

# EAEVE / ESEVT

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# Glossary



- **ESEVT: European System of Evaluation of Veterinary Training**
  
- **EAEVE: European Association of Establishments for Veterinary Education**
  
- **FVE: Federation of Veterinarians of Europe**
  
- **SOP: Standard Operating Procedure**
  
- **VEE: Veterinary Education Establishment**

# HISTORY OF EVALUATION OF VETERINARY TRAINING IN EUROPE



- **1978:** Publication of Directive 78/1027/EEC and Decision 78/1028/EEC
- **1985:** Pilot evaluation in 1 Establishment/ EU member
- **1988:** Creation of EAEVE in Paris
- **1990:** Adoption of a permanent system of evaluation
- **2000:** The FVE joins EAEVE for the running the ESEVT
- **2005 & 2013:** Publication of EU Directives 2005/36/EC & 2013/55/EU on recognition of professional qualifications
- **2016:** Adoption of revised SOP for ESEVT

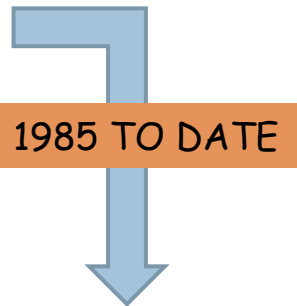
**... 30 YEARS OF APPLICATION OF THE ESEVT**

# 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
- **Veterinarians**
- Midwives
- Pharmacists
- Architects



**ESEVT**  
(EAEVE + FVE)



# ESEVT IS A COMPETENCE-BASED EVALUATION PROCESS



**DIRECTIVE 2013/55/EU:**

- knowledge, skills and **competences** in ...

**Annex V point 5.4.1:**

- list of subjects

- *ESEVT Day One Competences (close to OIE DOC)*

# PRINCIPLES OF THE ESEVT



- Focuses on **undergraduate veterinary education** to ensure a **comparably high standard** throughout the EU making the mutual recognition of qualifications
- Carried out by the **EAEVE** in co-operation with the **FVE** in full agreement with **ESG 2015** edited by **ENQA**
- Final decision taken by an independent body: **ECOVE**
- Based on the **application of SOP** previously approved and regularly updated.

# New SOP (Uppsala 2016)



The following principles have been respected:

- ) being in agreement with the last EU directives, the ENQA recommendations & the EAEVE Strategic Plan
- ) being harmonised with sister accreditation agencies
- ) making it simple, concise, clear and consistent

# New SOP (Uppsala 2016)



## Introduction

Ch 1: Basic documents for the recognition of professional qualifications and for Quality Assurance in the EU

Ch 2: ESEVT evaluation process

Ch 3: ESEVT Standards for Accreditation

## Annexes

The SOP is available on the EAEVE website:

**[www.eaeve.org/esevt/sop](http://www.eaeve.org/esevt/sop)**



# New SOP (Uppsala 2016)



**Annex 1. EU Directive on the recognition of professional qualifications (Directive 2013/55/EU)**

**Annex 2. List of subjects and Day One Competences**

**Annex 3. List of European Standards for QA in the European Higher Education Area**

**Annex 4. ESEVT Indicators**

**Annex 5. Deposits and fees for the ESEVT**

**Annex 6. Template and guidelines for the writing of the SER**

**Annex 7. Timetable and guidelines for the Visitation**

**Annex 8. Template and guidelines for the writing of the Visitation Report**

**Annex 9. Template and guidelines for the writing of the Re-visitation SER (RSER)**

**Annex 10. Timetable and guidelines for the Re-visitation**

**Annex 11. Template and guidelines for the writing of the Re-visitation Report**

**Annex 12. Timetable and guidelines for the Consultative Visitation**

**Annex 13. Template and guidelines for the writing of the Consultative Visitation Report**

**Annex 14. Template and guidelines for the Interim Report**

**Annex 15. Declaration stating the lack of conflicts of interest with the visited Establishment and the commitment to strictly respect the ESEVT SOP and the EAEVE Code of Conduct**

**Annex 16. Post-Visitation questionnaire**

**Annex 17. ESEVT transitional procedures between Budapest SOP and Uppsala SOP**

**Glossary**

# New SOP (Uppsala 2016)



**The following procedures have been respected:**

- ) **Elaboration:** in collaboration with members, staff, students and stakeholders
- ) **Decision:** EAEVE GA and FVE GA
- ) **Implementation and training:**
  - for VEEs: 1 seminar in each Region
  - for experts: e-learning + seminar + on site training
- ) .. **Quality Assurance loop:** Plan-Do-Check-Adjust

# ESEVT Uppsala SOP (2016)



**Four types of evaluation are organised by ESEVT:**

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

# ESEVT Uppsala SOP (2016)



## Self Evaluation Report

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.

# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 1. OBJECTIVES & ORGANISATION

- SWOT analysis
- Strategic Plan (list of objectives, plan, timeframe, indicators of achievement)
- Input from staff, students and stakeholders
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 2. FINANCES

- Sufficient budget to meet the objectives and guarantee the teaching, equipment and facilities update
- Transparent business plan for teaching, research, services
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 3. CURRICULUM

- Including all subjects listed in Directive 36/2005/EU
- Guaranteeing acquisition of Day-one competences
- Clinical training in all domestic species and disciplines
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 4. FACILITIES & EQUIPMENT

- Buildings, facilities and equipment well maintained and updated
- Running a Veterinary teaching Hospital 24/7
- Mobile clinic for Food-Producing Animals
- ...





# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

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

- Adequate number and variety of animals (healthy, diseased, cadavers, ... ) to meet the objectives
- Guarantee clinical hands-on training of students in all domestic species
- Supportive medical record system
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 6. LEARNING RESOURCES

- State-of-the-art information resources
- Library with qualified librarian and IT unit
- Timely resources of information (including E-learning platform) easily available for staff and students (Wi-Fi, VPN)
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 7. STUDENT ADMISSION, PROGRESSION & WELFARE

- Number of students consistent with resources
- Admission procedure consistent, fair and free of discrimination
- Support to students needs (physical, emotional, welfare)
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 8. STUDENT ASSESSMENT

- Clear assessment tasks and grading criteria
- Explicit mechanism to pass and to appeal
- Direct assessment of clinical skills and Day One Competences
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 9. ACADEMIC & SUPPORT STAFF

- Appropriate number of qualified staff
- Most teachers must be veterinarians trained to teach and to assess
- Balanced workload between teaching, research and services
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

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

- Significant and broad research activities of staff in order to provide research-based teaching and evidence-based veterinary medicine
- Students must have opportunities to participate in research programmes
- Establishment must provide advanced postgraduate degree programmes (PhD, internships, residencies, ..)
- ...



# ESEVT Uppsala SOP (2016)



## STANDARDS FOR ACCREDITATION

### 11. OUTCOME ASSESSMENT AND QUALITY ASSURANCE

The Establishment must:

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



# MAIN STEPS OF THE ESEVT

## Full visitation



- **Group of 8 visitors:** experts in Basic Sciences, Food Safety and Quality, Clinical Sciences Companion Animals, Clinical Sciences Food-Producing-Animals, 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**
- **Evaluation of the process and team (Post-visitation feedback)**



# MAIN STEPS OF THE ESEVT

## Full visitation



- **Objective:** verify the compliance with all ESEVT Standards and complete on the spot the SER: 'show me!'
  - Full (or substantial) compliance
  - Partial compliance (Minor Deficiency)
  - Non compliance (Major Deficiency)

# MAIN STEPS OF THE 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

# MAIN STEPS OF THE ESEVT

## Consultative Visitation



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



Confidential but useful report



# Members of EAEVE

August 2017



**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 Rep. 2, Hungary 1, Poland 4, Slovak Rep. 1, Slovenia 1**  
**Group 8: Bosnia-Herzegovina 1, Bulgaria 2, FYROM 1, Serbia 1, Turkey 13**



**100 VEEs in 33 countries, around 25 Visitations/year**

# Usefulness of ESEVT



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 requirement of the society

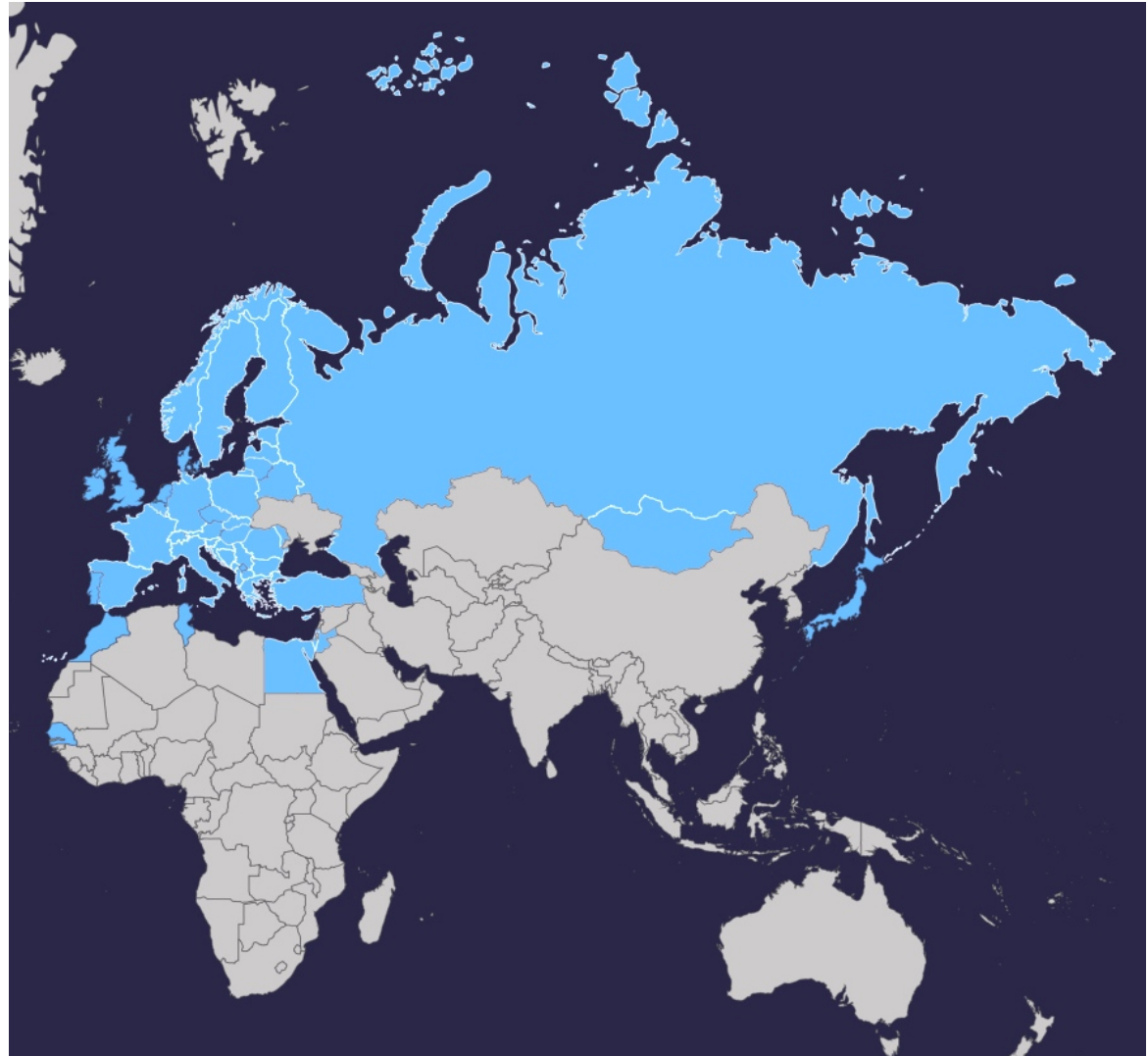
**From 20% (1997) to 80% (2017) (conditionally) accredited VEEs**

# Other countries (to be) evaluated by ESEVT



August 2017

**Egypt: 1**  
**Japan: 4**  
**Jordan: 1**  
**Mongolia: 1**  
**Morocco: 1**  
**Senegal: 1**  
**Russia: 4**  
**Tunisia: 1**  
...



# Areas of future development



- ) Further availability of ESEVT for non-European VEEs
- ) Further contribution to the exchange of teaching experiences between VEEs
- ) Further collaboration with national authorities for legal recognition of ESEVT