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

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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
- ✓ Principles of Quality Assurance (QA) implemented in the ESEVT: Internal QA processes
- ✓ Future directions of ESEVT from the QA perspective
- ✓ Concluding remarks

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VEEs (Europe, n=145)

All data are based on the response to the questionnaire on VEEs from each 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

Iceland

Finland 1
Sweden 1
Norway 1
Estonia 1
Latvia 1
Lithuania 1
Denmark 1
Belarus 2
Ireland 1
United Kingdom 7
NL 1
BE 2
LU
Germany 4
Poland 6
CZ 1
Ukraine
SK 1
AT 1
Hungary 1
Moldova 2
CH 2
SI 1
Italy 13
HR 1
BA 1
ME
Serbia 1
FYM 1
Romania 5
Bulgaria 2
France 4
Georgia 1
AM 1
Azerbaijan 1
Portugal 1
Spain 12
AL 1
Greece 1
Turkey 14
Malta

Russia

□ : Black sea

European Association of Establishments for Veterinary Education

The mission of the 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).

✓ The EAEVE/FVE evaluation system gives assurance to:

- the public – to know they can trust the quality of graduating veterinary surgeons and the service they deliver

- veterinary students – to know their education reaches agreed and acceptable standards

- veterinary establishments – to know that their curricula and School reaches agreed benchmarked levels

✓ state institutions – to know that national university/faculty are recognised on the EU level

Members of EAEVE

31st January 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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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
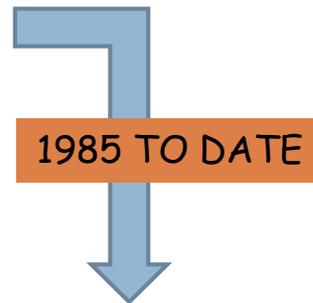
ESEVT

(EAEVE + FVE)

Directives 2005/36/EC & 2013/55/EU

L 354/132   EN   Official Journal of the European Union   28.12.2013

DIRECTIVE 2013/55/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 20 November 2013

amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System ('the IMI Regulation')

(Text with EEA relevance)

'3.   Training as a veterinary surgeon shall provide an assurance that the professional in question has acquired the following knowledge and skills:

(a) adequate knowledge of the sciences on which the activities of a veterinary surgeon are based and of the Union law relating to those activities;

(b) adequate knowledge of the structure, functions, behaviour and physiological needs of animals, as well as the skills and competences needed for their husbandry, feeding, welfare, reproduction and hygiene in general;

(c) the clinical, epidemiological and analytical skills and competences required for the prevention, diagnosis and treatment of the diseases of animals, including anaesthesia, aseptic surgery and painless death, whether considered individually or in groups, including specific knowledge of the diseases which may be transmitted to humans;

(d) adequate knowledge, skills and competences for preventive medicine, including competences relating to inquiries and certification;

(e) adequate knowledge of the hygiene and technology involved in the production, manufacture and putting into circulation of animal feedstuffs or foodstuffs of animal origin intended for human consumption, including the skills and competences required to understand and explain good practice in this regard;

(f) the knowledge, skills and competences required for the responsible and sensible use of veterinary medicinal products, in order to treat the animals and to ensure the safety of the food chain and the protection of the environment.';

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**.

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

- ✓ Self-evaluation Report, on-site visitation, Evaluation Report

- ✓ 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.

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

ECCVT

ECCVT Newsletter, Special edition
January 2015

ECCVT FOCUS 2015

All members of the European Coordinating Committee on Veterinary Training (ECCVT) worked intensively during the last year on all matters related to veterinary education, including assurance of the quality of veterinary training. The "European Association of Establishments for Veterinary Education" (EAEVE), the "European Board of Veterinary Specialisation" (EBVS) and the "Federation of Veterinarians of Europe" (FVE) have put together their views on veterinary education and at the beginning of 2015 they urge policy makers and all stakeholders to support harmonisation of veterinary education in Europe, as a prerequisite to guaranteeing the same level of veterinary services across the whole of our continent.

ECCVT Statement on Veterinary Education

Harmonisation of veterinary education:
fundamental for establishing EU citizens' trust in veterinary services

EAEVE and FVE provide the Standard for undergraduate veterinary education
The European System for the Evaluation of Veterinary Training is the tool

ECCVT

□ **13th October 2015, Brussels (21st meeting)**

  ■ **Update on revision of Directive on professional qualifications**
    ■ ESEVT: the way forward (ENQA, National Accreditation Bodies, FVO DG Santé as observer)

  ■ **ECCVT Objectives for 2016**
    ■ Promotion Day-1 competences in the secondary EU legislation *(Annex 2 of ESEVT Uppsala SOP 2016)*

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ESEVT is a competence-based evaluation process

ECCVT position paper on DAY ONE COMPETENCIES

F.   These day one competences are in agreement with the EU Directives, Regulations and Proposals related to veterinary professional qualifications, i.e.:

- Directive 2005/36/EC amended by Directive 2013/55/EU (on the recognition of professional qualifications);[i]
- Directive 2010/63/EU (on the protection of animals used for scientific purposes);
- Regulation 852/2004/EC (on the hygiene of foodstuffs);[ii]
- Regulation 853/2004/EC (on specific hygiene rules for food of animal origin);[iii]
- Regulation 854/2004/EC (on specific rules for the organisation of official controls on products of animal origin intended for human consumption);[iv]
- Regulation 1099/2009/EU (on the protection of animals at the time of killing);[v]
- Proposals on Regulation on Animal Health[vi] and Regulation on Official Controls[vii].
- OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality;[viii]
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)[ix]

OIE DAY-1 COMPETENCIES

Organisation Mondiale de la Santé Animale
World Organisation for Animal Health
Organización Mundial de Sanidad Animal

OIE

May 2012

PVS Pathway

OIE recommendations on the Competencies of graduating ... of National Veterinary Services

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FULLY COMPLIANT WITH ESEVT DAY-1 COMPETENCIES!

SOP 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.

ESEVT is a competence-based evaluation process

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Competency-based curriculum

ESEVT 'Uppsala' SOP May 2016

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WORLD ORGANISATION FOR ANIMAL HEALTH
Protecting animals, preserving our future

September 2013

>>>PVS
Pathway

**Veterinary Education
Core Curriculum
OIE Guidelines**

ESEVT & **OIE** CURRICULUM

FULLY COMPLIANT WITH EU DIRECTIVE 36/2005!

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Milestones in the implementation of ESEVT & quality control

QUALITY ASSESSMENT

2010-2013,	EAEVE 2nd Stage
2010/2011	Regulation of QAS
2006/2007	Establishment of a committee for quality control
2002/2003	Visitation procedure and getting the approved status
1999/2000	Preparation for 1. EAEVE evaluation
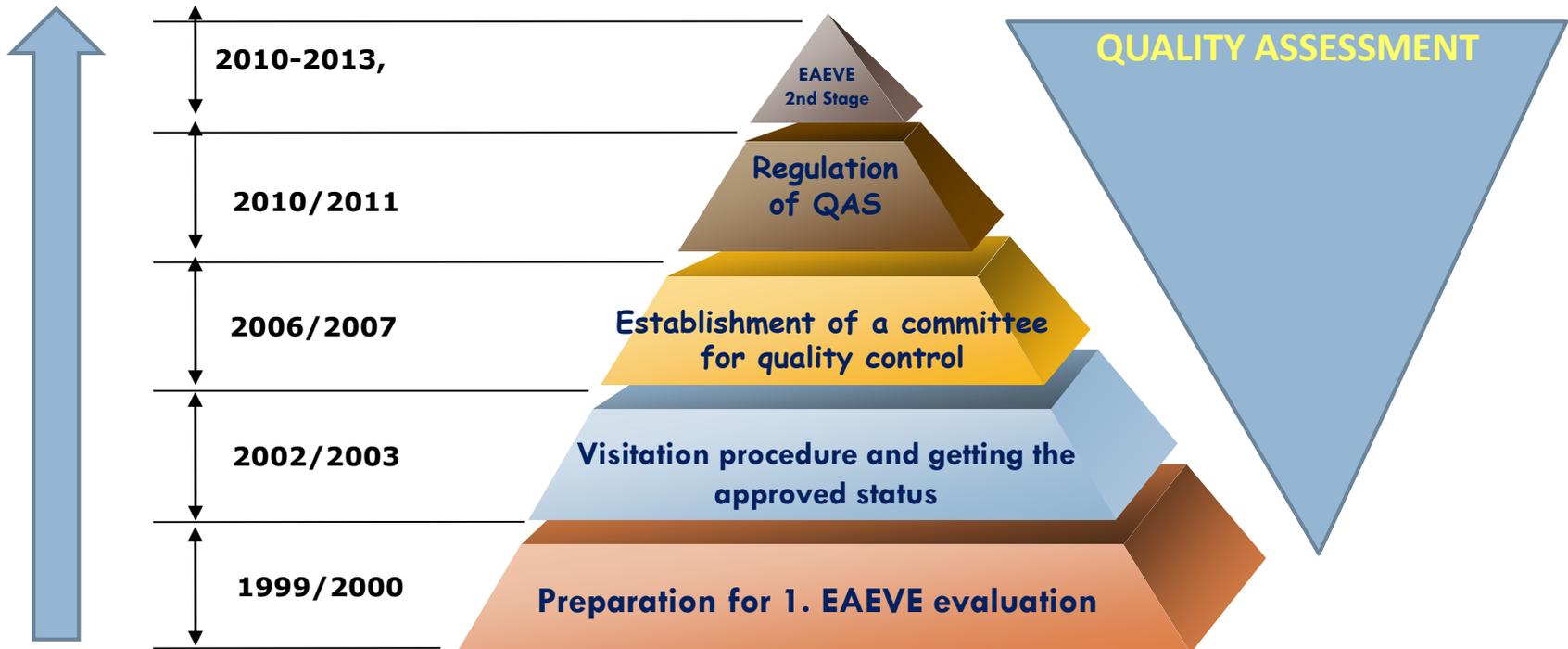
ESEVT Standards for Accreditation & Self Evaluation Report (SER)

✓ Standard 1: Objectives and Organisation

✓ Standard 2: Finances

✓ Standard 3: Curriculum

✓ Standard 4: Facilities and equipment

✓ Standard 5: Animal resources and teaching material of animal origin

✓ 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**

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)

Rubrics: an example

Standard 3: Curriculum (10 substandards)

Standard 3: Curriculum			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.			
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.			
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.			
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.			
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.			

QA: Standard 11

(10 substandards)

Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.			
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.			
11.3. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.			
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.			
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.			
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.			
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.			
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.			
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.			
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.			
C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)			

Four types of evaluation

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

Outcomes

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

Accreditation procedures followed by EAEVE members (n=74)
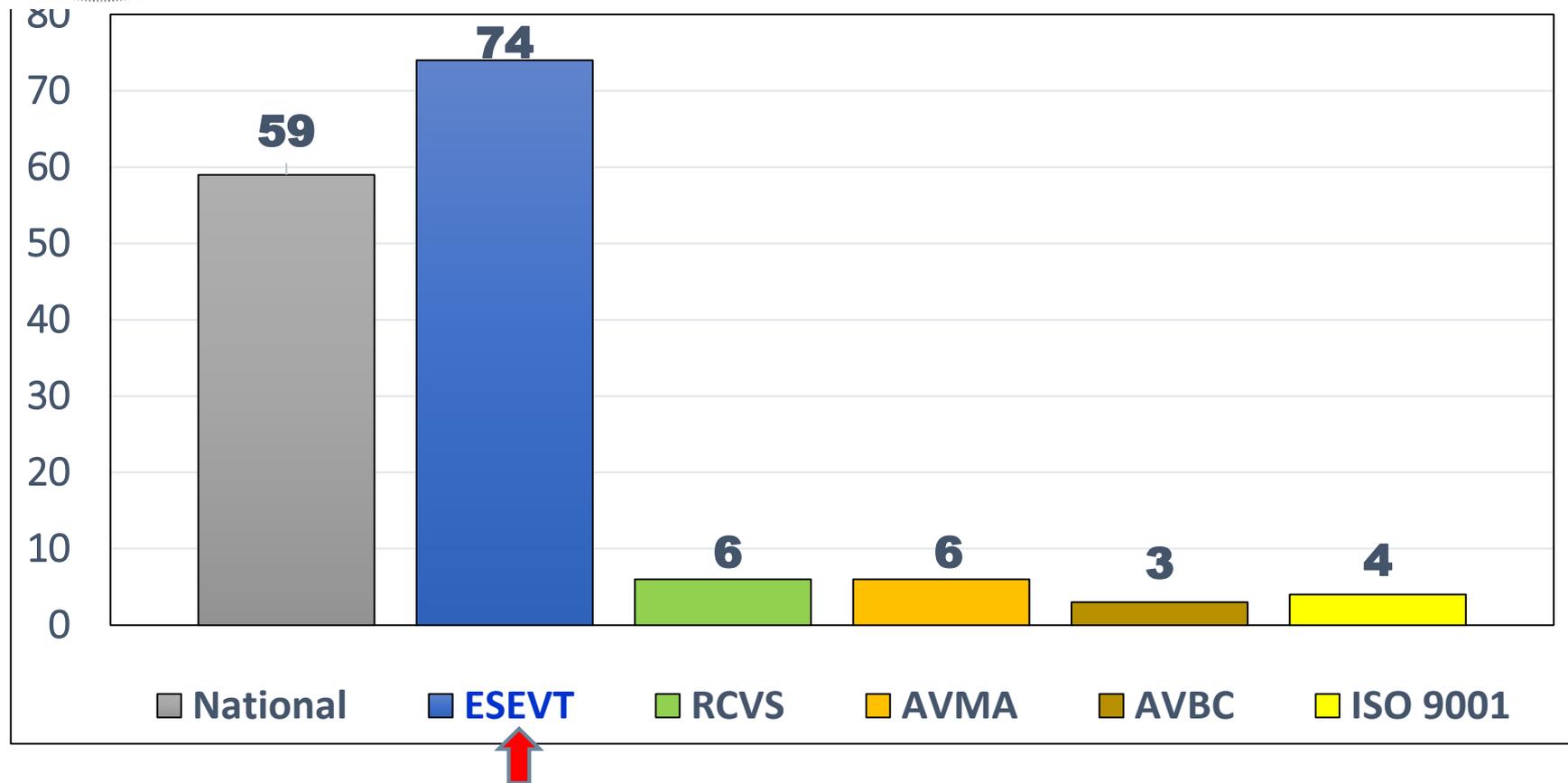
European System Evaluation of Veterinary Training (ESEVT)

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%)

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Internal QA processes

ESEVT-specific
- ✓ *feedback collection - questionnaires*
- ✓ *system-wide analyses*
- ✓ *expert e-learning*
- ✓ *ESEVT-specific CIQA tasks*

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

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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.
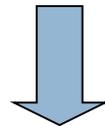
Development of a GLOBAL ACCREDITATION SYSTEM FOR VEEs

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*)
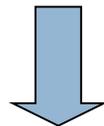
GLOBAL ACCREDITATION SYSTEM OF VEEs

The future of ESEVT

European vs. national accreditations

Formal recognition of ESEVTby 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 <u>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)</u>. 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."

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ESEVT and QA:
a summary

- ✓ ESEVT helps the internal QA Committee of any VEE to check in advance the ESEVT standards and sub-standards and to set measures needed for achieving full compliance with the standards prior to the periodic accreditation process.
- ✓ ESEVT principles of external QA also apply for ESEVT. EAEVE has applied for ENQA membership and has been evaluated in November 2017.
- ✓ Critical analysis of ESEVT and its QA makes part of the Self-Assessment Report (SAR) prepared for ENQA review.
- ✓ A Committee for Internal Quality Assurance (CIQA) helps EAEVE and its ESEVT to set up QA standards in all areas of their activities.
- ✓ SOP is discussed and regularly revised by all members of EAEVE and approved by its General Assembly, as well as by all main stakeholders.

Concluding remarks

✓ The guiding principle of quality systems of any Veterinary Faculty is to provide excellence in everything: from teaching quality to up-to-date research and organizational skills, all of which provide a complete support to students and staff, but also improves relations with colleagues, stakeholders and the society.

✓ The main goal of course should be the overall operations at the highest level, but with a comprehensive transparency, efficiency and equity in order to ensure confidence of students, stakeholders, and academics themselves in all VEE activities.

ACKNOWLEDGMENTS

- Members of EAEVE for their permanent activities in the field of QA

- Prof Alen Slavica, University of Zagreb for sharing selected slides

Thank you!

Quality Veterinary Emergency and Critical Care When You Need It