



# EUROPEAN ASSOCIATION OF ESTABLISHMENTS FOR VETERINARY EDUCATION



**STRATEGIC PLAN  
2015-2020**



## An Overview on Our Future

**E**AEVE is working hard to anticipate its objectives for the next five years and to endorse its vision, mission and compromises with Veterinary Education and the society. This Strategic Plan 2015-2020 is the result of that work.

In May 2014, when elected EAEVE's 7<sup>th</sup> president, I declared in my electoral manifesto the importance of developing a Strategic Plan as a first step to reach a standard of excellence for our reputable organization with 97 members from 34 countries in Europe, Turkey, Israel and Jordan.

For many years, Veterinary Establishments' recognition was based on antiquity, so the eldest ones were considered the best. But from the last 15 years in Europe, after the Bologna Declaration in 1999, antiquity was changed by quality. Quality is a never ending process, because it is based on standards that are constantly changing to adapt to dynamic scenarios and challenges, and Veterinary Education is not any exception to that rule. In fact, EAEVE and its member Establishments have contributed actively to this culture of evaluation in Europe, anticipating the rating of Veterinary Establishments by applying standards of quality 20 years before the Bologna Declaration.

This Strategic Plan is based on our history applying and promoting the cross-national European System of Evaluation of Veterinary Training (ESEVT) for more than 29 years; this experience enriched us with the exchange of new ideas and methods on veterinary training and quality assessment which stimulate EAEVE to respond to new challenges and develop new opportunities.

This strategic plan will establish our vision for the future and will guide us to achieve our aspiration of being considered the unique and undisputed institution for the evaluation and accreditation of veterinary training in Europe.

Our Strategic Plan 2015-2020 was first drafted by the EAEVE Management Board and submitted for revision and discussion before approval by the Executive Committee and the members. The draft version was available on the website for review and comments not only to all members, but also to students, stakeholders, veterinary profession and partner organizations, who were encouraged to participate in reviewing the document.

My gratitude extends to all participants who have contributed to the best quality of the document. Thanks for your commitment to improve EAEVE's perspectives of the future.

Ana M<sup>a</sup> Bravo del Moral, DVM, PhD



President



# STRATEGIC PLAN

## 2015-2020

### I. Vision

The vision of EAEVE is the harmonization and improvement of quality of all Establishments for Veterinary Education in agreement with the European Directives 2005/36/EU and 2013/55/EU.

### II. Mission

The EAEVE is a private, non-profit organization founded in 1988 by rectors and deans/directors of establishments of veterinary training, with the mission to represent its members and devoted to harmonize and improve the quality standards of veterinary education in Europe.

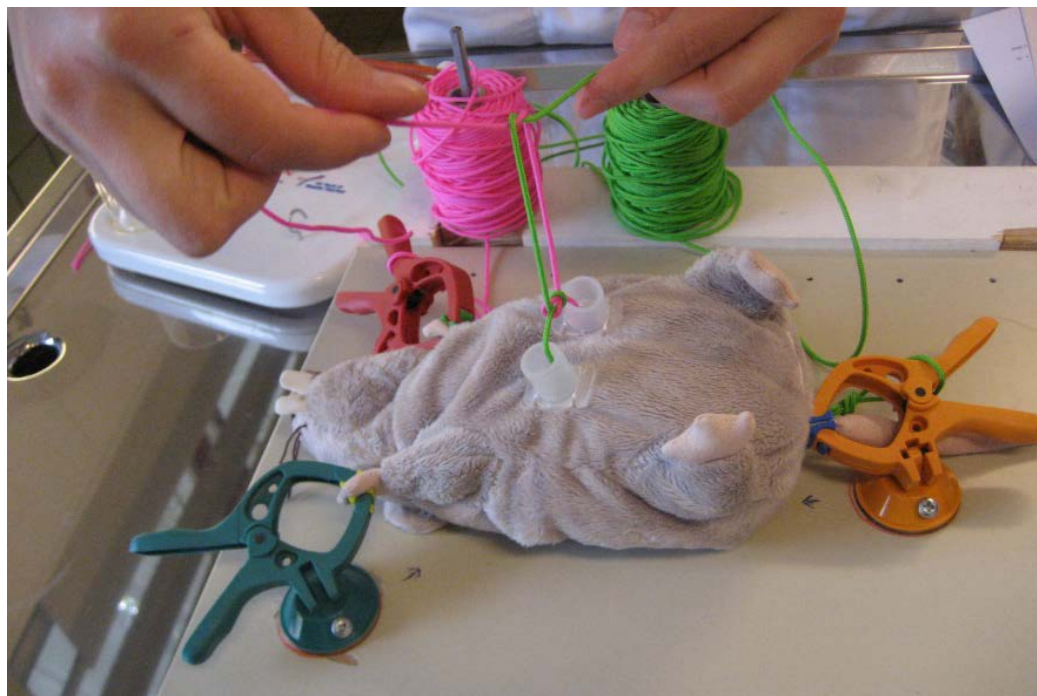
### III. Values

- **Quality:**  
We are dedicated to maintaining and continuously increasing quality in all our activities, contributing to a culture of quality amongst our members.
- **Transparency**  
We aim to present ourselves and our outcomes with full transparency to our members, stakeholders and society.
- **Consistency**  
We apply uniformity to all our actions in order to gain credibility.
- **Equity**  
We are eager to evaluate diversity applying equity principles in the development of the ESEVT.

### IV. Purposes

- **To continuously develop the permanent system of evaluation and accreditation of Establishments for Veterinary Education:**  
The European System of Evaluation of Veterinary Training (ESEVT), based on the first mandate given by the Commission of the European Community [01-02-1994] in agreement with Directives 2005/36/EC and 2013/55/EU.

- **To publish a constantly updated list** with the evaluation/accreditation status of the establishments for veterinary education in line with the ESEVT.
- **To promote the exchange of information on teaching and research** amongst the European establishments for veterinary education, as well as with establishments in other parts of the world.
- **To promote exchanges of teaching staff and mobility of students** amongst these teaching establishments.
- **To promote the development and distribution of teaching materials** for use in veterinary education at all levels, undergraduate, postgraduate and continuing education.
- **To act as a forum** for discussions on Veterinary Education.
- **To present useful proposals to the European Commission** in these various areas.
- **To cooperate with European and overseas veterinary organisations, student bodies and different stakeholders.**



## V. Strategic objectives, procedures to reach them and expected outcomes

### 1. For the members and association

#### **To increase the acknowledgement of EAEVE and the ESEVT**

To achieve this objective we aim

- To increase the visibility of EAEVE's positive outcomes on the application of the ESEVT for the national accreditation bodies in Europe.
- To introduce the ESEVT as an efficient, economical and easy-going profession-specific system of accreditation of Establishments for Veterinary Education in European and non-European countries.

#### **To promote the culture of quality in the Establishments for Veterinary Education**

To achieve this objective we aim

- To encourage and support the members to achieve the standards of quality defined by the ESEVT, i.e. by creating a Working Group to address the minimum requirements in modern Establishments for Veterinary Education considering the major deficiencies encountered in the application of the ESEVT during the last years.
- To encourage members to apply for accreditation (stage 2).
- To encourage accredited and approved establishments by the ESEVT to twin non visited and non-approved schools in their preparation of the evaluation.
- To intensify our cooperation with Technical Assistance and Information Exchange (TAIEX) managed by the Directorate-General Enlargement of the European Commission to improve the quality of veterinary education in the non-EU member states of Europe and in the beneficiary countries of TAIEX.
- To act as a forum for the discussion on matters of veterinary education, in order to improve and harmonize veterinary education amongst the members.

*Expected outcomes of the successful achievement of these objectives are:*

- *Increased number of applications for the ESEVT.*
- *Increased number of applications for the accreditation (stage 2).*
- *Increased number of approved and accredited members by the ESEVT.*
- *Regular evaluation intervals for all establishments.*

## **2. Policy-making**

### **To be recognized as the official accreditation authority for the Establishments of Veterinary Education in Europe**

To achieve this objective we aim

- To gain acknowledgement of the ESEVT by the EU Commission, the EU Directorate General for Health and Consumers (DG SANCO) and Directorate General Internal Market and Services (DG MARKT).
- To participate actively in the work of ENQA and to gain acknowledgement of the ESEVT by ENQA.
- To gain the recognition of the ESEVT by the national accreditation agencies.

### **To collaborate with other European organizations for lobbying with one voice in Veterinary Education**

To achieve this objective we aim

- To coordinate our goals and actions with the Federation of Veterinarians of Europe (FVE) and the European Board of Veterinary Specialisation (EBVS), amongst other actions, through the active participation in the European Coordinating Committee on Veterinary Training (ECCVT).
- To participate in the preparation of proposals and recommendations for the improvement of Veterinary Training at undergraduate and postgraduate level with other European relevant organizations.

### **To collaborate in the discussions for developing a global accreditation system on Veterinary Training**

To achieve this objective we aim

- To intensify our collaboration with partners' organisations working on cross-national accreditation of Establishments for Veterinary Education.



## **To represent EAEVE's members internationally in the discussion forums on Veterinary Education**

To achieve this objective we aim

- To intensify our collaboration with world organisations such as the World Organisation for Animal Health (OIE) and World Veterinary Association (WVA).
- To exchange opinions and ideas with sister organisations such as the American Association of Veterinary Medical Colleges (AAVMC).

*Expected outcomes of the successful achievement of these objectives are:*

- *The acknowledgement of the ESEVT in the European Directives on the Recognition of Professional Qualifications.*
- *Participation in the proposals for the adoption by the European Commission of Delegated Acts regarding Veterinary Education to update Annex 1 of Directive 2005/36/EU.*
- *Being full member of ENQA.*
- *An increased number of countries acknowledging the ESEVT as equivalent to the systems developed by the national accreditation agencies.*
- *Collaboration in the preparation of proposals and recommendations for the improvement of Veterinary Training at undergraduate and postgraduate level with relevant European organisations.*
- *Increased number of Joint visitations with partner's organisations.*
- *Steps on the mutual recognition of evaluation and accreditation outcomes by partner's organisations.*
- *Active participation in International Education Conferences on Veterinary Training at undergraduate and postgraduate level.*
- *Regular attendance to meetings of the Accreditors Global Working Group.*

## **3. Continuous improvement of the ESEVT**

### **Enhancing the quality of the ESEVT**

To achieve this objective we aim

- To simplify the evaluation procedure (Stage 1) avoiding inconsistencies and/or redundancies based on the experience gained from 1988 to date.

- To update the accreditation procedure (Stage 2) with clearly defined standards based on the experience gained from 2009 to date and in full compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)”.
- To integrate requirements of quality assurance and quality management methods in all chapters of the evaluation procedure.
- To follow up the recommendations of the Committee on Internal Quality Assessment (CIQA) to better defining, assuring and enhancing the quality and integrity of the ESEVT.
- To follow up the recommendations of the external review by ENQA.

### **Increasing public awareness of the ESEVT**

To achieve this objective we aim

- To better communicate the ESEVT to external stakeholders (national authorities responsible for higher education and veterinary affairs, students, statutory bodies...).
- To improve the understanding of the ESEVT by promoting the participation of experts from national accreditation agencies and national authorities responsible for veterinary affairs.

*Expected outcomes of the successful achievement of these objectives are:*

- *Effective dissemination of information (reports, statements, recommendations,...) to stakeholders about the application of the ESEVT and the experience and outcomes after 30 years evaluating the quality of Establishments for Veterinary Education.*
- *Increased number of observers in visitations from national accreditation agencies and national authorities responsible for veterinary affairs.*
- *Merge of Stage 1 and Stage 2 into a single evaluation and accreditation process.*
- *Update of the SOPs to the ESG endorsed by the Bologna Follow-Up Group in September 2014 after the approval by the Ministerial Conference in May 2015.*
- *Effective follow-up of the recommendations by CIQA:*
  - *better internal feed-back by maintaining regular joint meetings of CIQA, ECOVE and Executive Committee,*
  - *effective tracking of all documents related to the ESEVT,*
  - *establishment of a permanent committee for the re-evaluation and updating of the SOPs,*

- *improve transparency of Stage 2 SOP on thresholds for satisfactory status and on documents to be retrievable,*
- *inclusion of the Quality Assurance Questionnaire in the reports on the visitations,*
- *better definition of indicators,*
- *addressing of biosecurity in Stage 1 and Stage 2,*
- *considering of language skills of students and establishments,*
- *better definition of tasks of each team member,*
- *adherence to the list of criteria for the assemblage of visiting teams (minutes 3<sup>rd</sup> CIQA meeting),*
- *look for a lower number of well prepared, competent and motivated experts,*
- *establishment of a standardised training programme for experts, focusing on the minimum training requisites and the homogeneous interpretation of Major deficiencies by all teams,*
- *follow-up of expert's performance (post-visit questionnaires),*
- *establish selection criteria for inclusion in the list of experts, including the students,*
- *establish the procedure for nomination of the visiting teams,*
- *inform the establishments of their own assessments and suggestion through the analysis of post-visit feedback,*
- *inform the team of their own performance through the analysis of post-visit feedback,*
- *inform the Executive Committee on the negative assessments of team members through the analysis of post-visit feedbacks,*
- *development of an internal audit by experts in stage 2, of the functionality and completeness of CIQA,*
- *periodic analysis of the outcome of application of the ESEVT,*
- *Effective follow-up of the recommendations by ENQA:*
  - *include outside partners, non-veterinarians, as experts in Stage 2,*
  - *adopt a Code of Conduct,*
  - *develop of a follow-up system of the evaluations,*
  - *establishment of a training course for experts,*
  - *publication of a periodical summary report or analysis of the evaluations and EAEVE activities.*



# SWOT ANALYSIS

## GOVERNANCE AND MANAGEMENT (I)

ITEM	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<b>President</b>	<ul style="list-style-type: none"> <li>- Good support (elected by a majority of all members)</li> <li>- Experience in management required (has to be a dean or former dean)</li> </ul>	<ul style="list-style-type: none"> <li>- Not full dedication to EAEVE</li> <li>- Different workload throughout the year</li> <li>- Distant from home base (office in Vienna) to offer daily supervision and guide</li> <li>- No experience in EAEVE's decision bodies required</li> <li>- No experience in the ESEVT required</li> </ul>	<ul style="list-style-type: none"> <li>- To propose a standardized protocol for the decision making, transparent and effective, to ensure governance and management</li> <li>- To adhere to a yearly calendar of tasks and responsibilities in the management board (President, Vice-President, Director, Office)</li> </ul>	<ul style="list-style-type: none"> <li>- To misguide the association as a consequence of lack of experience in the decision bodies and/or in the ESEVT</li> <li>- To postpone decisions because of a lack of unanimity in the Executive Committee</li> </ul>
<b>Director</b>	<ul style="list-style-type: none"> <li>- Good support (elected by a majority of members of the Executive Committee)</li> <li>- Academic and management experience (required in the application)</li> <li>- Experience in the ESEVT (required in the application)</li> </ul>	<ul style="list-style-type: none"> <li>- Part time dedication</li> <li>- Distant from home base</li> <li>- Different presidents and Executive Committee members to support</li> </ul>	<ul style="list-style-type: none"> <li>- To participate actively in the development and execution of the association policies</li> <li>- To contribute to the sustainability and credibility of the ESEVT</li> </ul>	<ul style="list-style-type: none"> <li>- To exert an excessive leadership in the association over the President and the Executive Committee ("double head")</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>- Highly qualified staff in job descriptions</li> <li>- Permanent office in Vienna which offer a stability through the constant change of Head/s (President, Director, Executive Committee members)</li> <li>- Active participation of the staff in all activities, not only administrative</li> </ul>	<ul style="list-style-type: none"> <li>- Suitable but insufficient human resources in some periods of the year</li> <li>- Different workload throughout the year</li> <li>- Too diverse tasks to develop (bookkeeping, communication, website management, databases, arrange meetings, taking minutes, assist the ESEVT..)</li> <li>- Not clearly defined duties and responsibilities</li> <li>- Lack of daily supervision and guide</li> <li>- Difficulties to prioritize the tasks with different heads over</li> <li>- Difficulties to adapt to regular changes of President, Director, Executive Committee members, determined by the rules</li> </ul>	<ul style="list-style-type: none"> <li>- To participate actively in the development and execution of the association policies</li> <li>- To contribute to the internal and external communications of EAEVE</li> </ul>	<ul style="list-style-type: none"> <li>- To work too independently</li> <li>- Burnout of the staff in some demanding periods</li> </ul>

## GOVERNANCE AND MANAGEMENT (II)

ITEM	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<b>Executive Committee</b>	<ul style="list-style-type: none"> <li>- Good support (elected by the members of the regional group)</li> <li>- Good experience in management (members have to be dean or former dean)</li> <li>- Wide geographic representation</li> </ul>	<ul style="list-style-type: none"> <li>- Difficulties to transmit and collect the information and to explain the decisions taken to the regional group</li> <li>- Lack of feedback from the regional group</li> <li>- No experience in the ESEVT required</li> </ul>	<ul style="list-style-type: none"> <li>- To participate actively in the development and execution of the association policies</li> <li>- To contribute to the application of equity principles in the decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Taking of decisions based on personal or school interests more than on general educational interests</li> <li>- Poor knowledge of the files and background at the moment to make a decision</li> </ul>
<b>General Assembly</b>	<ul style="list-style-type: none"> <li>- Good representation of EU establishments (almost all schools are members)</li> <li>- Common interest on improving quality of Veterinary Education</li> <li>- Rules strongly supported (two-third majority required to modify the statutes)</li> </ul>	<ul style="list-style-type: none"> <li>- Members with different establishments quality and interests</li> <li>- Different number of countries and members/establishments in the regions</li> <li>- Different level on English language of participants</li> <li>- Difficult rotation of delegates amongst different countries (only eligible from approved or conditionally approved establishments)</li> </ul>	<ul style="list-style-type: none"> <li>- To meet colleagues annually to discuss on Veterinary Education</li> <li>- To reinforce cooperation amongst members</li> <li>- To share different experiences and methods to develop a common veterinary curriculum</li> <li>- To increase quality of training in Veterinary Education</li> </ul>	<ul style="list-style-type: none"> <li>- To delay the decision making to the yearly meeting</li> <li>- To prioritize financial limitations of members over quality principles</li> </ul>
<b>Finances</b>	<ul style="list-style-type: none"> <li>- Very efficient cost: benefit</li> <li>- Strict financial rules</li> </ul>	<ul style="list-style-type: none"> <li>- Unstable funding (limited to members, too dependent on the number of annual visitations)</li> <li>- Limitation of proposals for improvement to those with acceptable effects on finances of EAEVE &amp; members</li> </ul>	<ul style="list-style-type: none"> <li>- To search for external funding (national governments, EU Commission,...)</li> </ul>	<ul style="list-style-type: none"> <li>- Insufficient and/or unsustainable financial resources</li> </ul>

## ESEVT

ITEM	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<b>Evaluation system</b>	<ul style="list-style-type: none"> <li>– Well established and experienced cross-national system of evaluation and accreditation of Establishments of Veterinary Education based on ESG</li> <li>– Positive and transparent outcome after 29 years applying the ESEVT (substantial improvement of the quality of the visited Establishments for Veterinary Education)</li> <li>– Contribution to the culture of quality in Higher Education in Europe even before the Bologna Declaration</li> <li>– The only regulated profession-specific accrediting peer-review system in Europe</li> <li>– Uniformly accepted within the profession and the academia</li> <li>– Run and developed with the collaboration of veterinary profession (FVE)</li> <li>– Comparable with similar overseas systems</li> <li>– EAEVE is affiliate member of ENQA</li> </ul>	<ul style="list-style-type: none"> <li>– Lack of a legal basis for the evaluation system and the consequences of its outcomes</li> <li>– Official mandate by EU authorities expired in 1998</li> <li>– Financial self-sufficiency provided through membership fees and not by governmental support</li> <li>– Lack of standardization of visitation reports</li> <li>– EAEVE is not full member of ENQA</li> <li>– Incomplete analyses of the evaluations and activities</li> <li>– Insufficient transparency for the public</li> <li>– Insufficient follow up between visitations</li> </ul>	<ul style="list-style-type: none"> <li>– To develop outcome assessment at international level</li> <li>– Harmonization without homogenisation of European Veterinary training</li> <li>– To be legally recognized by EU and by national authorities as the accreditation agency for Establishment of Veterinary Education</li> <li>– Increased accountability of schools</li> <li>– High class veterinary service on all levels</li> <li>– Facilitation of international professional movements</li> <li>– Contribution to the culture of quality and Bologna principles</li> <li>– To participate in the development of a global accreditation system for Establishments of Veterinary Education</li> </ul>	<ul style="list-style-type: none"> <li>– Split-up between well- and poorly funded faculties</li> <li>– Decreased interest in quality assessment by stakeholders &amp; EU</li> <li>– Inadequate adaptation to changes in society and to new challenges from veterinary profession</li> <li>– Collapse (due to loss of members)</li> <li>– A loss of credibility both internally and externally.</li> </ul>
<b>Team of experts</b>	<ul style="list-style-type: none"> <li>– Highly qualified, committed and experienced in international peer-review</li> <li>– Independent</li> <li>– Strong involvement of students</li> <li>– Active involvement of stakeholders (practitioners)</li> </ul>	<ul style="list-style-type: none"> <li>– Inadequate training</li> <li>– Insufficient follow-up of the performance</li> </ul>	<ul style="list-style-type: none"> <li>– To develop international peer-review</li> <li>– To exchange of expertise</li> </ul>	<ul style="list-style-type: none"> <li>– Risk of inbreeding</li> <li>– Subjective interpretation of the procedures</li> </ul>







This Strategic Plan was approved by the EAEVE Executive Committee on January 29<sup>th</sup> 2015.

