



Federation
of Veterinarians
of Europe



Veterinary Student Survey



March 2015

Contents

Preface.....	3
Introduction.....	4
Survey Design	5
Q1 - Which veterinary school do you attend?	6
Q2 - Citizen of which country are you?	7
Q3 - In what year were you born?.....	10
Q4 - What is your gender?	10
Q5- In what year of your veterinary studies are you?.....	11
Q6- What is your family background? (What your parents' careers mostly relate to – please check ALL that apply)	12
Q7 -What setting were you raised in?.....	13
Q8- When younger, did you have regular contacts with animals (you had a pet at home, horse-riding, living on a farm, etc.)?	13
Q9- In which field of veterinary activities would you like to work after you graduate? (Please, check all that apply)	14
Comparison year to field of veterinary activity.....	16
Q-10 Do you receive enough information on the different possible veterinary careers?	17
Q11- How do you finance your studies?	19
Q12- Did you study abroad or would you like to study abroad	22
Q13- After graduation, would you consider looking for a job abroad?	22
Q14- Please select from the scale below where 0 shows complete disagreement and 10 shows complete agreement.	23
Q15- Do you feel your veterinary education is teaching you the right skills and competences?	28
Q16- What was the most important reason to for you to become interested in studying veterinary medicine? (Please, check all that apply)	33

Preface

"The transition from undergraduate student to newly graduated veterinarian can be difficult. The mission of the International Veterinary Students' Association is to raise the overall standard of Veterinary Education worldwide. Making more resources and information about career opportunities available will contribute to improving veterinary education on a global scale. IVSA greatly supports and is very satisfied to collaborate with FVE through this survey, as it will help show undergraduate students the locations of veterinary needs throughout the world. "

Emma van Rooijen

*President of the International
Veterinary Students Association*

"We are pleased to collaborate with IVSA as veterinary students are the future of our profession. FVE represent the whole veterinary profession, in all its wonderful diversity. We strive to keep veterinary medicine as an attractive, rewarding and satisfying career option. To do this, all career options within this profession should be known. This survey helps us to gain insight in knowledge gaps and future job opportunities in order to face new challenges and to fulfill our missions towards the society."

Christophe Buhot

*President of the Federations of
Veterinarians of Europe*

Introduction

The work fields of a graduated vet are extremely broad. They vary from practitioner in a small one-man practice to policy officer in a big international organization. It is sometimes difficult for postgraduate veterinarians to have knowledge of all these job opportunities, let alone for undergraduate students. There is a growing request for more insight in the current labor market. This information could be helpful for the new graduated vet to make an informed decision when choosing their work field. In response, Federation of Veterinarians of Europe (FVE) and International Veterinary Student Association (IVSA) have designed Veterinary Student survey. The aim of this survey is to determine labor market issues in the veterinary profession. More precisely, to have a better understanding in the distribution of the veterinary resources around the world, to identify areas of need, and ultimately to help future veterinarians to decide where the job opportunities are located.

Survey Design

The target group for this survey exists of the Veterinary students of all stages of study from all over the globe. We have been collecting answers from 31 of October 2014 till 31 of January 2015. In total, 3111 students from 89 countries participated in the survey. Survey was done online and it was anonymous.

Results from the survey have been careful processed and in the next 25 pages you can read the whole analysis of the survey.

To obtain representative information, all faculties represented with less than 30 participants in were left out the tables of Q10 and Q11. Q14 only involves countries with more than 50 participants and in Q15 all faculties with less than 100 participants were left out of the graph.

Q1 - Which veterinary school do you attend?

From the information obtained by this question, we observe these 3111 students are attending 155 different faculties. There is a great variety between the faculties in the number of students participating in this survey. This number varies from 1 as the smallest number to 229 as the largest number of students participating from one faculty. In 34% of the 155 faculties the survey is represented by only one student. 30% of the faculties are represented by more than 10 students and 14,8% of the faculties by more than 50 students. The University of Agricultural Science and Veterinary Medicine in Bucharest and University of Ghent Faculty of Veterinary Medicine in Belgium are best represented with respectively 222 and 229 students.

Looking at the total of faculties in one country, the faculties in Italy are the greatest represented with a number of 627 students (20%). This is followed by the faculties of France with 517 students (16,6%), the faculties of the UK with 270 students (8,7%) and the faculties of Spain with 241 students (7,7%). This graph illustrates the faculties with more than 30 participants.

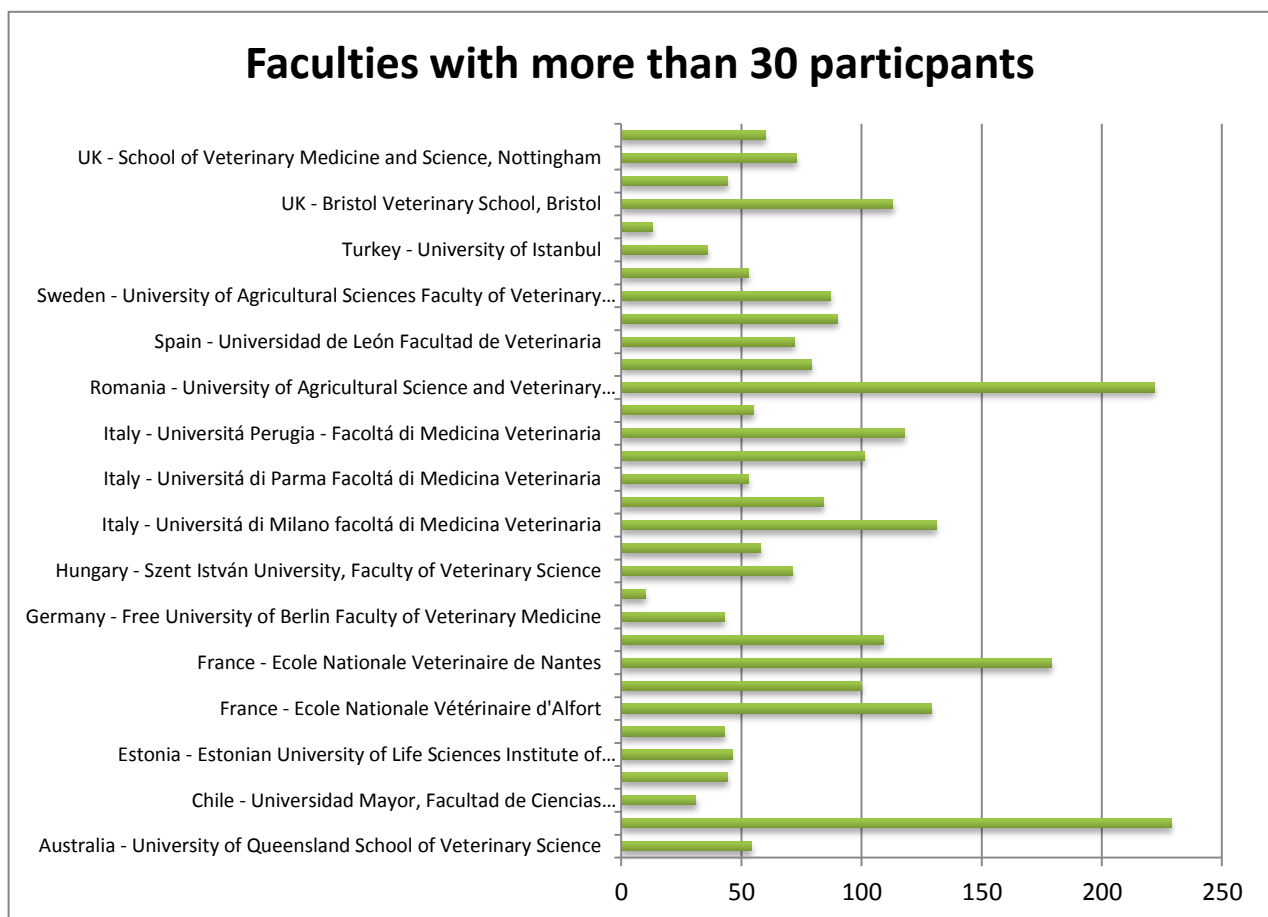


Figure 1: veterinary schools of participants

Q2 - Citizen of which country are you?

The information obtained from this question shows that the students participating in this survey are citizens of 85 different countries.

Comparing the EU&EFTA with other countries in the world shows the majority of the participants are from the EU&EFTA (86%). Of these 86% more than 20% of the students are a citizen of Italy. The citizens of France are represented by 18,2 %. This is followed by the citizens of Spain by 9,1%, Romania by 9,0%, the UK by 8,8% and Belgium by 6,4%. The citizens of the rest of the countries are represented by less than 4%.

The 'other' (other than EU&EFTA) countries are represented by 16%. Of these 16% almost 22% is a citizen from the US, 14% is from Thailand, 12% from Turkey, 11% from Albania and 7% from Chile. The rest of the countries are represented by less than 3%.

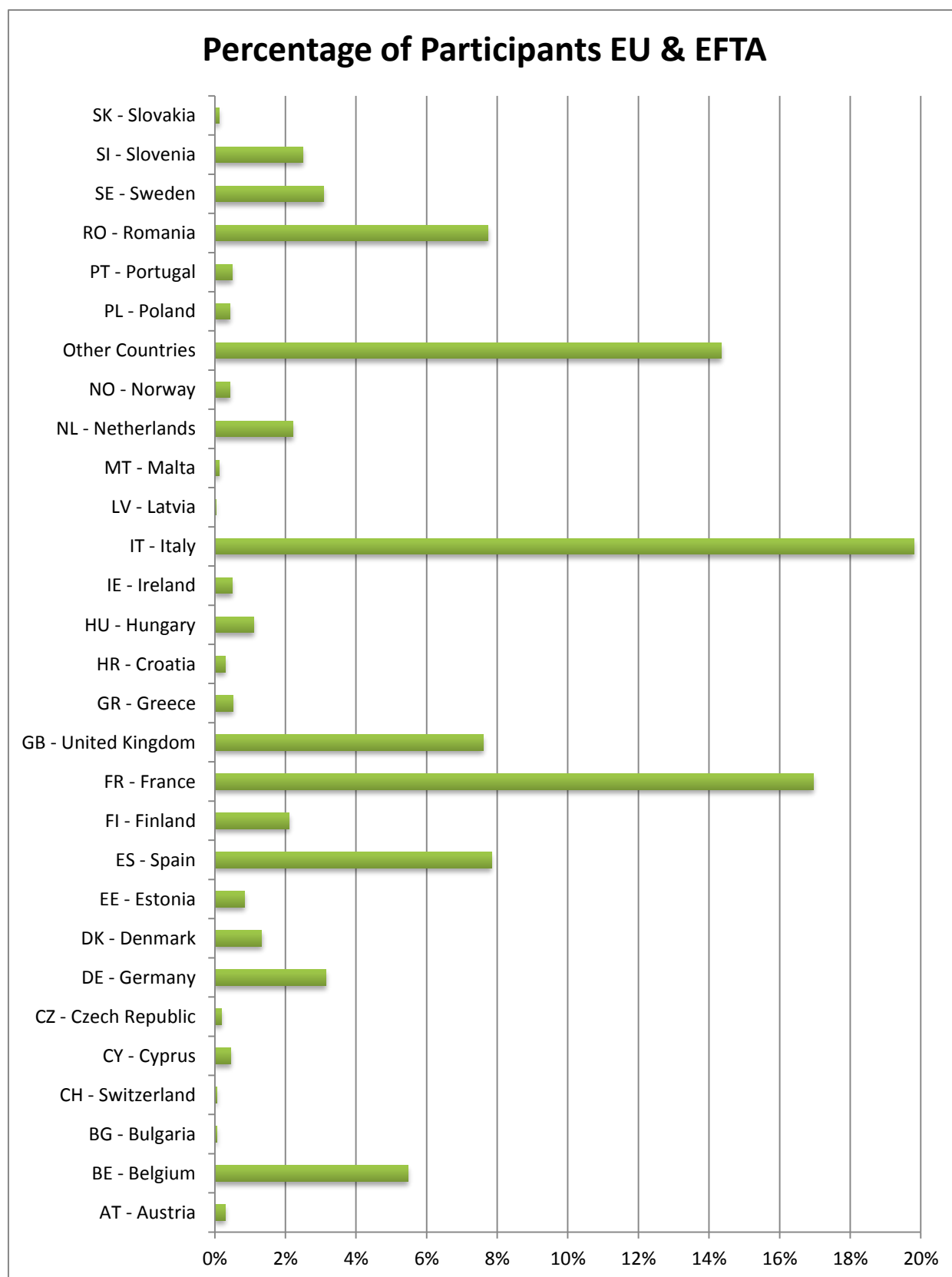


Figure 2: participants EU&EFTA

Percentage of Participants Other Countries

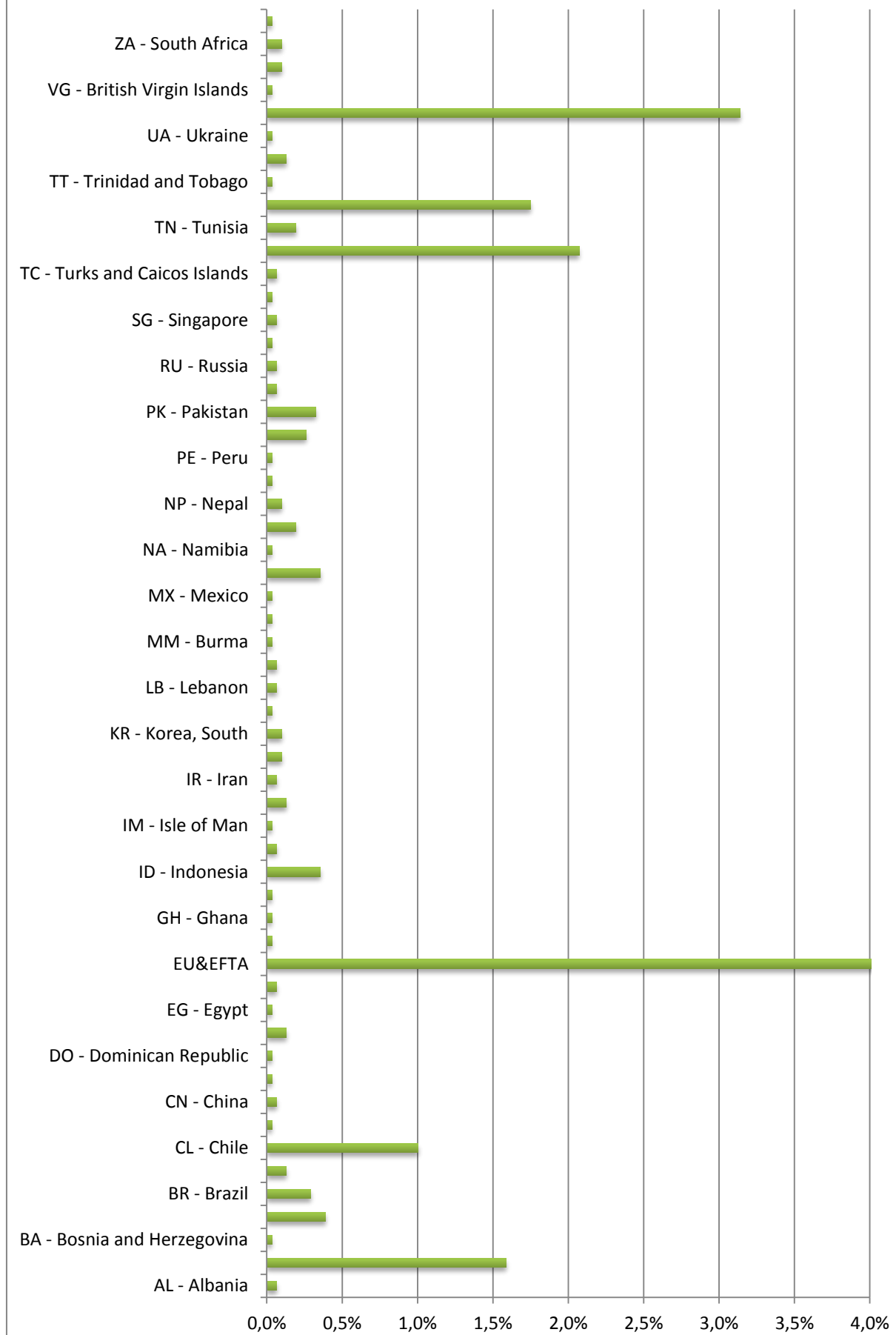


Figure 3: participants other countries

Q3 - In what year were you born?

Third question shows that almost 16% of respondents of the survey were born in 1992, 14% in 1991 and 1993. 12% of respondents have been born in 1994 and in 1990 11.79 %. From this result we can conclude that the biggest respondent group of the survey, in total 2083 out of 3111, was born between 1990 and 1994.

Count of Response Text ¹		
Response Text	Total	Percentage
1988	131	4,27%
1989	230	7,49%
1990	362	11,79%
1991	433	14,10%
1992	491	15,99%
1993	427	13,91%
1994	370	12,05%
1995	216	7,04%
1996	97	3,16%
Grand Total	2984 ²	89.9% ³

Table 1: participants' year born

Q4 - What is your gender?

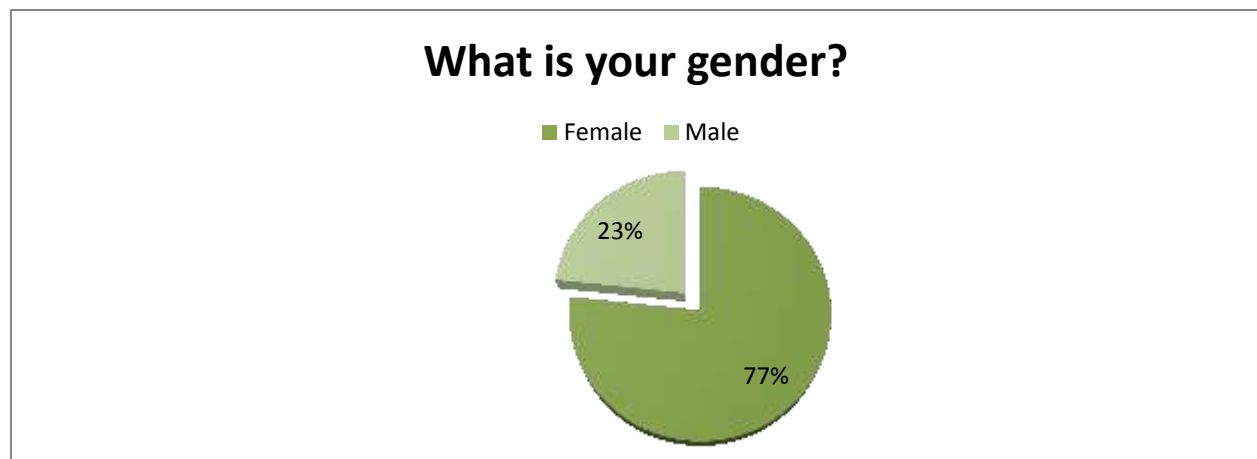


Figure 4: gender participants

¹ This is table presents only students born between the years 1988-1996.

² In this table 2984 answers from 3111 were counted, which means 89.9% of all answers.

Q5- In what year of your veterinary studies are you?

Participants of the survey have been proportionally represented by the year of the studies that they are involved. Veterinary students of the sixth year have been the least represented with 11.89 %, mainly as well because not all the universities have the same proportion of years that career demands.

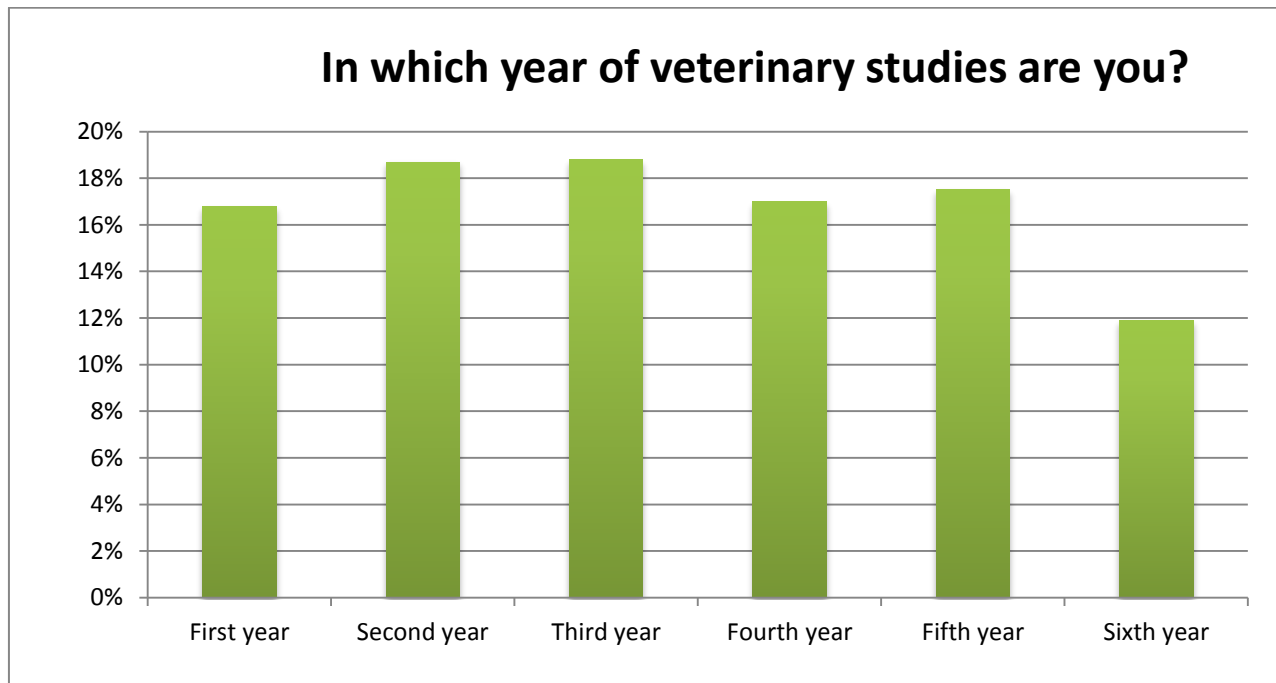


Figure 5: year of veterinary study

Q6- What is your family background? (What your parents' careers mostly relate to – please check ALL that apply)

Regarding family background, what parent's careers most relate to, 1489 answered with undefined option, "other". Second most commonly chosen option was "University/higher education" with 990 answers. Industrial (458 answers) and Finance/trade (415) were other topic which students choose often.

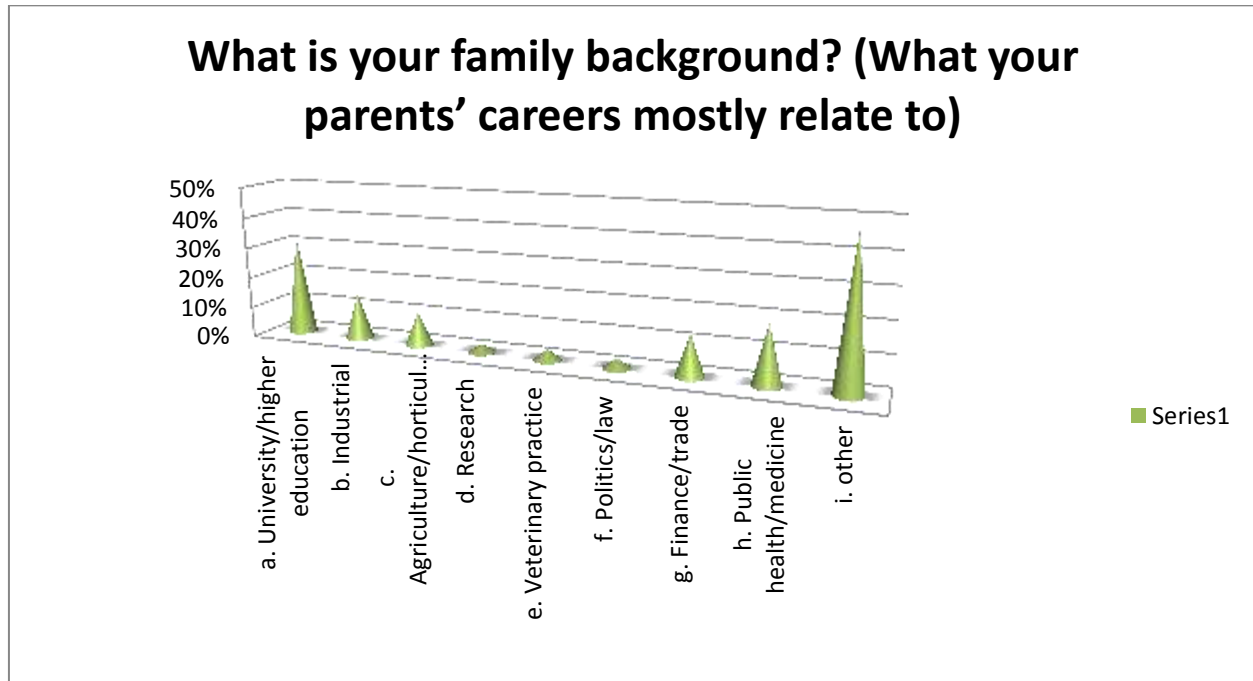


Figure 6: family background

Q7 -What setting were you raised in?

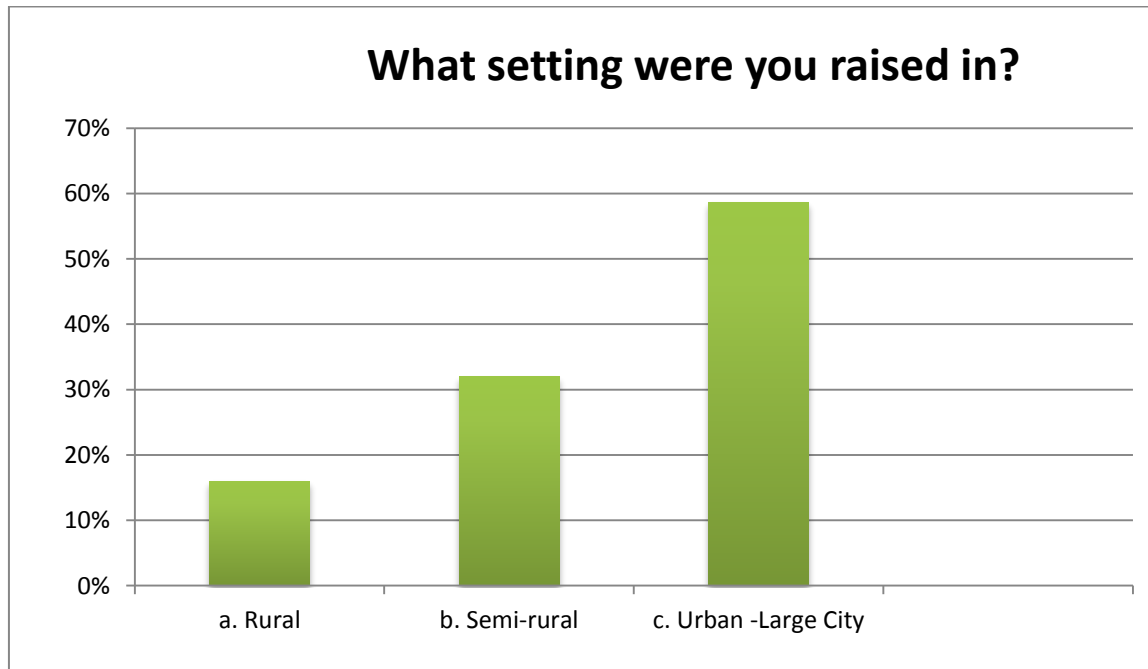


Figure 7: setting raised

Q8- When younger, did you have regular contacts with animals (you had a pet at home, horse-riding, living on a farm, etc.)?

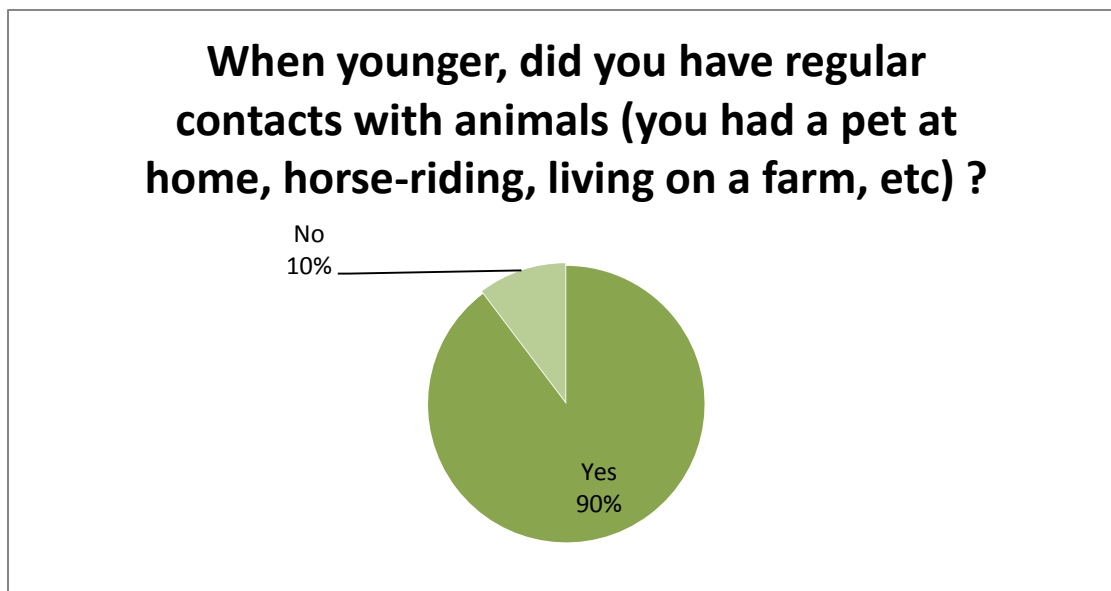


Figure 8: contact with animals when younger

Q9- In which field of veterinary activities would you like to work after you graduate? (Please, check all that apply)

The question showed that by far most of the students would like to become practitioners in companion animals. Specialization in Education and Research are as well interesting fields for future veterinarians. Surprisingly low was interest in hygienist profession.

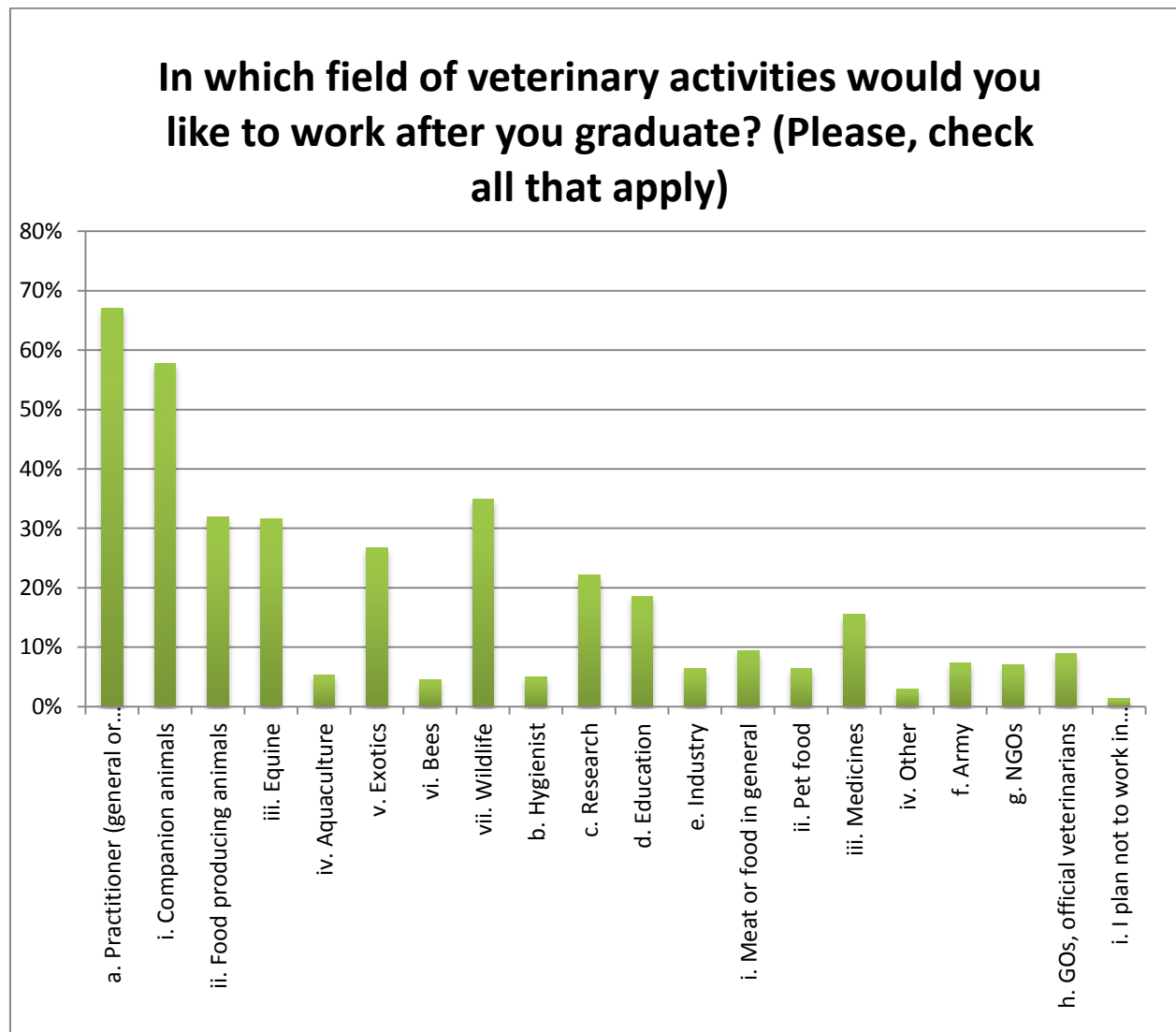


Figure 9: veterinary activity after graduation

In which field of veterinary activities would you like to work after you graduate? (Please, check all that apply)		
Answer Options	Response Percent	Response Count
a. Practitioner (general or specialist)	67,1%	2079
i. Companion animals	57,7%	1786
ii. Food producing animals	31,9%	987
iii. Equine	31,6%	980
iv. Aquaculture	5,3%	164
v. Exotics	26,7%	826
vi. Bees	4,6%	142
vii. Wildlife	34,9%	1080
b. Hygienist	5,0%	154
c. Research	22,1%	683
d. Education	18,5%	574
e. Industry	6,4%	198
i. Meat or food in general	9,4%	291
ii. Pet food	6,4%	198
iii. Medicines	15,5%	481
iv. Other	3,0%	94
f. Army	7,4%	229
g. NGOs	7,1%	221
h. GOs, official veterinarians	8,9%	275
i. I plan not to work in veterinary field	1,3%	40
Other (please specify)		132
<i>answered question</i>		3097
<i>skipped question</i>		14

Table 2: veterinary field after graduation

Comparison year to field of veterinary activity

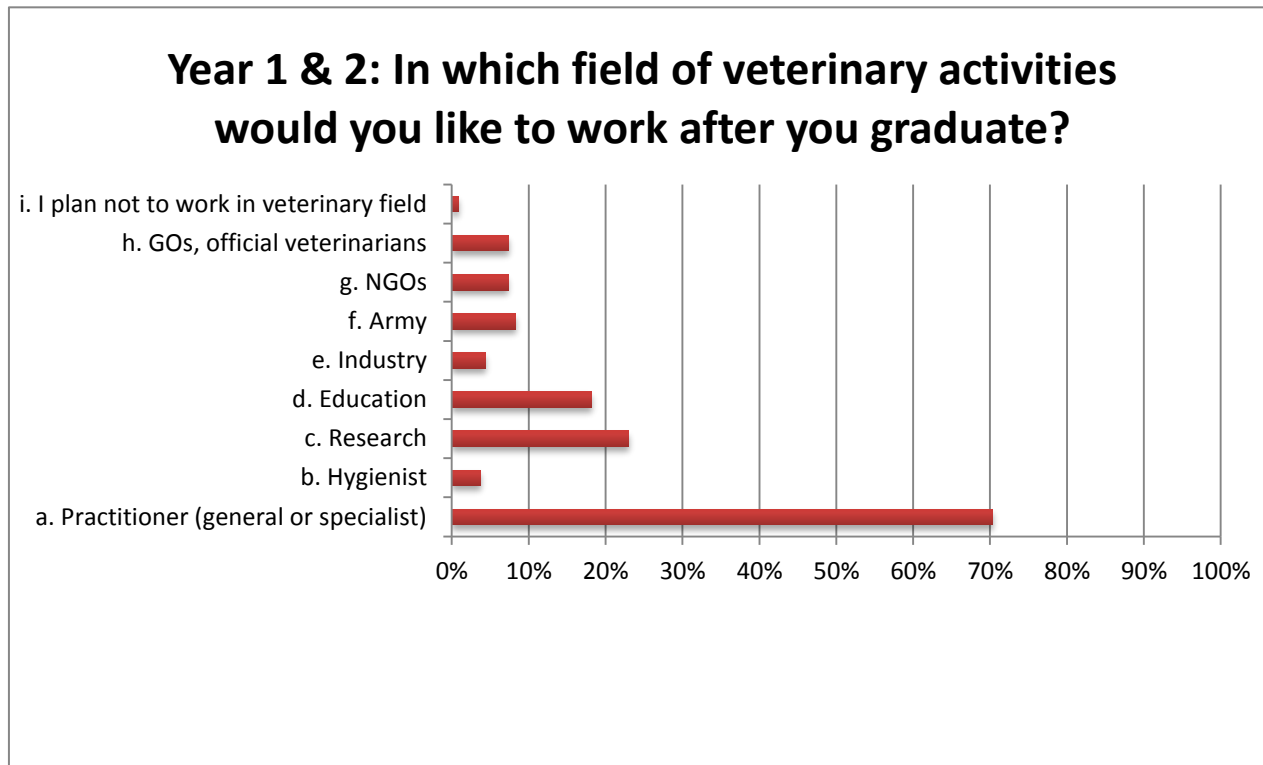


Figure 11: veterinary field of year 1&2

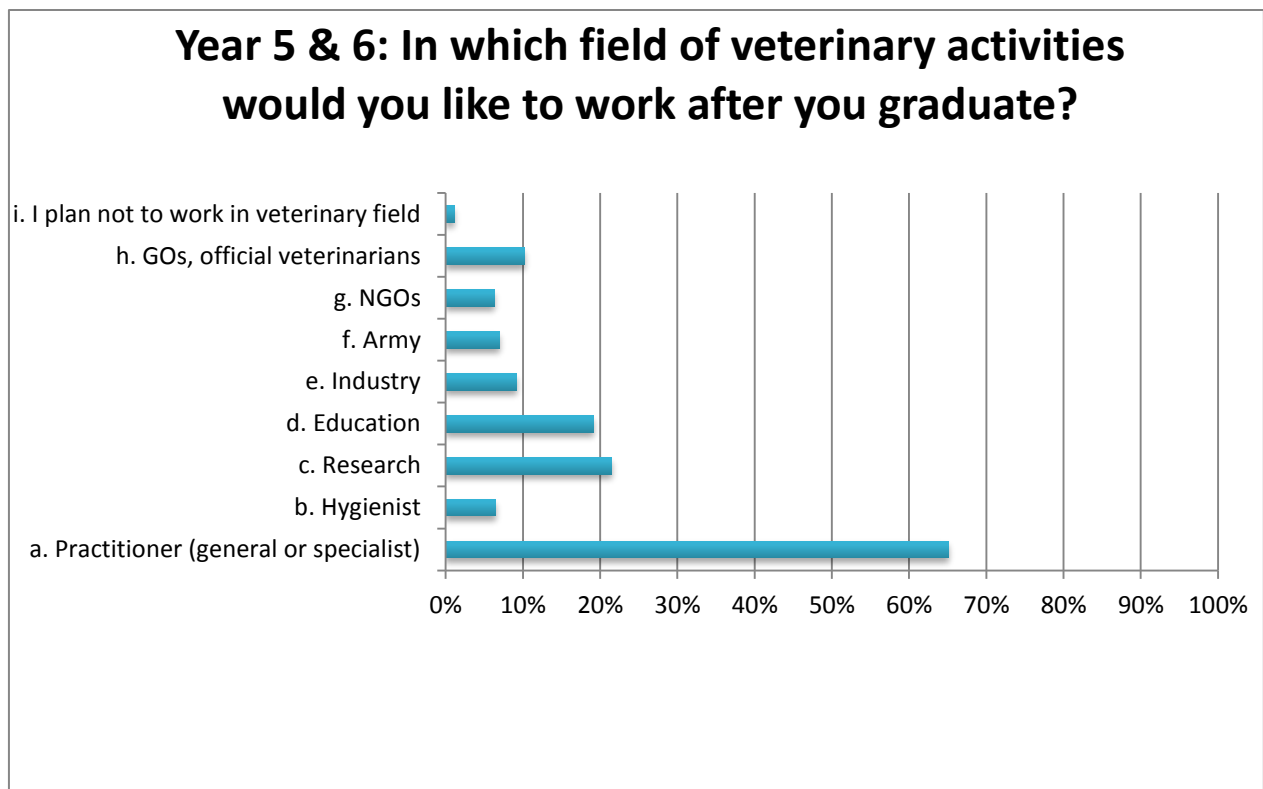


Figure 10: veterinary field year 5&6

The two graphs above illustrate the years of which the students are presently in and their accompanying answers to which field of veterinary activities they would like to work after their graduation. To obtain easy accessible information we combined year one and two and year five and six. When we compare the two graphs we can see there is, in overall, a great resemble in the percentages. Some work field are more popular in year 1&2, such as 'practitioner' with 70% chosen by year 1&2 compared to 65% chosen by year 5 & 6 and 'research' with 23% chosen by year 1&2 compared to 21% by year 5&6. Vice-versa, the option 'hygienist' is more popular in year 5&6 with 6,5% compared to 3,7% chosen by year 1&2. And the options 'industry', 'GOs' and 'education' are also more popular with students from year 5&6 compared to students from year 1&2.

Q-10 Do you receive enough information on the different possible veterinary careers?

The biggest half of the participants is of opinion they do not receive enough information on the different possible veterinary careers.

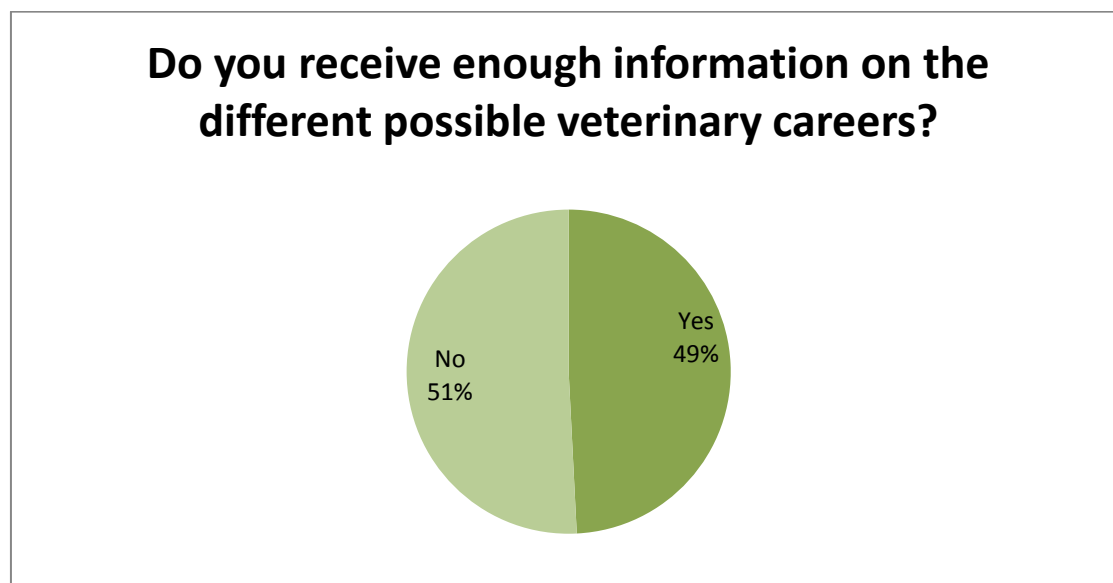


Figure 12: enough information on possibilities veterinary careers

When we look at the table below, there are similarities but also many differences between the faculties. The faculties of Ghent and Bucharest have similar results as the total outcome. This also accounts for the faculty in Australia, Chile, Estonia, Zazagoza in Spain and the most faculties of Italy. In 7 of the 32 faculties their participating students state in less than 40% that they do not receive enough information on the different possible veterinary careers. These faculties are

marked light-green in the table. The faculties that are marked dark-green in the table represent the faculties in which more than 60% of the student declares that they receive enough information on the different possible veterinary careers. These are also 7 of the 32 faculties. This means that 18 of 32 faculties are within the range of 40%/60% or 60%/40%.

Count of Do you receive enough information on the different possible veterinary careers?	Enough information?	
Which veterinary school do you attend?	No	Yes
Australia - University of Queensland School of Veterinary Science	59%	41%
Belgium - University of Ghent Faculty of Veterinary Medicine	58%	42%
Chile - Universidad Mayor, Facultad de Ciencias Silvoagropecuarias, Escuela de Medicina Veterinaria	48%	52%
Denmark - Copenhagen University Faculty of Life Sciences, Department of Basic Animal and Veterinary Sciences, Frederiksberg	43%	57%
Estonia - Estonian University of Life Sciences Institute of Veterinary Medicine and Animal Sciences	54%	46%
Finland - University of Helsinki Faculty of Veterinary Medicine	28%	72%
France - Ecole Nationale Vétérinaire d'Alfort	43%	57%
France - Ecole Nationale Veterinaire de Lyon	35%	65%
France - Ecole Nationale Veterinaire de Nantes	49%	51%
France - Ecole Nationale Veterinaire de Toulouse	34%	66%
Germany - Free University of Berlin Faculty of Veterinary Medicine	74%	26%
Hungary - Szent István University, Faculty of Veterinary Science	61%	39%
Hungary - University of Veterinary Science in Budapest	78%	22%
Italy - Università di Messina Facoltà di Medicina Veterinaria	38%	62%
Italy - Università di Milano facoltà di Medicina Veterinaria	67%	33%
Italy - Università di Padova Facoltà di medicina Veterinaria	51%	49%
Italy - Università di Parma Facoltà di Medicina Veterinaria	49%	51%
Italy - Università di Torino Facoltà di Medicina Veterinaria	55%	45%
Italy - Università Perugia - Facoltà di Medicina Veterinaria	57%	43%
Italy - University di Napoli Federico II	53%	47%
Romania - University of Agricultural Science and Veterinary Medicine - Bucharest	51%	49%
Romania - University of Agricultural Sciences and Veterinary Medicine - Cluj Napoca	67%	33%
Slovenia - Veterinary Faculty, University of Ljubljana	61%	39%
Spain - Universidad de León Facultad de Veterinaria	61%	39%
Spain - Universidad de Zaragoza Facultad de Veterinaria	58%	42%
Sweden - University of Agricultural Sciences Faculty of Veterinary Medicine, Uppsala	43%	57%
Thailand - Mahidol University Faculty of Veterinary Science	34%	66%
Turkey - University of Istanbul	17%	83%
UK - Bristol Veterinary School, Bristol	43%	57%
UK - Royal (Dick) School of Veterinary Studies, Edinburgh	45%	55%
UK - School of Veterinary Medicine and Science, Nottingham	42%	58%
USA - University of Wisconsin School of Veterinary Medicine	38%	62%

Table 3: enough information on possibilities veterinary career

Q11- How do you finance your studies?

Vast majority of the students is financing their studies with a help of their parents (68.5%). 15% of them is financing studies by a student loan and 8.1 % by government loan. Small percent of the students stated that they are financing their (4.7%) studies with Part-Time job (2.2%), Holiday job and Weekend Job (1.5%).

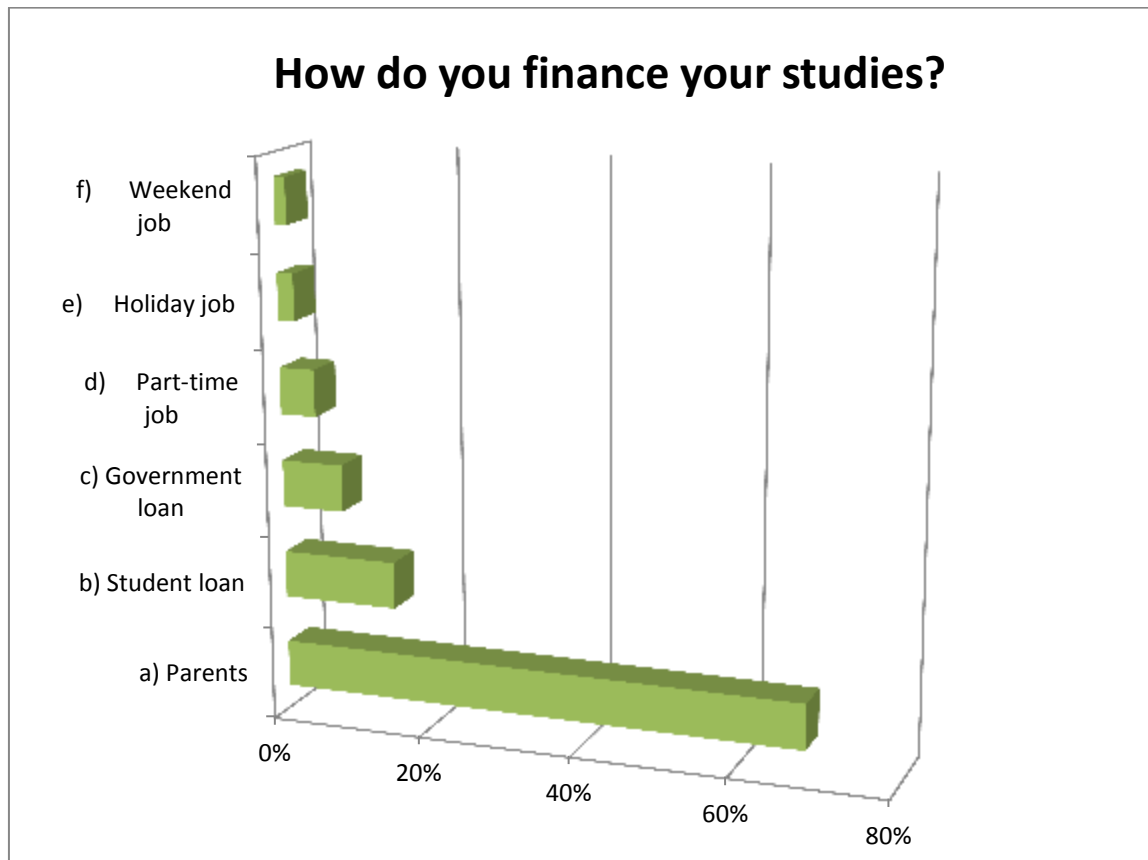


Figure 13: study finance

The vast majority of all participants are financed by their parents. For the faculties of Messina, Torino and Napoli in Italy, the University of Agriculture Sciences and Veterinary Medicine in Romania and the faculty in Chile, the percentage of participating students is even more than 90% (marked dark-green). It is noticeable the Scandinavian countries Sweden, Finland and Denmark are represented by students financed mostly by a student or government loan (marked light-green). This can be explained by the financial governmental support in these countries. This also accounts for the faculties of the UK and USA, but in a lesser percentage. These students are mostly financed by a student loan, except for faculty in Edinburgh in which 47% is financed by their parents and 35% by a student loan.

Count of How do you finance your studies?	How do you finance your studies?					
Which veterinary school do you attend?	a) Parents	b) Student loan	c) Government loan	d) Part-time job	e) Holiday job	f) Weekend job
Australia - University of Queensland School of Veterinary Science	34%	15%	40%	9%	2%	0%
Belgium - University of Ghent Faculty of Veterinary Medicine	79%	7%	9%	2%	0%	4%
Chile - Universidad Mayor, Facultad de Ciencias Silvoagropecuarias, Escuela de Medicina Veterinaria	90%	10%	0%	0%	0%	0%
Denmark - Copenhagen University Faculty of Life Sciences, Department of Basic Animal and Veterinary Sciences, Frederiksberg	3%	18%	36%	21%	12%	9%
Estonia - Estonian University of Life Sciences Institute of Veterinary Medicine and Animal Sciences	47%	33%	14%	0%	5%	2%
Finland - University of Helsinki Faculty of Veterinary Medicine	11%	24%	8%	24%	34%	0%
France - Ecole Nationale Vétérinaire d'Alfort	83%	3%	5%	2%	4%	2%
France - Ecole Nationale Vétérinaire de Lyon	85%	4%	6%	1%	1%	3%
France - Ecole Nationale Vétérinaire de Nantes	75%	9%	7%	2%	6%	0%
France - Ecole Nationale Vétérinaire de Toulouse	84%	3%	8%	4%	1%	0%
Germany - Free University of Berlin Faculty of Veterinary Medicine	62%	7%	14%	14%	0%	2%
Hungary - Szent István University, Faculty of Veterinary Science	52%	22%	25%	0%	2%	0%
Hungary - University of Veterinary Science in Budapest	50%	13%	13%	13%	13%	0%
Italy - Università di Messina Facoltà di Medicina Veterinaria	95%	2%	2%	2%	0%	0%
Italy - Università di Milano facoltà di Medicina Veterinaria	87%	1%	0%	7%	2%	3%
Italy - Università di Padova Facoltà di medicina Veterinaria	86%	5%	1%	5%	1%	1%
Italy - Università di Parma Facoltà di Medicina Veterinaria	88%	0%	2%	6%	2%	2%
Italy - Università di Torino Facoltà di Medicina Veterinaria	94%	0%	0%	4%	1%	1%
Italy - Università Perugia - Facoltà di Medicina Veterinaria	90%	3%	0%	3%	3%	1%
Italy – University di Napoli Federico II	93%	2%	0%	4%	0%	2%

Romania - University of Agricultural Science and Veterinary Medicine - Bucharest	80%	2%	6%	9%	1%	1%
Romania - University of Agricultural Sciences and Veterinary Medicine - Cluj Napoca	92%	0%	0%	8%	0%	0%
Slovenia - Veterinary Faculty, University of Ljubljana	77%	1%	5%	8%	1%	7%
Spain - Universidad de León Facultad de Veterinaria	76%	0%	14%	3%	4%	3%
Spain - Universidad de Zaragoza Facultad de Veterinaria	88%	2%	8%	2%	0%	0%
Sweden - University of Agricultural Sciences Faculty of Veterinary Medicine, Uppsala	2%	84%	7%	5%	1%	1%
Thailand - Mahidol University Faculty of Veterinary Science	88%	8%	2%	2%	0%	0%
Turkey - University of Istanbul	57%	0%	20%	20%	0%	3%
UK - Bristol Veterinary School, Bristol	12%	79%	7%	2%	1%	0%
UK - Royal (Dick) School of Veterinary Studies, Edinburgh	47%	35%	19%	0%	0%	0%
UK - School of Veterinary Medicine and Science, Nottingham	17%	78%	4%	1%	0%	0%
USA - University of Wisconsin School of Veterinary Medicine	16%	62%	20%	0%	0%	2%

Table 4: study finance

Q12- Did you study abroad or would you like to study abroad

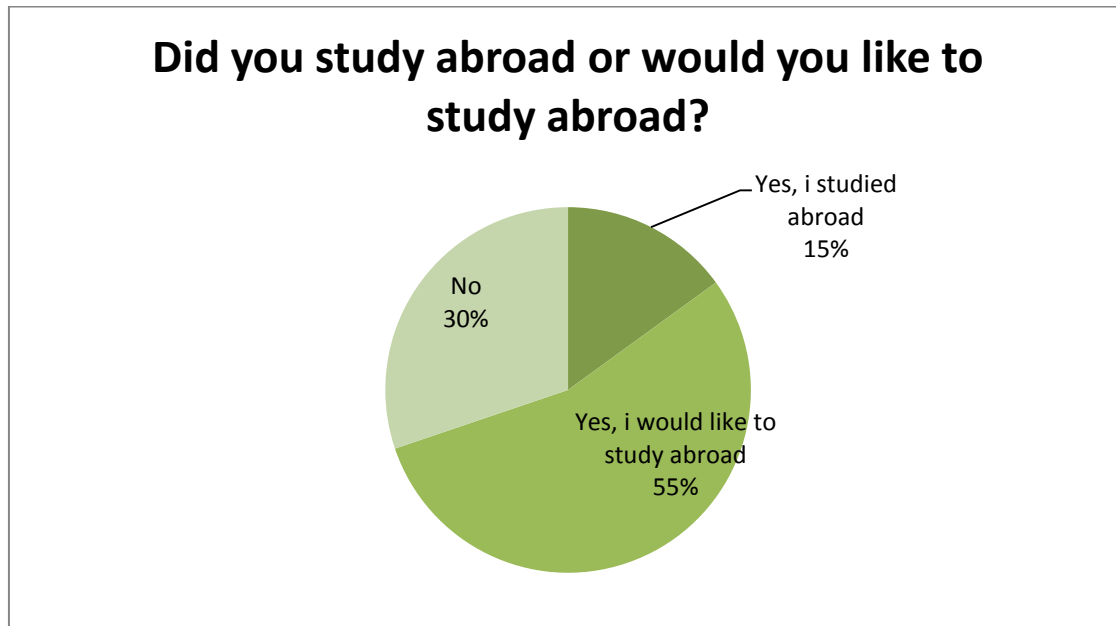


Figure 14: study abroad

Q13- After graduation, would you consider looking for a job abroad?

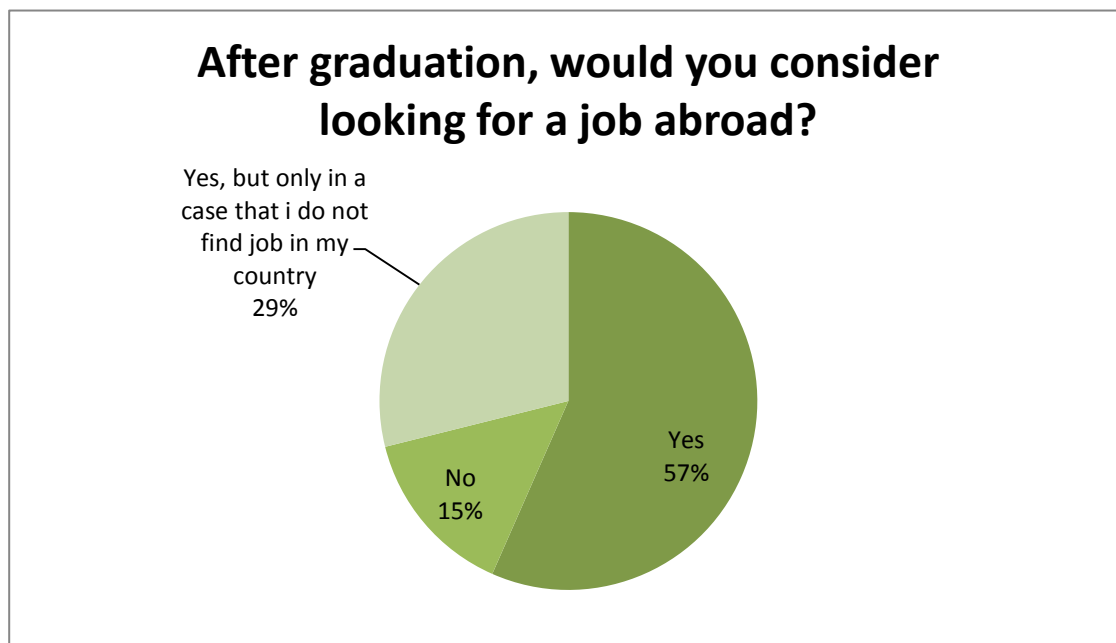


Figure 15: job abroad

Q14- Please select from the scale below where 0 shows complete disagreement and 10 shows complete agreement.

This question contains 6 statements. These are:

1. Too many newly qualified Veterinarians are graduating from Veterinary Schools
2. Veterinary Schools do not equip graduates with sufficient skills
3. Veterinary schools are too far oriented towards private practice
4. Newly qualified graduates find it easy to gain employment in the Veterinary profession
5. Too many unqualified people take over veterinary tasks
6. Veterinarians comply with professional ethics in their everyday practice

The average of all selected countries is displayed by the graph below. All question are rated with an minimum average 3,9 and a maximum average of 6,8.

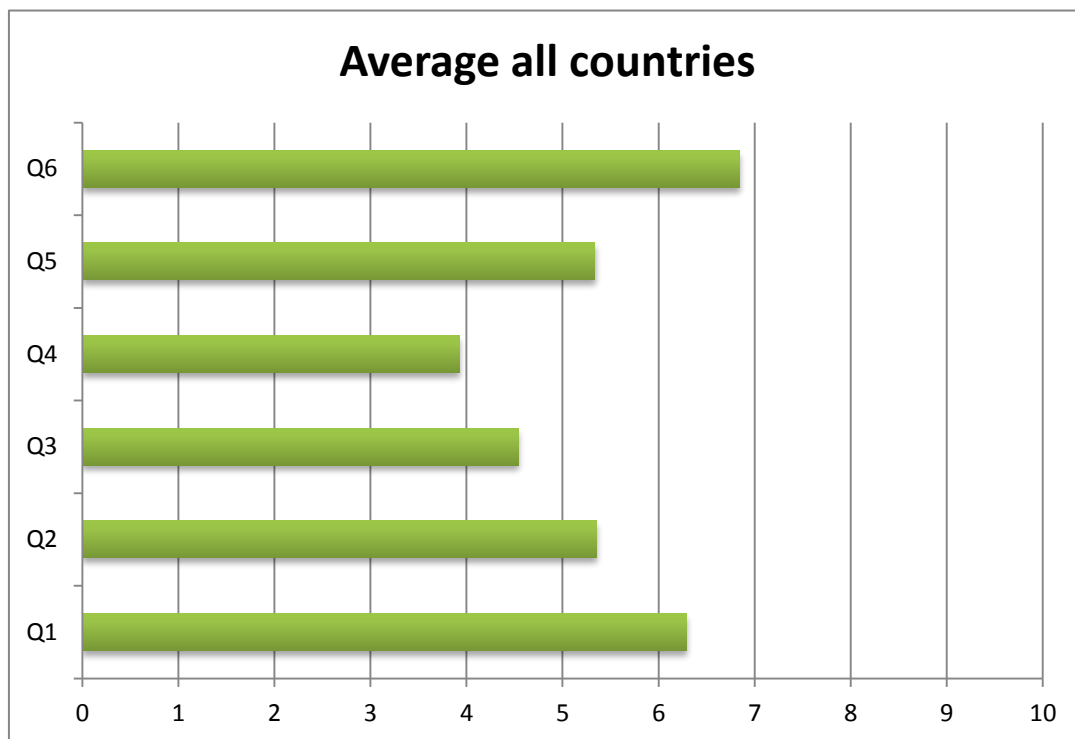


Figure 16: average statements all countries

The answers to this question are separated and illustrated by graphs in which the average of each country is displayed.

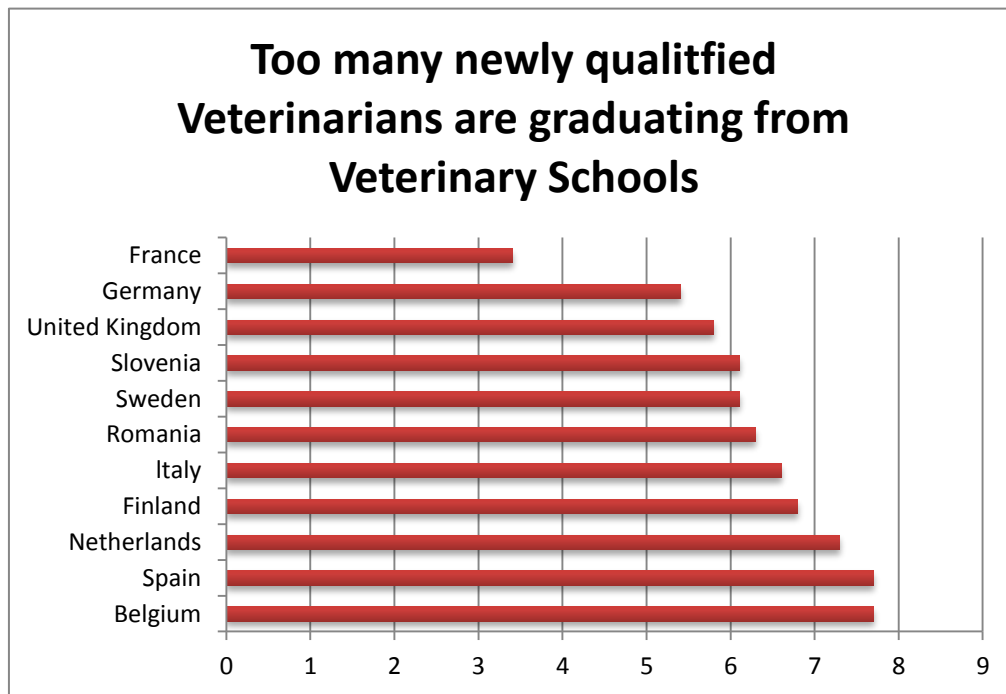


Figure 17: statement 1

The graph above shows most countries agree, but stay on the neutral side. It is notable only France does not agree with an average of 3.4.

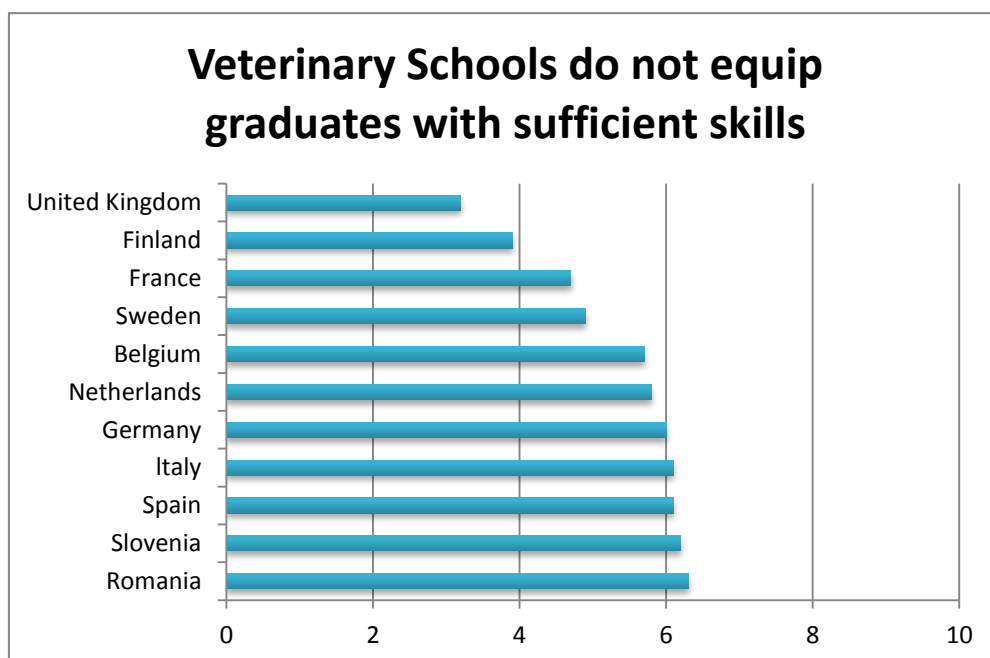


Figure 18: statement 2

Also in this graph, most agree with the statement but stay on the neutral side. Sweden France, The UK, and Finland have an average below 5.

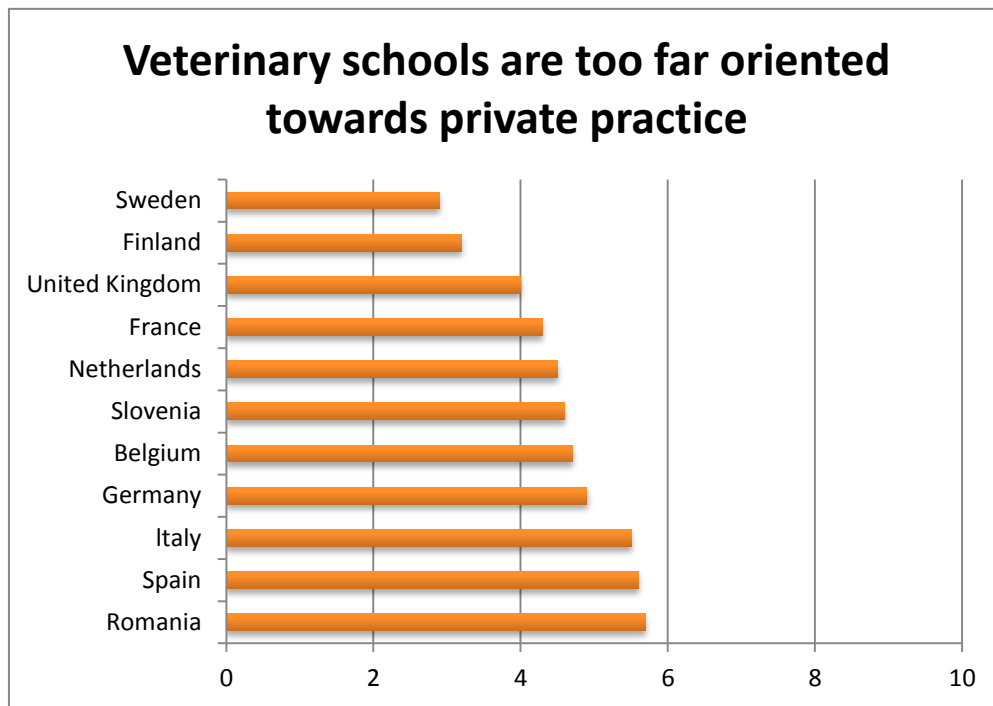


Figure 19: statement 3

As seen in the graph above, most countries have an average around 5. Romania, Italy and Spain are clearly above this average and Sweden and Finland clearly below.

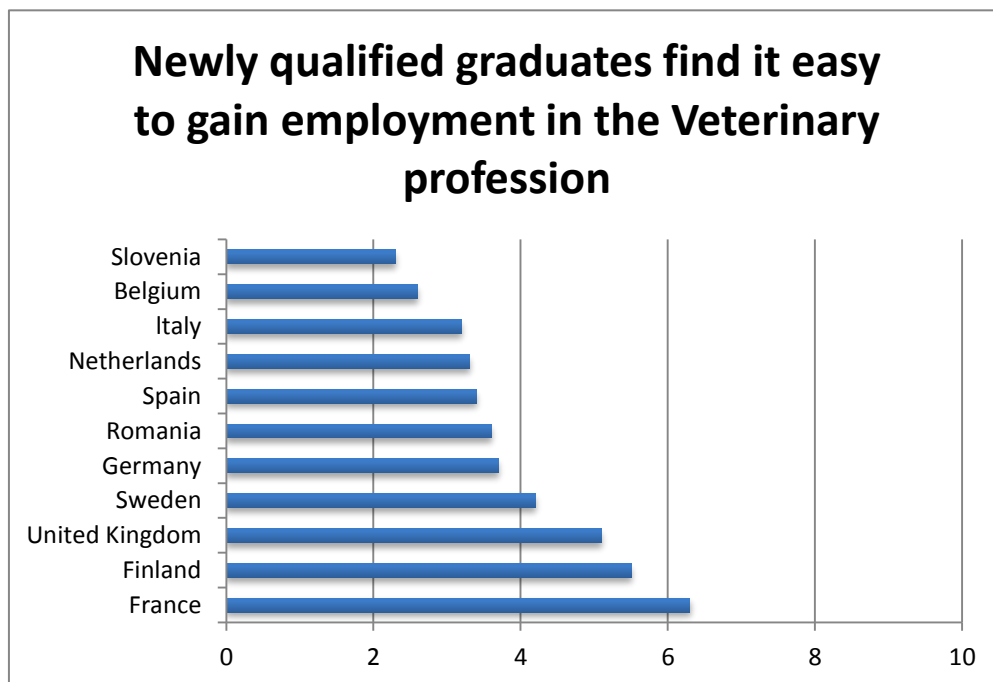


Figure 20: statement 4

In graph 20, the UK, France and Finland are very noticeable and score this question with an average above 5. The rest of countries scored this question below 5 with a minimum of 2,3 given by Slovenia.

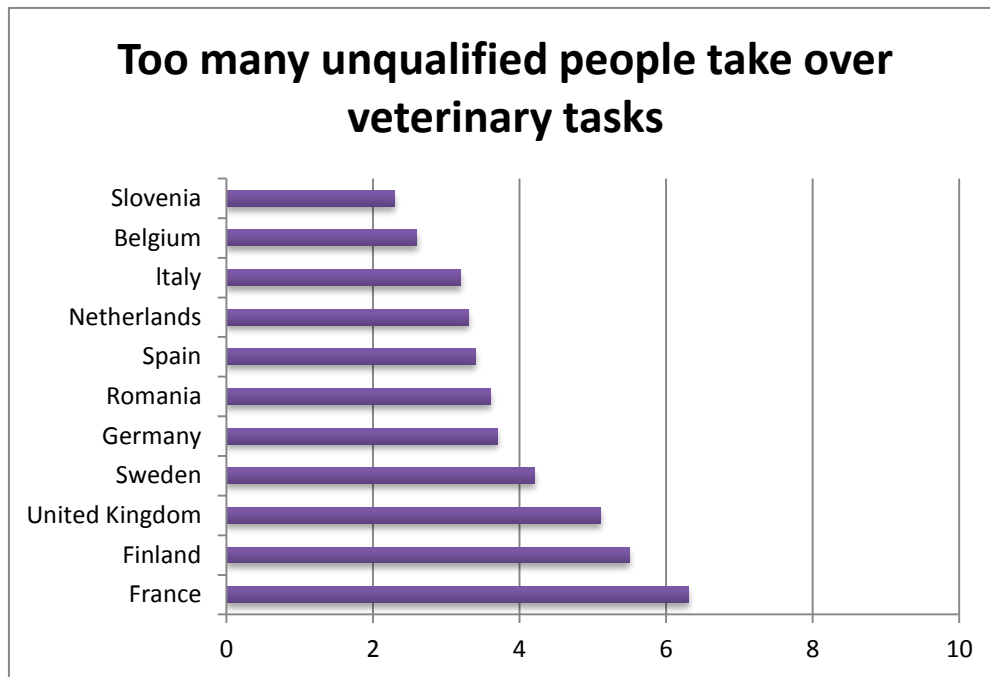


Figure 21: statement 6

The graph above shows almost all countries answered this question with an average between 4 and 6. Only Sweden is below this average with a 3.5.

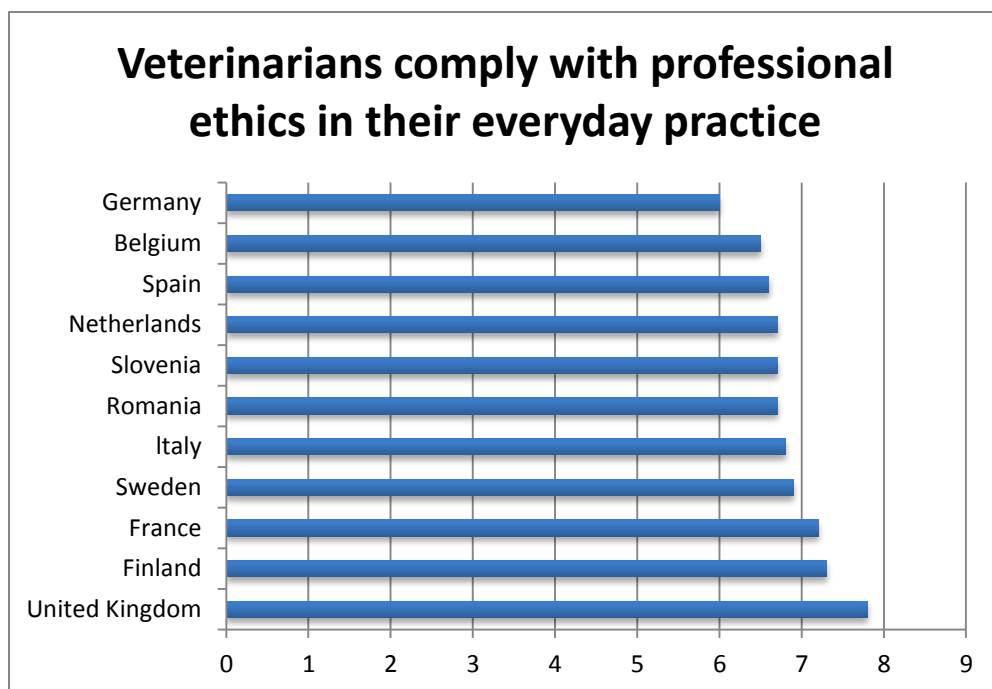


Figure 22: statement 7

This question is answered with an average above 6 by every country. The UK graded this questions the highest with an average of 7.8.

Q15- Do you feel your veterinary education is teaching you the right skills and competences?

Almost half of the students share the opinion that veterinary education is not providing enough practical veterinary skills (1588 answers) but on the other hand, 1239 answers say that veterinary education is teaching you right skills and competences. A substantial number of confirming answers goes as to the lack of socio-economic competences that veterinary students would like to get during their education process.

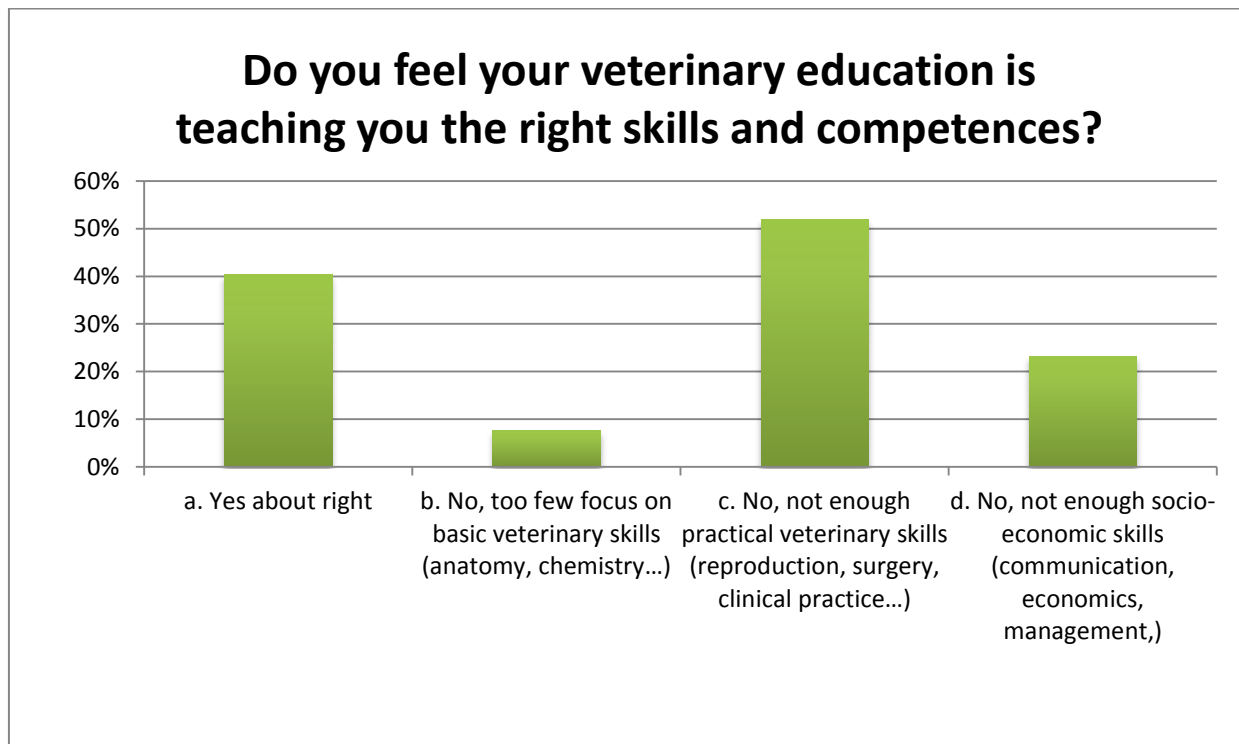


Figure 23: right skills and competences by education

The graph below displays the varieties between the best represented faculties. Question c received the most counts as shown in the figure above. This option is most often chosen by participants from University of Agricultural Science and Veterinary Medicine in Bucharest and the University Of Ghent Veterinary Medicine. There is a great difference between the counts of option b. between University of Agricultural Science and Veterinary Medicine in Bucharest (21%) and the Ecole Nationale Veterinaire de Toulouse (2%). This also accounts for option d., which is chosen the least by Bristol Veterinary School (2%) and the most amount times by the University Of Ghent Veterinary Medicine (21%). Option b and d have the biggest range in percentage, followed by option a. and finally c. as the smallest range.

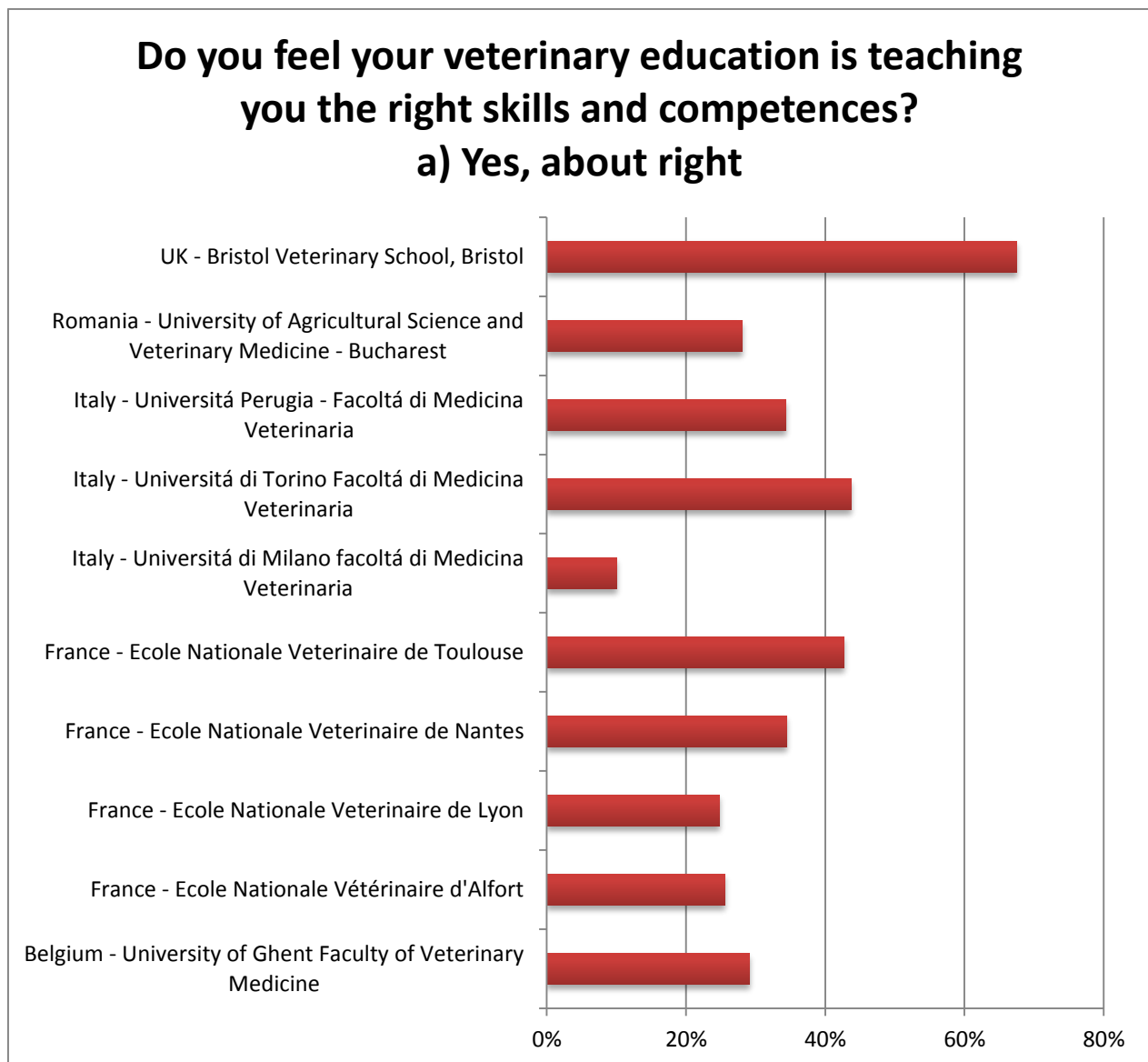


Figure 24: right skills and competence 'yes, about right'

There is a big variety in the opinions of students regarding whether the right skills and competences are taught by their education. Figure 24 shows the veterinary students of Bristol chose options a) with a great majority of 68%. This is followed by the veterinary students of Torino and Toulouse with respectively 44% and 43%. The students of the Faculty of Milan have chosen options a) the least with only 10%.

Do you feel your veterinary education is teaching you the right skills and competences?

b) No too few focus on basic veterinary skills

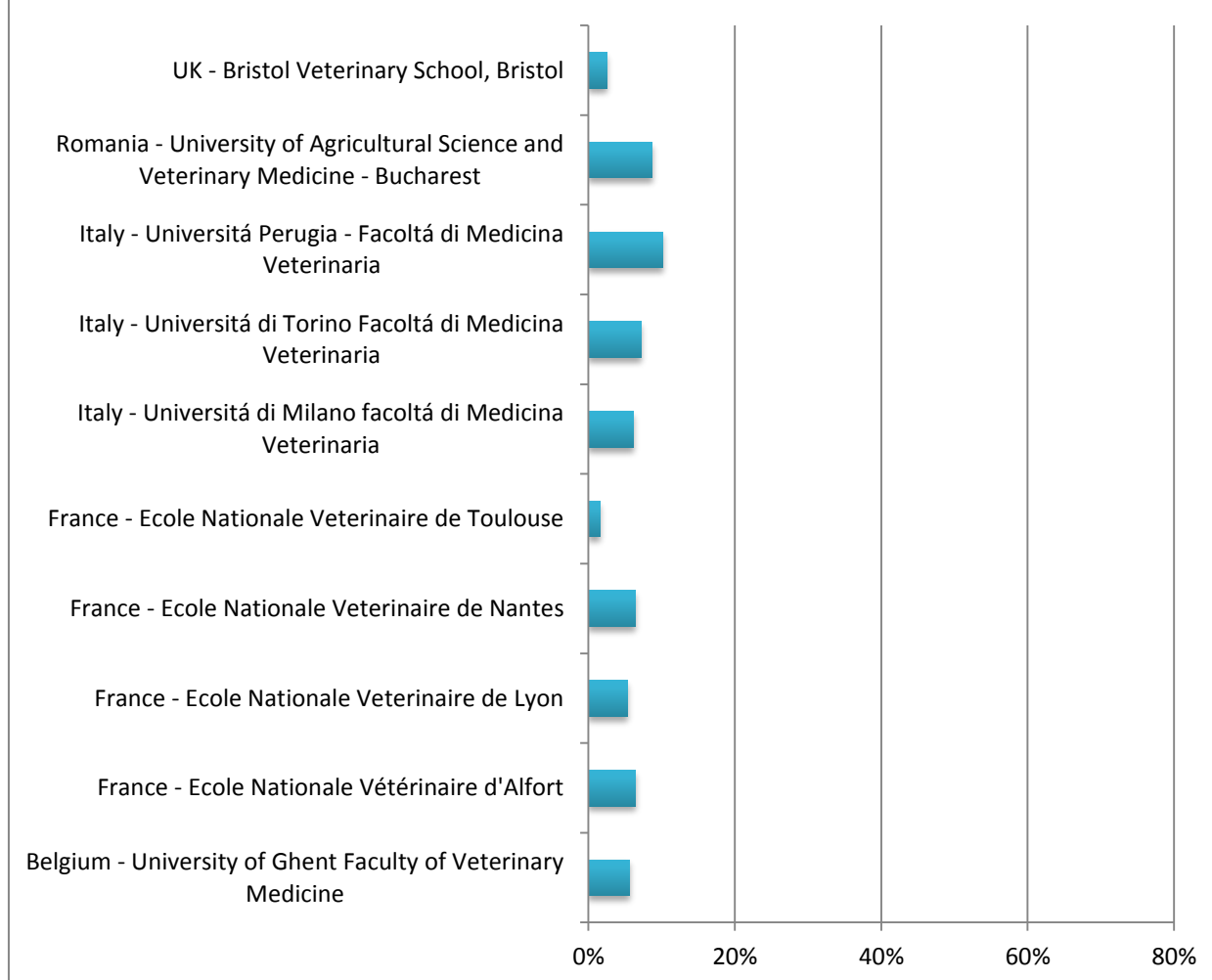


Figure 25: right skills and competences 'No, too few focus on basic veterinary skills'

Option b) is chosen the least by every faculty. The percentage varies between chosen by 2% of the veterinary students of Toulouse and by 10% of the s

Do you feel your veterinary education is teaching you the right skills and competences?
c) No, not enough practical veterinary skills

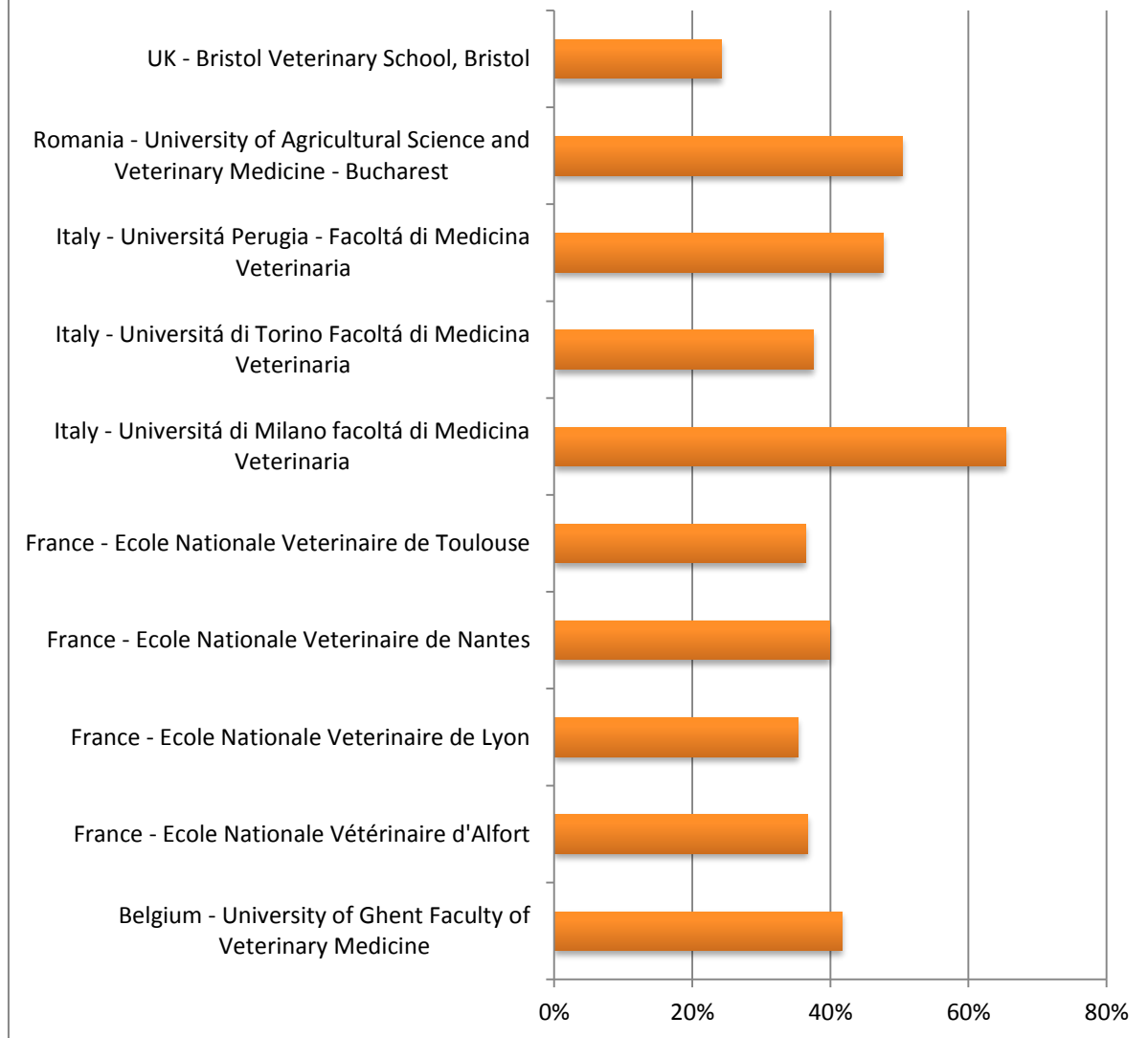


Figure 26: right veterinary skills and competences 'No, not enough practical veterinary skills'

Option c is chosen in general by around 40% of the veterinary students of all faculties, but the faculty of Milan stands out with 65%.

Do you feel your veterinary education is teaching you the right skills and competences?
d) No, not enough socio-economic skills

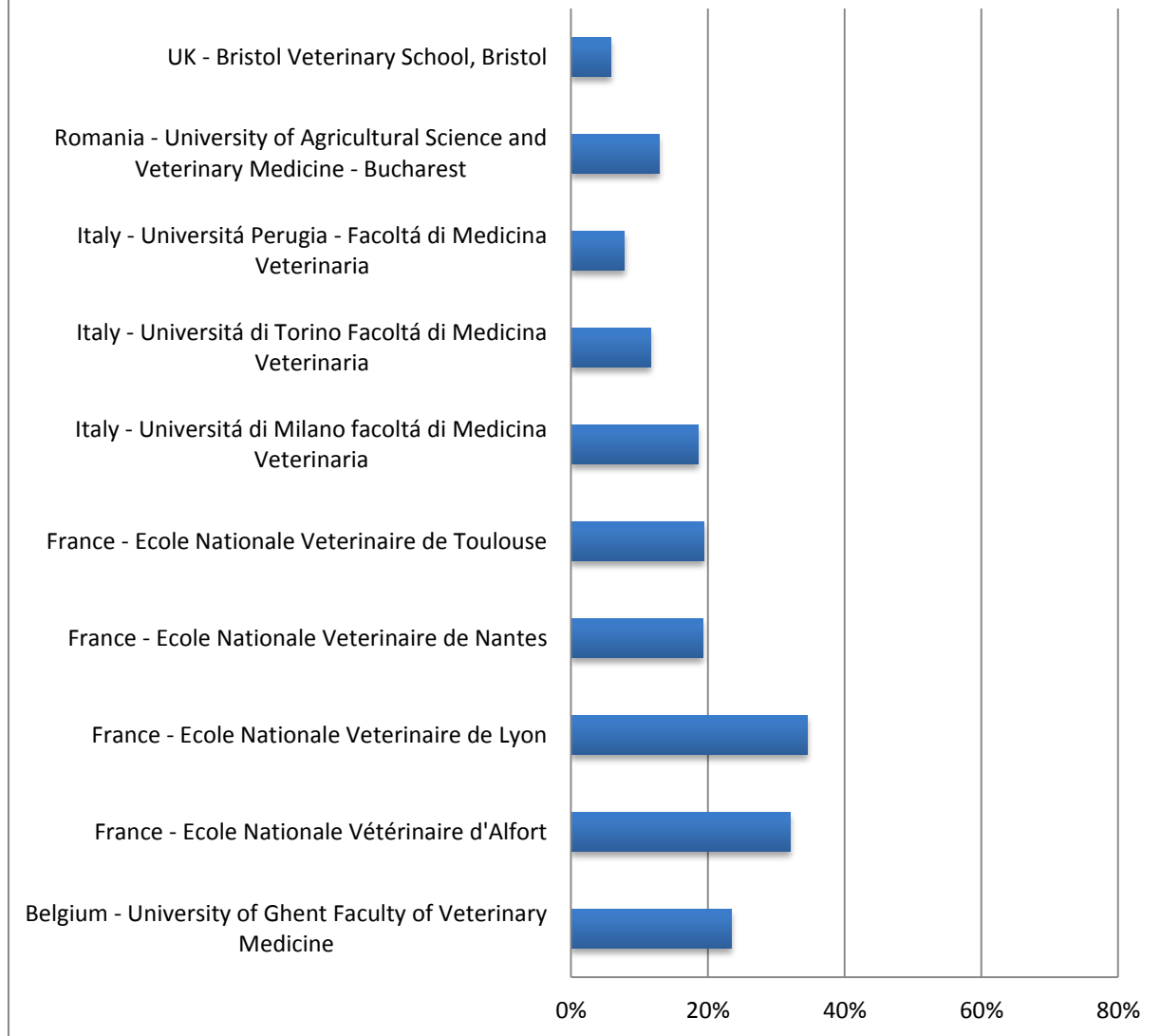


Figure 27: right competences and skills 'No, not enough socio-economic skills'

The percentage of students that feel their education is not teaching them enough on socio-economic skills does not exceed 35%. It ranges between chosen by 6% of the veterinary students of Bristol and chosen by 35% of the veterinary students of Lyon.

Q16- What was the most important reason to for you to become interested in studying veterinary medicine? (Please, check all that apply)

By far most of the answers (2648) stated that most important reason for becoming interested in studying veterinary medicine is love for animals.

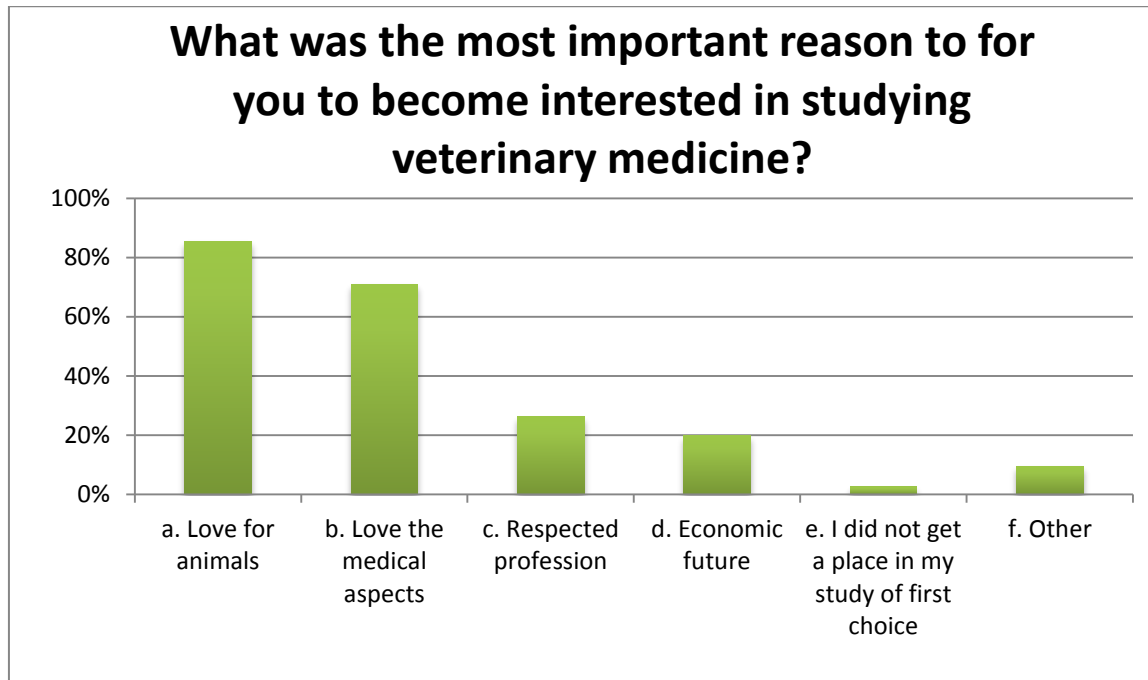


Figure 28: reason for studying veterinary medicine