

*The co-operation between external and internal QA in Higher Veterinary Education: the **ESEVT** model of **EAEVE***

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- (4) Chair of evaluation teams

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Workshop on "Academies of veterinary sciences, accreditations of faculties/schools of veterinary medicine and veterinary specialization"

34th WVAC, Barcelona

8 May 2018

OUTLINE



- Introduction of the European Association of Veterinary Education Establishments (EAEVE)
- Introduction of the European System of Evaluation of Veterinary Training (ESEVT)
- Principles of Quality Assurance (QA) implemented in the ESEVT: A competency-based process
- Principles of Quality Assurance (QA) implemented in the ESEVT: External peer-review system
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- ESEVT value: Outcomes

EUROPEAN ASSOCIATION OF ESTABLISHMENTS FOR VETERINARY EDUCATION (EAEVE)



The **mission** of EAEVE is to evaluate, promote and further develop the quality and standard of veterinary medical establishments and their teaching within, but not limited to, the member states of the European Union (EU) ...

...by applying the **European System of Evaluation of Veterinary Training (ESEVT)**

VEEs (Europe, n=145)



* All data are based on the response to a questionnaire on VEEs from each **OIE** delegate



Code	Name
AL	Albania
AM	Armenia
AT	Austria
BA	Bosnia and Herzegovina
BE	Belgium
CH	Switzerland
CZ	Czech Republic
FYM	Former Yug. Rep. of Macedonia
HR	Croatia
ME	Montenegro
NL	Netherlands
SI	Slovenia
SK	Slovakia

□ : Black sea

MEMBERS OF EAEVE

May 2018



Group 1. Ireland 1, The Netherlands 1, UK 7

Group 2. Portugal 6, Spain 11

Group 3. *Albania* 1, Greece 2, *Israel* 1, Italy 13, Romania 4

Group 4. Belgium 2, France 4

Group 5. Austria 1, Germany 5, *Switzerland* 1

Group 6. Denmark 1, Estonia 1, Finland 1, Latvia 1, Lithuania 1, *Norway* 1, Sweden 1

Group 7. Croatia 1, Czech Republic 2, Hungary 1, Poland 4, Slovakia 1, Slovenia 1

Group 8. *Bosnia-Herzegovina* 1, Bulgaria 2, *FYROM* 1, *Turkey* 13, *Serbia* 1, *Jordan* 1

Italics: non EU members

ESTABLISHMENTS

96 in 34 countries

75 in EU



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HISTORY OF EVALUATION OF VETERINARY ESTABLISHMENTS IN EUROPE



- **Until 1978** every country/Establishment offered a curriculum based on tradition, state regulations, etc.
- **1978:** Publication of *Directive 78/1027/EEC* and *Decision 78/1028/EEC* establishing the *Advisory Committee on Veterinary Training (ACVT)* that requires harmonization to guarantee a comparable level of veterinary training in the 9 EU members. Define minimum standards.
- **1985-1989:** *Pilot evaluation* in 1 Establishment/ EU member.
- **1990:** adoption of a *permanent system of evaluation* under the umbrella of ACVT.
- **1994:** ACVT passes on the responsibility of evaluation to the *European Association of Establishments for Veterinary Education (EAEVE)*.
- **1996:** ACTV create a Committee ACVT-EAEVE to revise the system.
- **2000:** The *Federation of Veterinarians of Europe (FVE)* joint EAEVE on the responsibility of running the ESEVT.

... **33** YEARS OF APPLICATION OF THE *EUROPEAN SYSTEM OF EVALUATION OF VETERINARY TRAINING (ESEVT)* IN **2018**

EU REGULATED PROFESSIONS



- 78/1026/EEC: recognition of veterinary education
- 78/1027/EEC: minimum requirements of training
- 78/1028/EEC: Advisory Committee on Veterinary Training
- **2005/36/EC: Recognition of Professional Qualifications amended by 2013/55/EU**

- Doctors
- Nurses (general practice)
- Dental practitioners
- **Veterinary Surgeons**
- Midwives
- Pharmacists
- Architects

1985 TO DATE

ESEVT
(EAEVE + FVE)



PRINCIPLES OF THE ESEVT



- Focuses on **undergraduate veterinary education** to ensure a **comparably high standard throughout the EU** making the mutual recognition of qualifications possible (**EU Directives 36/2005 & 55/2013**).
- The **only Europe-wide profession specific evaluation system**.
- Carried out by the **EAEVE** in co-operation with the **FVE**.
- Final decision taken by an independent body: **ECOVE** (**E**uropean **C**ommittee on **V**eterinary **E**ducation).
- Evaluations should be carried out periodically at **7 year intervals**.
- Based on the **application of Standard Operating Procedures (SOPs)** previously approved and regularly updated.

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ESEVT IS A COMPETENCE-BASED EVALUATION PROCESS



ESEVT 'Uppsala' SOP May 2016

SOP 2016

- In agreement with EU directives and ESG 2015
- Harmonised with sister accreditation agencies
- simple, concise, clear and consistent

Available on the EAEVE website:

www.eave.org/esevt/sop

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OIE DAY-1 COMPETENCIES



Organisation
Mondiale
de la Santé
Animale

World
Organisation
for Animal
Health

Organización
Mundial
de Sanidad
Animal



May 2012



OIE recommendations
on the Competencies of graduating
veterinarians (“Day 1 graduates”)
to assure high-quality
of National Veterinary Services



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FULLY COMPLIANT WITH **E**SEVT DAY-1
COMPETENCIES!

OIE COMPETENCY-BASED CURRICULUM



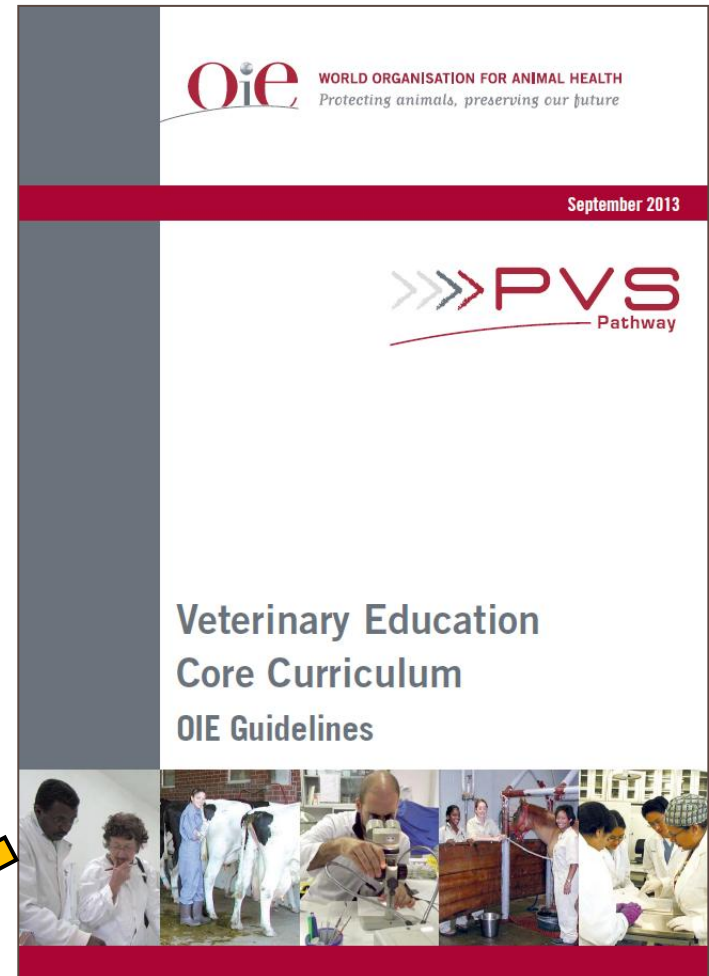
ESEVT 'Uppsala' SOP May 2016

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ESEVT & OIE CURRICULUM

FULLY COMPLIANT WITH EU DIRECTIVE 36/2005!



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ESEVT PEER-REVIEW SYSTEM



ESEVT's principal aim in **setting standards**, and **evaluating** the Establishment against **them by peers to ensure** that the Establishment:

- is well managed
- has adequate financing to sustain its educational, research and social commitments
- has appropriate resources of staff, facilities and animals
- provides an up to date professional curriculum
- provides an appropriate learning environment
- operates a fair and reliable assessment system
- operates QA and quality enhancement mechanisms.

ESEVT Standards for Accreditation & Self Evaluation Report (**SER**)



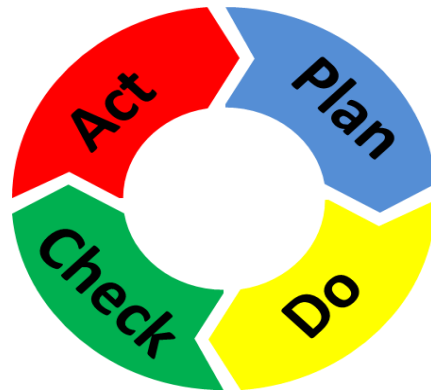
- ✓ Standard 1: Objectives and Organisation
- ✓ Standard 2: Finances
- ✓ Standard 3: Curriculum
- ✓ Standard 4: Facilities and equipment
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- ✓ Standard 6: Learning resources
- ✓ Standard 7: Student admission, progression and welfare
- ✓ Standard 8: Student assessment
- ✓ Standard 9: Academic and support staff
- ✓ Standard 10: Research programmes, continuing and postgraduate education
- ✓ **Standard 11: Outcome Assessment and Quality Assurance**

STANDARD 11. OUTCOME ASSESSMENT AND QUALITY ASSURANCE



The Establishment must

- have a culture of QA and continued enhancement of quality
- operate cyclical, sustainable and transparent QA and quality enhancement mechanisms
- inform regularly staff, students and stakeholders and involve them in the QA processes
- close the loop of the QA Plan-Do-Check-Adjust (PDCA) cycle for all standards



ESEVT INDICATORS



- ✓ 22 Indicators (2 new)
 - ✓ Automatically calculated in the SER
1. Staff and students
 2. Hours of training
 3. Types of training
 4. Animal resources (patients, herds, necropsies)

- ✓ All values represent an annual average calculated from the last 3 complete academic years
- ✓ Recommended ranges based on averages observed in accredited schools (updated yearly)

ESEVT RUBRICS



14. ESEVT Rubrics (summary of the decision of the Visitation Team of the Establishment for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

?

Standard 1: Objectives and Organisation	C	PC	NC
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.			
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.			
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.			
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.			
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.			
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.			

ESEVT PEER-REVIEW SYSTEM



Five types of evaluation are organised by ESEVT

- Full Visitation
- Re-visitation
- Interim Report
- Consultative Visitation
- Joint Visitation

ESEVT FULL VISITATION



- ❑ Group of **8 visitors**: experts in Basic Sciences, Clinical Sciences Companion Animals, Clinical Sciences Food-Producing-Animals, Food Safety and Quality and QA + 1 practitioner, 1 student & 1 ESEVT coordinator (often + 1 observer from the national QA agency for Higher Education)
- ❑ **5 days visitation** based on a standardised programme
- ❑ Visitation Report and ECOVE decision available to the public

ESEVT RE-VISITATION



- ❑ Group of **2 visitors**: the Chairperson of the previous Visitation and ESEVT coordinator
- ❑ **2 days visitation** based on a standard programme
- ❑ Objective: verify if the Major Deficiencies identified during the full Visitation have been fully corrected and if an on-going process is in place in order to correct the Minor Deficiencies

ESEVT INTERIM REPORT



CONTENT

- Any major changes which may affect the compliance to the ESEVT Standards since the previous SER
- Progress in the correction of Deficiencies (*if any*) and plans for the near future
- Expected date of the next Visitation
- Updated ESEVT Indicators

PROCEDURE

- Completed cyclically by the Establishment
- Reviewed by one ESEVT coordinator
- Discussed by ECOVE

ESEVT CONSULTATIVE VISITATION



- Opportunity for non European countries
- **Pre-requisite for new members** (pre-accreditation)
- Advisory/audit visitation
- Team: 1 coordinator + 2 experts
- Visit: 2 full days
 - Day 1: facilities, equipment
 - Day 2: meetings with relevant people
- Confidential Report

ESEVT JOINT VISITATION



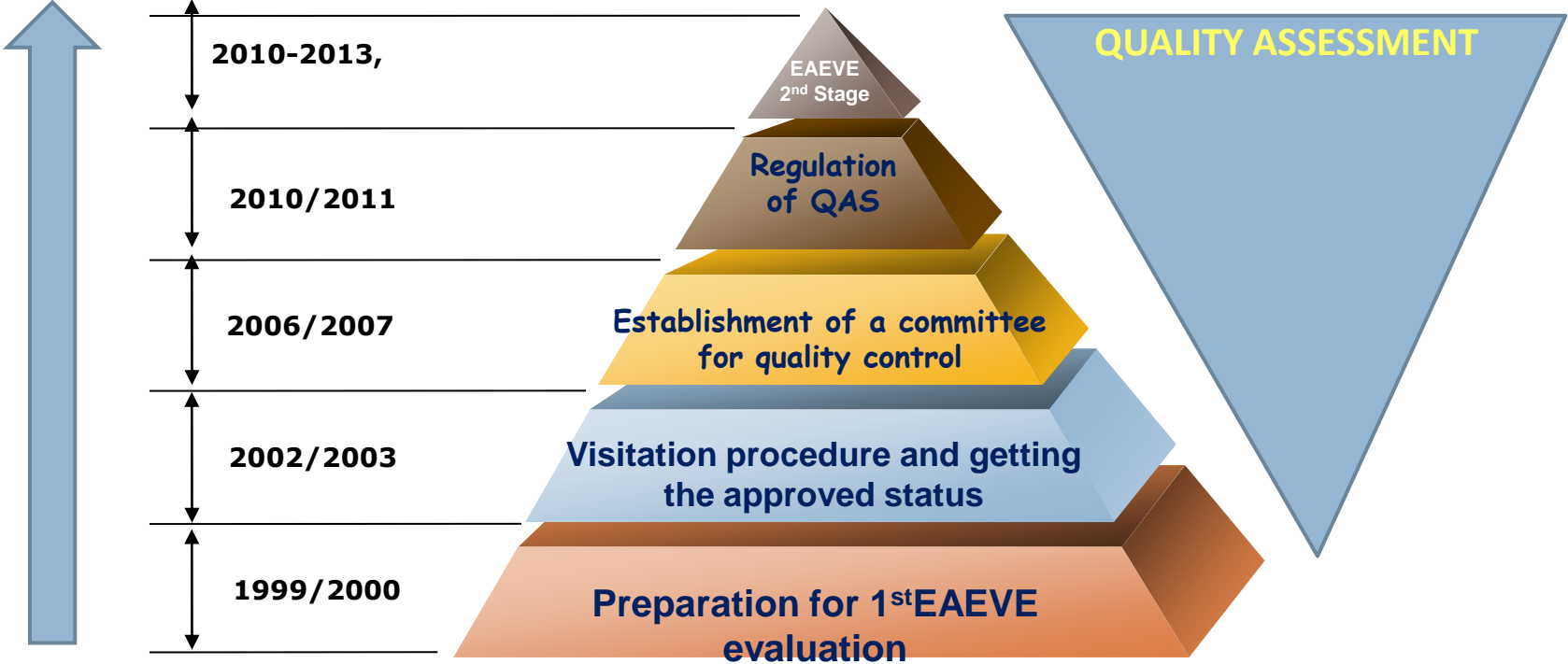
- *'.. ECOVE may accept to share Visitors with other veterinary accreditation bodies in case of Joint Visitation ...'*

SPECIFIC REQUIREMENTS

- The joint Visitation Team must include among others 1 ESEVT Coordinator, 1 Student and no less than 2 ESEVT Experts
- All ESEVT fields of expertise (i.e. BS, CS-CA, CS-FPA, FSQ, QA) must be covered within the joint Visitation team
- The Visitation Agreement, the SER and the Visitation Report must be written in agreement with the ESEVT SOP
- The Visitation programme must be compliant with the ESEVT SOP

IMPACT OF ESEVT IN THE QA OF THE ESTABLISHMENT

The example of Zagreb (by Prof. Alen Slavica)



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ESEVT INTERNAL QA PROCESSES



ESEVT-specific

- ✓ *feedback collection - questionnaires*
- ✓ *system-wide analyses*
- ✓ *expert training: e-learning, seminars on QA*
- ✓ *ESEVT-specific CIQA tasks*

EAEVE-specific

- ✓ *CIQA*
- ✓ *ENQA evaluations and membership*

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THE FUTURE OF ESEVT



European vs. national accreditations

Formal recognition of ESEVT by the European commission

http://ec.europa.eu/internal_market/qualifications/docs/news/20110706-evaluation-directive-200536ec_en.pdf

“8.4.4. Ex-post evaluation of training programmes

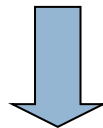
In the course of the evaluation, stakeholders widely discussed the possibility of building on an ex-post evaluation system of veterinary training programmes run by the European Association of Establishments for Veterinary Education (EAEVE) and the Federation of Veterinarians of Europe (FVE). Some stakeholders suggested granting the EAEVE evaluation a formal status, either within individual Member States, or at EU level. The ex-post evaluation could lead to a possible licensing of training programmes. However, similar ex-post evaluation programs do not exist for the other health professions (or for architects). It would be inconsistent to consider such method only for the veterinary profession but not with regard to health professions dealing with patients.”

THE FUTURE OF ESEVT



European vs. national accreditations

ESEVT has proven to be more focused on the acquisition and assessment of professional competencies by veterinary undergraduates and therefore better adapted to the market and societal needs than the current National Accreditation Systems that are not profession specific.

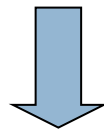


Development of a **GLOBAL ACCREDITATION SYSTEM FOR VEEs**

THE FUTURE OF ESEVT



- ✓ **AVMA & COE** (*American Veterinary Medical Association and its Committee on Education*)
- ✓ **AVBC** (*Australasian Veterinary Boards Council*)
- ✓ **SAVC** (*South African Veterinary Council*)
- ✓ **RCVS** (*Royal College of Veterinary Surgeons*)
- ✓ **ESEVT** (*EAEVE/FVE*)



GLOBAL ACCREDITATION SYSTEM OF VEEs



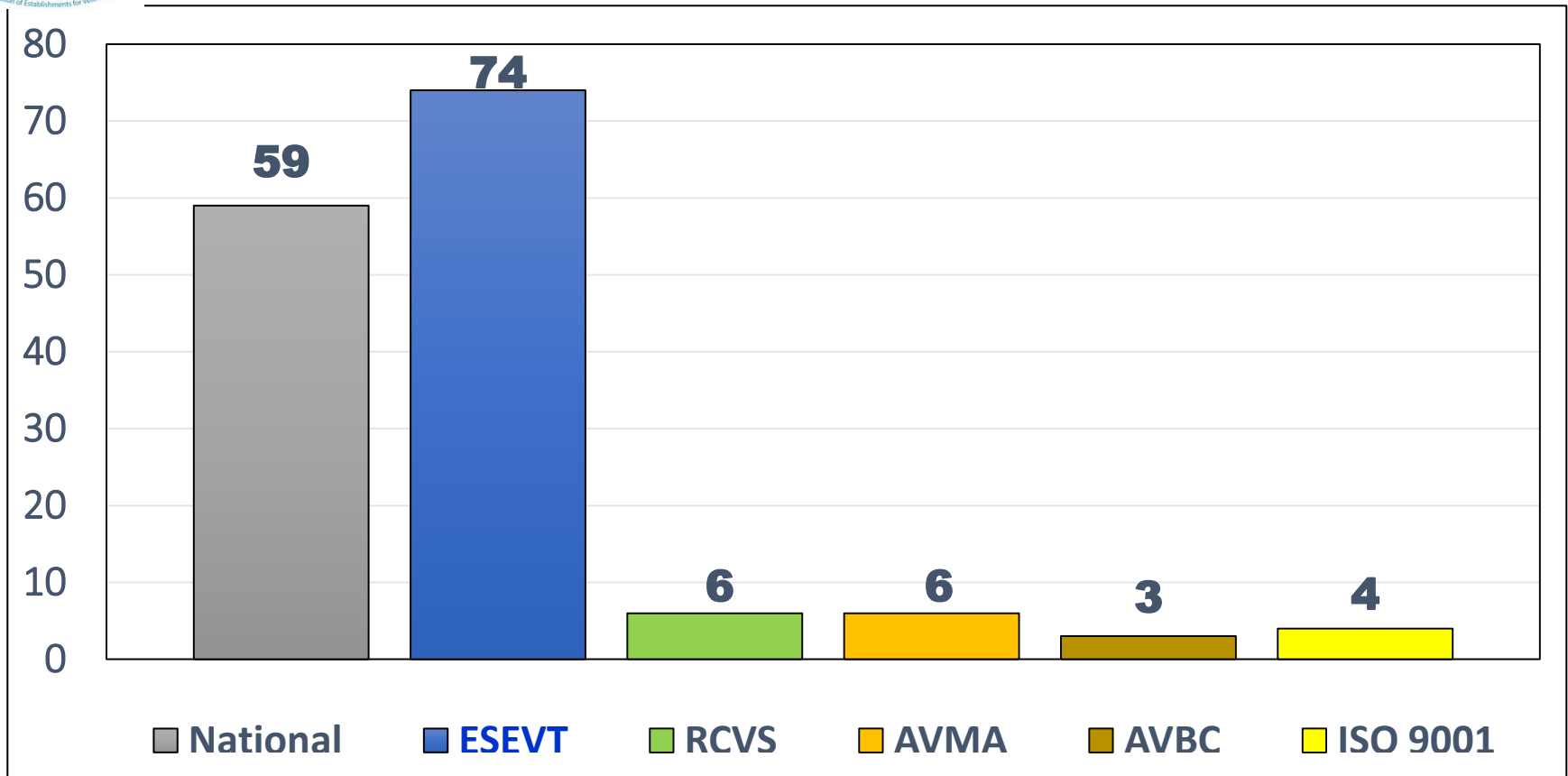
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ACCREDITATION PROCEDURES FOLLOWED BY EAEVE MEMBERS

(N=74)



European System Evaluation of Veterinary Training (ESEVT)

ESEVT VALUE: OUTCOMES



Around 25 visitations/year

- ✓ **Accreditation** in case of no Major Deficiency
- ✓ **Conditional Accreditation** in case of 1 single Major Deficiency
- ✓ **Non Accreditation** in case of several Major Deficiencies

ESEVT VALUE: OUTCOMES



Establishments' status

(January 2018)

MEMBERS: 96

- ✓ Non evaluated (yet) by the ESEVT: 13 (13.5%)
- ✓ Evaluated by the ESEVT: 83 (86.5%)
 - **Approved+accredited:** 50+17= 67 (70%)
 - **Conditionally approved+accredited:** 5+0= 5 (5.2%)
 - **Non-approved:** 11 (11.5%)

From **20%** (1997) to **80%** (2018) (**conditionally)/accredited** VEEs!!

Other countries (to be) evaluated by ESEVT



May 2018

Egypt: 1
Iran: 1
Japan: 5
Mongolia: 1
Morocco: 1
Senegal: 1
Russia: 5
Thailand: 1
Tunisia: 1
Ukraine: 1
...



ESEVT VALUE: OUTCOMES



Based on

- compliance with well-described standards
- completion by independent and trained experts
- permanent improvement of its SOP,

The ESEVT has shown to be efficient to

- convince the local authorities to fund the correction of the identified deficiencies
- convince the local staff to amend the curriculum
- improve the veterinary education and adapt it to the requirements of the society

SUGGESTIONS TO IMPROVE THE ESTABLISHMENTS' QA



- ❑ To follow the ESEVT every 7 years
- ❑ To establish an Internal QA Committee
- ❑ eBooks from the Erasmus+ Project “*Internal Quality Management in Competence-Based Higher Education*” IQM-HE (2015-2018):
 - ❑ *Handbook for Internal Quality Management in Competence-Based Higher Education*
 - ❑ *Instructions to Implement the European Toolkit for Internal Quality Management in Competence-Based Higher Education*
<http://www.iqm-he.eu/>