

*EAEVE* UPDATE ON  
EDUCATION POLICY &  
ACCREDITATION PROCEDURES  
BY THE *ESEVT*

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President of EAEVE



Meeting of the International Accreditors Working Group (**IAWG**)  
**MELBOURNE**, Australia, February 11-12, 2016

# 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.

... 30 YEARS OF APPLICATION OF THE *EUROPEAN SYSTEM OF EVALUATION OF VETERINARY TRAINING (ESEVT)* IN 2015

# 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)



# MEMBERS OF EAEVE

(May 2015)



**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*

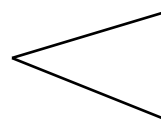
**Group 6.** Denmark **1**, Estonia **1**, Finland **1**, Latvia **1**, Lithuania **1**, *Norway 1*, Sweden **1**

**Group 7.** Croacia **1**, Czech Republic **2**, Hungary **1**, Poland **4**, Slovak Republic **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**



# 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.
- Based on the **application of Standard Operating Procedures (SOPs)** previously approved and regularly updated.

# ESTRUCTURE OF THE ESEVT (SOP Budapest 2012)



## □ STAGE I EVALUATION OF QUALITY OF TRAINING

- Approval
- Conditional approval
- Non approval

## □ STAGE II ACCREDITATION OF QUALITY ASSURANCE

- Accreditation
- Conditional accreditation
- Non accreditation

# ESTRUCTURE OF THE ESEVT

(SOP proposal Uppsala 2016)



## □ STAGE I + II integrated

EVALUATION OF QUALITY OF TRAINING and QUALITY ASSURANCE

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

### Four types of evaluation by the ESEVT

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

# Conchziras' beach. Baiona. Galicia. SPAIN



- SOP 2012: EVALUATION EVERY 10 YEARS
- SOP 2016: EVALUATION EVERY 7 YEARS



# SELF EVALUATION REPORT



## SOP proposal Uppsala 2016

ESEVT's principal aim in **setting standards**, and evaluating the Establishment against them, is **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 *ad hoc* QA and quality enhancement mechanisms.



# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 1. OBJECTIVES & ORGANISATION

- Strategic Plan & SWOT analysis (list of objectives, plan, timeframe, indicators)
- Reference to Day-1 skills
- Responsible for veterinary curriculum and responsible for Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
- Organisational structure must allow input from staff, students and stakeholders



# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 2. FINANCES

- Transparent business plan
- Expenditure and Revenues: administration, research, services ...
- Enough budget to meet the objectives and guarantee the teaching, equipment and facilities update

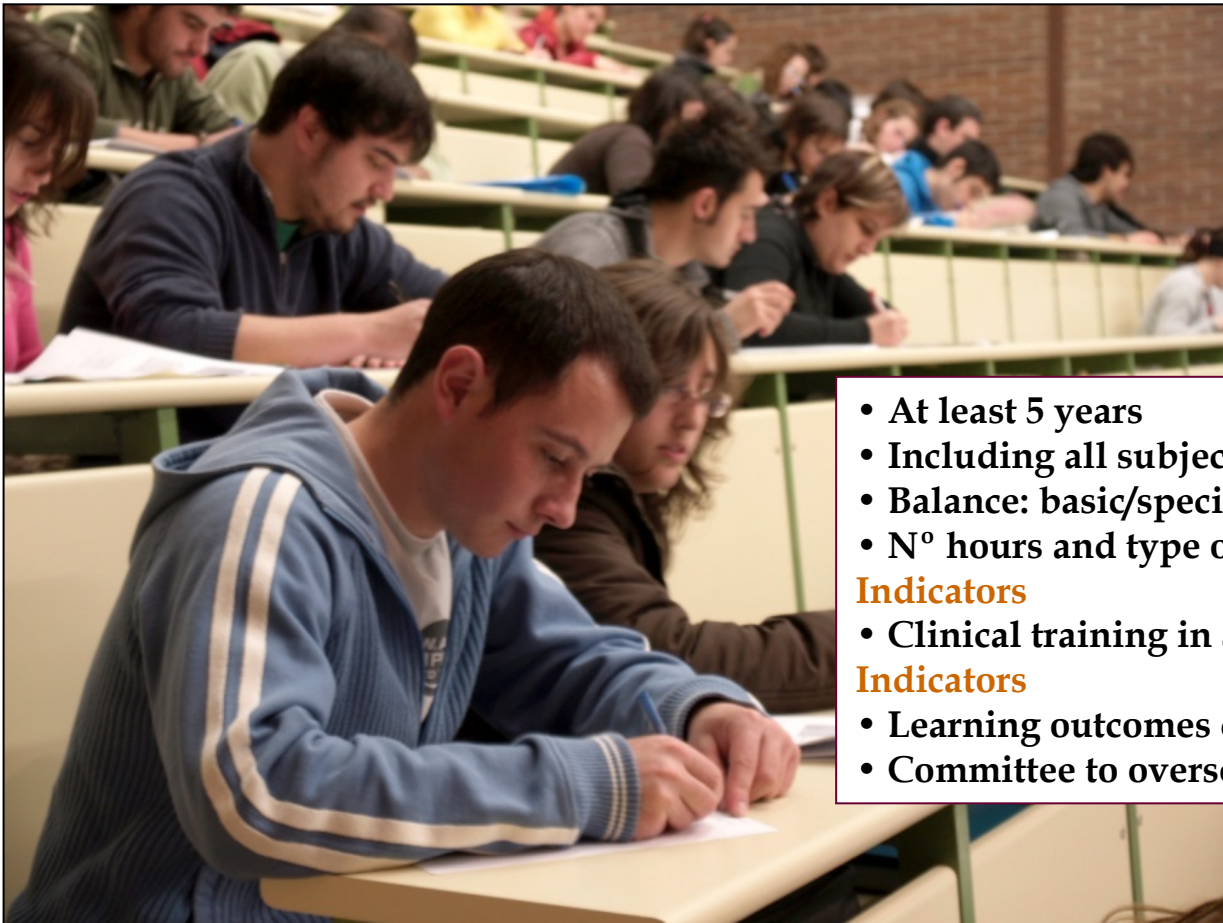


# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 3. CURRICULUM



- At least 5 years
- Including all subjects listed in Directive 36/2005/EU
- Balance: basic/specific subjects, lectures/practicals
- N° hours and type of practicals (intramural, extramural)

#### Indicators

- Clinical training in all domestic species

#### Indicators

- Learning outcomes communication to staff & students
- Committee to oversee (QA) and manage the curriculum

# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 4. FACILITIES & EQUIPMENT

- Buildings, facilities and equipment well maintained and updated.
- Running Hospital 24/7 whole year round: pharmacy, diagnostic imaging, anaesthesia, internal medicine, intensive/critical care, surgeries, ambulatory services, isolation units and necropsy facilities.
- Mobile clinic.
- Access to the main food producing animals (teaching farm or agreement with external farm/s)
- High standard in biosecurity, breeding and animal welfare of faculty and external facilities (slaughterhouses, farms, industries..)

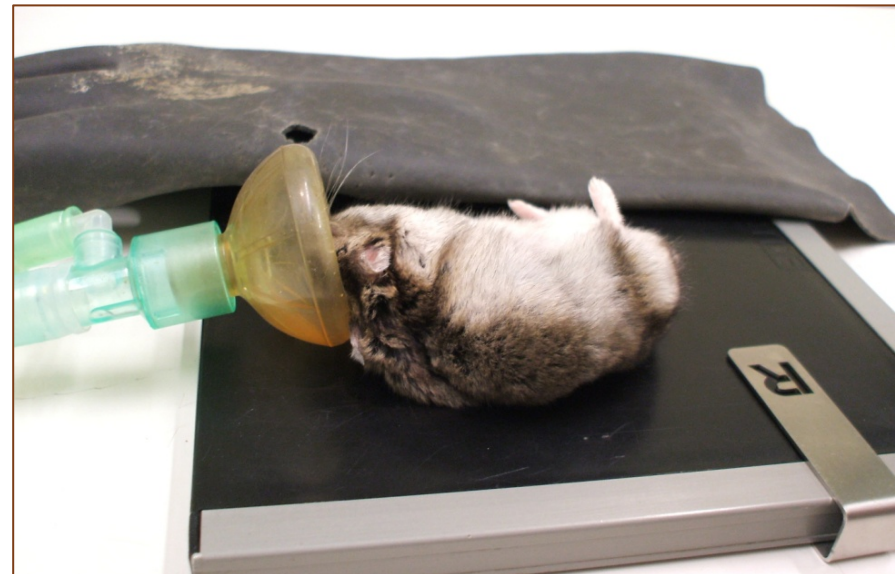


# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 5. ANIMAL RESOURCES & TEACHING MATERIAL OF ANIMAL ORIGIN



- Adequate number and variety of animals (healthy, diseased, cadavers, materials) to meet the objectives
- Guarantee clinical hands-on training of students in all domestic species
  - **Indicators:** animals/students, hospitalizations/students, consultations/students, necropsies/students, etc.
- Supportive medical record system (teaching, research, services)

# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 6. INFORMATION RESOURCES

- State-of-the-art information resources (teaching, research, services, continuing education)
- Library with qualified librarian and IT unit
- Timely resources of information (print, Emedia, Elearning platform) easily available for staff and students (Wi-Fi)



# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 7. STUDENT ADMISSION, PROGRESSION & WELFARE



- Number of students consistent with resources (buildings, facilities, equipment, staff, clinical caseload....)
- Objectives, curriculum, admission requirements, criteria and procedures public and clear.
- Admission procedure consistent, fair and free of discrimination.
- Monitoring of progression and drop-out of students.
- Support to students needs (physical, emotional, welfare)
- Possibility of student feed-back



# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 8. STUDENT ASSESSMENT

- Assessment tasks and grading criteria: clear, public and timely available to students
- Explicit mechanism to pass based on learning outcomes
- Explicit mechanism to appeal
- Valid and reliable methods of formative and summative assessment
- Significant value of direct assessment and control of clinical skills and Day One Competences



# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 9. ACADEMIC & SUPPORT STAFF

- Appropriate number of qualified and prepared staff to deliver the educational programme  
**Indicators:** Full Time Equivalents of teaching staff/ students, Academic/Support Staff
- Training and qualification (good teaching and evaluation practices, learning & e-learning resources, biosecurity & QA procedures)
- Most teachers must be veterinarians
- Academic positions must offer stability, continuity, and competence of the academic staff
- Balanced workload of teaching, research and services
- Well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff
- Promotion criteria for academic and support staff must be clear and explicit



# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 10. RESEARCH PROGRAMMES, CONTINUING AND POSTGRADUATE EDUCATION

- Significant and broad research activities of staff (research-based teaching)
- All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine
- All students must have opportunities to participate in research programmes
- Establishment must provide advanced postgraduate degree programmes (PhD, internships, residencies and continuing education programmes)



# SELF EVALUATION REPORT



## STANDARDS FOR ACCREDITATION

### 11. OUTCOME ASSESSMENT AND QUALITY ASSURANCE

#### THE ESTABLISHMENT MUST:

- Have a policy for quality assurance, public and part of their strategic management.
- Deliver programmes to encourage students' active role in the learning process.
- Apply pre-defined and published regulations covering student "life cycle" (admission, progression, recognition and certification).
- Assure of the competence of their teachers and apply fair and transparent processes for the recruitment and development of the staff.
- Collect, analyse and use relevant information for the effective management of their programmes.
- Publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible
- Monitor and periodically review their programmes to ensure that they achieve the objectives (continuous improvement).
- Undergo external quality assurance in line with the ESG on a cyclical basis.



Kyoto Gyozen – KYOTO - JAPAN

# MAIN STEPS OF THE ESEVT

## Full visitation



### ❑ VISIT TO THE FACULTY (FACULTY AND EXPERTS) - 5 DAYS

- **Group of 8:** 1 expert in Basic Sciences, 1 expert in Animal Production, 1 expert in Food Hygiene, 2 experts in Clinical Sciences, 1 expert in QA, 1 student + 1 coordinator
- **Objective:** verify and complete on the spot the SER
- **5 days visitation** Monday: arrival of experts, 1<sup>st</sup> meeting, Dean's dinner  
Tuesday to Thursday: visit to Faculty and external facilities, meeting with staff and students  
Friday: *Chairperson* informs orally the conclusions  
**Evaluation of the process and team (Post-visit feedback) by the Faculty**



# MAIN STEPS OF THE ESEVT

## Consultative visitation



- Opportunity for non European countries
- Pre-requisite for new members
- Advisory/audit visit
- Team: 2 experts
- Visit: 2 days
  - ▣ Day 1: facilities, equipment
  - ▣ Day 2: meetings



official, not public but useful report

# ESTABLISHMENTS' STATUS

(November 2015)



- **MEMBERS: 96**
  - **Non evaluated (yet) by the ESEVT: 14 (14.6%)**
  - **Evaluated by the ESEVT: 82 (85.4%)**
    - **Stage 1**
      - **Approved: 59 (61.4%)**
      - **Conditionally approved: 7 (8%)**
      - **Non approved: 16 (16.6%)**
    - **Stage 2:**
      - **Accredited: 11 (11.4%)**
      - **Non accredited: 1 (1%)**





# APPROVED ESTABLISHMENTS IN EU

November 2015



<b>Austria</b>	<b>1 / 1</b>	<b>Belgium</b>	<b>2 / 2</b>
<b>Bulgaria</b>	<b>2 / 1</b>	<b>Croatia</b>	<b>1 / 1</b>
<b>Denmark</b>	<b>1 / 1</b>	<b>Czech Republic</b>	<b>2 / 2</b>
<b>Finland</b>	<b>1 / 1</b>	<b>Estonia</b>	<b>1 / 1</b>
<b>Germany</b>	<b>5 / 5</b>	<b>France</b>	<b>4 / 2 (1)</b>
<b>Hungary</b>	<b>1 / 1</b>	<b>Greece</b>	<b>2 / 1</b>
<b>Italy</b>	<b>13 / 12 (1)</b>	<b>Ireland</b>	<b>1 / 1</b>
<b>Lithuania</b>	<b>1 / (1)</b>	<b>Latvia</b>	<b>1 / 0</b>
<b>Portugal</b>	<b>6 / 1</b>	<b>Poland</b>	<b>4 / (2)</b>
<b>Slovak Republic</b>	<b>1 / 1</b>	<b>Romania</b>	<b>4 / 1 (1)</b>
<b>Sweden</b>	<b>1 / 1</b>	<b>Slovenia</b>	<b>1 / 1</b>
<b>The Netherlands</b>	<b>1 / 1</b>	<b>Spain</b>	<b>11 / 8</b>
		<b>UK</b>	<b>7 / 7</b>

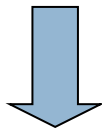
Establishments: Total / Approved + (Conditionally Approved)

75 / 53 + (6) = 79%

# Future of the Evaluation System




- **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*)



Development of a **GLOBAL ACCREDITATION SYSTEM**

THANKS FOR YOUR ATTENTION



Rokuon-ji (Kinkaku-ji) - KYOTO - JAPAN  
1358-1408