2.7). The page confirming the evaluated completeness of the logbook by signature of a Faculty member needs to be submitted to the Examination Office starting in 2024 as a requirement to register for the final state examination. The approving Faculty members are part of the academic clinical staff. If core skills are missing, the student will be able to address those deficiencies at the Faculty's VTH.

As the completion of core skills listed in the logbook in accordance with the DOC's is now mandatory, control mechanisms are in place and correction of deficiencies is guaranteed, the PDCA cycle of assessment and monitored activities during EPT is now closed in regard of the practical skills of each student.

In addition to the logbook documenting achievements during extramural training, a nationwide programme is planned by all German veterinary faculties where practitioners are being trained in online seminars in accordance with the EAEVE guidelines to teach and to assess veterinary students during extramural practical training. Attendance of this training will be rewarded by gaining national continuing education credit points.

1.2.2. Comments

The visitation team suggested a digitalization of the logbook. During the creation phase of the current logbook, this was already a topic of extended discussion among the logbook working group as well as in the Curriculum committee. Pros are the increasing use of digital platforms and software to make daily processes faster, more efficient and easily evaluable for the supervisors or software-based solutions. One concern was the usability especially in the field of production animals, where a cell phone can accidentally be lost in fully slatted floors and



microorganisms can easily be transmitted to the cell phone's display during use. The committees consequently decided at this point to stick to single sheets of papers that can be filed in a ring binder at home, and, if necessary, be replaced by a new sheet with a transfer of the previously filled-in data. Eventually a digital logbook will be introduced, the exact form is currently discussed by all German faculties, the goal is a uniform, German-wide standard.

Unfortunately, due to the German laws applying to veterinary education ("*Verordnung zur Approbation von Tierärztinnen und Tierärzten*", TAppV), a more stringent control of practitioners involved in EPT is currently not possible. Legally, every practitioner who is in good professional standing, has an approved pharmacy and practices the profession for longer than two years, has the right to take students for EPT, must be accepted as a mentor, and those externships need to be accepted according to German law.

1.2.3. Suggestions for improvement

The logbook will be constantly revised, improved and extended, and eventually a German-wide standard of all veterinary faculties will be established.

With regard to creating a reward system for excellent EPT providers, the Faculty is currently discussing to offer them free continuing education seminars in the different clinical fields to further improve their skills in their field as well as in teaching students.

2. Correction of Minor Deficiencies

2.1. Minor Deficiency 1

Partial compliance with Standard 1.2 because of suboptimal monitoring of the implementation of the previous strategic plan.

2.1.1. Factual information

The previous strategic plan from 2012 was supposed to be re-evaluated in 2020. Unfortunately, the strict governmental regulations in place during the pandemic prevented a normal teaching and examination environment (as probably in all other veterinary schools in Europe). Due to the effort to provide adequate digital teaching and find new pandemic-friendly ways for practical teaching, most of the Faculty's time and effort went into compensating for the pandemic-associated problems and prevented the evaluation of the previous strategic plan and implementation of its aims as well as formulation of a new plan.

The previous plan formulated the following aims:

- Increasing the quality and quantity of materials offered on the Faculty's online teaching platform Moodle. This has happened, almost all proceedings and lectures are



now online, partially as PDF documents and partially as fully animated I-Spring animated power point presentations with incorporated audio track and quizzes.

- Providing an online discussion forum for students and faculty in many specialties and subjects. This is partially realized. A number of subjects offer a specific discussion forum for participants of certain lecture streams and electives. This needs to be expanded further in the next years.
- Providing an online communication between teachers and students. This goal has been accomplished, students in the specific semesters can be reached via Moodle and most of the communication announcing lecture streams, changes in the schedule or location of lectures etc. are now communicated via Moodle.
- In addition to oral examinations, written examinations were introduced prior to conceiving the previous strategic plan. It was hoped that the outcome of those written examinations could be evaluated better, allowing the faculty to identify if teaching was successful and which questions in an examination were able to discriminate between competent and less competent examinees. This has been achieved. Particularly with the new examination software Ucan, a thorough evaluation of the examination quality can be and is performed and used to improve the examination process.
- Increasing the percentage of women in the Faculty. In 2012, 24% of the professors at the Faculty were women. Today this increased to 46%. A further indicator of the success improving the professional carrier prospects of women is the male/female ratio of veterinarians with a PhD or habilitation thesis in the Faculty. Of those young veterinary scientists, 66% are female, compared to 44% in 2007, a clear indicator for the successful implementation of this goal.
- A number of research areas such as for example Translational Medicine and Reproductive Medicine were listed where a closer co-operation with human medicine was envisioned. This was supposed to increase the chances to be successful in the "Excellence Initiative" of the federal state agencies. The LMU application in this initiative 2011/2012 was very successful. Research projects in amongst others Translational and Reproductive Medicine were initiated, some solely at the Faculty and some in collaboration with human medicine.
- Of the 14 professorial positions that were vacated between 2009 and 2016, ten were successfully advertised, candidates interviewed and new professors hired successfully. Those were the areas fish biology, food hygiene, small animal surgery, porcine medicine, internal medicine and surgery of ruminants, surgery and regenerative medicine, parasitology, physiology, pathology and reproduction.
- Establishment of a PhD programme. In addition to Dr. med. vet. and Dr. vet. biol. curricula, graduate students can currently apply for PhD programs in Life Sciences and Neuroscience supervised by members of faculty. Planning of further PhD programs (e.g. One Health) is in progress.

2.1.2. Comments

Most of the aims in the last strategic plans were achieved. Some of the aims were not achieved but are still considered relevant aims for the Faculty such as a professorship for



epidemiology. Others are considered less relevant and have been replaced by different goals in the new strategic plan.

2.1.3. Suggestions for improvement

As stated above, in the future, the Faculty will focus on the assessment, discussion and revision of the strategic plan on a regular basis. This will occur in two different ways. The Strategic Committee will meet every semester (twice annually) and discuss possible needed changes to the plan, that will then be proposed to the Faculty Council during the subsequent meeting. In addition, specific aspects of the Strategic plan will be discussed during the Faculty Teaching Retreat and the Faculty Research Retreat that each are organised annually. This will allow a regular feedback loop and associated constant improvements of the plan.

2.2. Minor Deficiency 2

Partial compliance with Standard 3.1 because of suboptimal hands-on training in companion animal surgery.

2.2.1. Factual information

Currently, the companion animal surgery clinic is led by Prof. Dr. Meyer Lindenberg as a completely separate unit from the companion animal medicine clinic with a different philosophy, hierarchical structure, and procedural and teaching differences. In 2020 the Executive Council of the Centre for Clinical Veterinary Medicine approved a fusion of the two clinics under the leadership of Prof. Dr. Hartmann from the 1.4.2023 after retirement of Prof. Dr. Meyer-Lindenberg. This fusion process has begun in July 2022 and is supported by external advisors and members of the Central University Administration. Interviews with all staff members have been completed and currently 26 project teams work on developing detailed plans on the operational procedures as well as the teaching concept of the new unified small animal clinic. Part of the teaching concept is an increased involvement of students in the treatment of surgical patients including a significant increase in hands-on experience. Students will be involved in actual surgeries and assist in more complicated procedures, while easier procedures such as castrations and wound management will be performed by students under supervision of a qualified surgeon. This change will begin at the 1.4.2023 and will be optimised during the months after the fusion.

2.2.2. Comments

As already discussed with the members of the EAEVE Evaluation Committee, there will be a clear change in the operational procedures regarding teaching and clinical service, that will successfully address the EAEVE concerns in this respect.



2.2.3. Suggestions for improvement

In the course of the fusion process during the calendar year 2023 the curriculum will be changed in many aspects including the practical tasks students are exposed to. A specific project team “Teaching” has been formed to formalise those changes and presented a draft to the steering committee of this fusion on the 7.12.2022. The proposal will be finalised before 1.4.2023 and then again re-evaluated in September 2023 prior to the start of the next semester of students moving into the clinical year to iron out problems that may arise during the first months of an absolute new practical curriculum.

2.3. Minor Deficiency 3

Partial compliance with Standard 3.5 due to suboptimal evaluation of the performance of the students by the EPT provider.

2.3.1. Factual information

When students complete their clinical practical semester or decide to spend part or all of their EPTs in an intramural facility of the VTH, a written feedback is offered to each student. To further improve and equalize the written feedback through the different intramural clinics, a working group was established through the QA manager of the Faculty at the beginning of 2022. The first results and evaluations of the new feedback form were promising while further improvement is ongoing.

During the last full visitation in June 2022, the Dean of Student Affairs already presented to the visitor team a nationwide German fill-in form for the evaluation for the performance of the students by the EPT provider (Annex 5.3). To optimize the usage of this document, the fill-in form was included into the logbook.

2.3.2. Comments

As stated, due to the German legislation regulating veterinary education, universities have only limited options to evaluate and influence EPT providers. Those options are addressed currently and will be re-evaluated in a couple of years time.

2.3.3. Suggestions for improvement

The new logbook and its influence on student education and teaching will be evaluated in 2024 and 2025 when students using this logbook will sit their final examinations. At that time, those logbooks will be modified, if necessary, and new measures formulated as appropriate.



2.4. Minor Deficiency 4

Partial compliance with Standard 4.4 because of suboptimal collaboration between internal medicine and surgery departments in companion animal species.

2.4.1. *Factual information*

As stated above, the Executive Council of the Centre for Clinical Veterinary Medicine approved a fusion of the two clinics under the leadership of Prof. Dr. Hartmann in 2020. This fusion process has begun in July 2022 and is supported by external advisors and members of the Central University Administration. Interviews with all staff members have been completed and currently 26 project teams from both clinics work on developing detailed plans on the operational procedures as well as the teaching concept of all aspects of the new unified small animal clinic to ensure a smooth change-over in April 2023.

2.4.2. *Comments*

The leadership of the new clinic consists of Prof. Dr. Hartmann, the previous chief of the small animal medicine clinic and new chief of the unified Small Animal Clinic, Prof. Dr. Susanne Lauer from the companion animal surgery clinic and Prof. Dr. Ralf Mueller from the companion animal medicine clinic. The Executive Committee of the new clinic consists of all its Faculty members. The External advisors, members of the Central University Administration, leadership and Executive Committee are all satisfied with the progress achieved so far and will continue working to ensure a smooth change into a unified Small Animal Clinic in 2023.

2.5. Minor Deficiency 5

Partial compliance with Standard 8.5 because of suboptimal formal assessment of the acquisition by all students of the DOCs.

2.5.1. *Factual information*

As stated in 1.2.1., students need to fulfil core clinical activities documented in the logbook, which is to be checked by a clinical supervisor. Clinical practical DOCs are already included in the logbook, and paraclinical practical will become part of the logbook by 2023, e.g. for FSQ, which is also a part of EPT. Beginning in September 2023, writing of two patient reports during clinical rotation will be mandatory for each student to be admitted to the final exams. Other DOCs are covered with mandatory lectures, seminars, and practical trainings,



which are assessed during regular examinations according to the TappV (Licensure Act for Veterinarians (*Verordnung zur Approbation von Tierärztinnen und Tierärzten*)).

2.5.2. Comments

The new logbook and its influence on student education and teaching will be evaluated in 2024 and 2025 when students using this logbook will sit their final examinations. At that time, those logbooks will be modified, if necessary, and new measures formulated as appropriate.



3. ESEVT Indicators

3.1. Factual information (Updated data based on the last three academic years)

Calculated Indicators from raw data		Establishment values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0.113	0.5	0.13	-0.013
I2	veterinarians involved in veterinary training / n° of students graduating annually	0.796	0.84	0.63	0.166
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1.186	0.88	0.54	0.646
I4	n° of hours of practical (non-clinical) training	699.400	953.50	700.59	-1.190
I5	n° of hours of clinical training	773.867	941.58	704.80	69.067
I6	n° of hours of FSQ & VPH training	425.000	293.50	191.80	233.200
I7	n° of hours of extra-mural practical training in FSQ & VPH	258.000	75.00	31.80	226.200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	49.773	62.31	43.58	6.193
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	5.635	2.49	0.89	4.745
I10	n° of equine patients seen intra-murally / n° of students graduating annually	1.642	4.16	1.53	0.112
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	12.072	3.11	1.16	10.912
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	0.305	5.06	0.43	-0.125



I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	50.888	16.26	8.85	42.038
I14	n° of equine patients seen extra-murally / n° of students graduating annually	0.037	1.80	0.62	-0.583
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	11.239	1.29	0.54	10.699
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.126	0.11	0.04	0.082
I17	n° of companion animal necropsies / n° of students graduating annually	1.101	2.11	1.40	-0.299
I18	n° of ruminant and pig necropsies / n° of students graduating annually	0.612	1.36	0.90	-0.288
I19	n° of equine necropsies / n° of students graduating annually	0.155	0.18	0.10	0.055
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	2.526	2.65	0.88	1.646
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.402	0.27	0.06	0.342
I22*	n° of PhD graduating annually / n° of students graduating annually	0.391	0.15	0.07	0.321

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

2 Recommended minimal values calculated as the 20th percentile of data from Establishments 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. Comments

The number of admitted students is calculated by the so-called capacity calculation (*Kapazitätsrechnung*): the available hours of teaching per year, based on the staff of the Faculty (*Lehrkapazität*), is divided by the so-called CNW factor (*Curricularnormwert*), which is calculated on the basis of available facilities. For each course the number of seats in lecture halls and the number of repetitions is assembled. The final teaching capacity is therefore adjusted by staff and teaching facilities. By German law, this must be calculated annually in February so that the number of study places is set for the admission in September. Number of FTE academic staff involved in training in relation to admitted students is therefore pre-set.



Addressing Covid19, non-clinical practical training had to be taught partially online according to LMU Munich regulations and can therefore vary during the last three academic years. As restrictions concerning the number of students at university sites were dissolved, practical non-clinical training could be restabilised on site as before the pandemic, and exceeds the minimal value already for the last academic year. Thus, the negative three year balance will be resolved by 2023.

After moving to the new site Oberschleißheim, the Clinic for Equines reopened and welcomed many new and old patients. With the new leading professor, to be arriving on 1.4.2023, more patients will be acquired starting in 2023.

3.3. Suggestions for improvement

As pandemic restrictions are declining, practical training is fully completed onsite again. Nevertheless, online teaching opportunities will be further generated, improved, and taught to staff and students. As plenty of content is available now, challenges for the future will be the monitoring of the appropriate quantity of e-learning material and merging onsite lectures and practical training with the e-learning platform Moodle in an integrated study programme. As students can be prohibited in taking onsite courses, e.g. during pregnancy, nursing period, severe immunosuppression, a substitute e-learning offering is crucial to guarantee appropriate education for entering the veterinary profession.

As soon as the new head of the Clinic for Equines will arrive (1.4.2023), she will develop strategies for acquiring new patients. As the new building site is much more comfortable for clients to reach with highways close by and space to manoeuvring trailers or trucks, rising numbers of patients are to be expected with an appropriate strategy of advertisement, client satisfaction monitoring, and the highly modern equipment and buildings.



4. Glossary

CNV	CNW factor (<i>Curricularnormwert</i>)
DOC	Day One Competence
EPT	External Practical Training
TappV	Licensure Act for Veterinarians (<i>Verordnung zur Approbation von Tierärztinnen und Tierärzten</i>)
VTH	Veterinary Teaching Hospital