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

*(as approved by the EAEVE Executive Committee on 7 June 2023)*

***Forewords (to be read before the writing of the SER)***

*The SER is the cornerstone of the evaluation process. It must be the result of an in-depth review of the VEE and the education and training it provides to prepare its students to qualify to join the veterinary profession.*

*It is strongly recommended that the preparation of the SER begins about one year before the Full Visitation at the latest, involves key members of staff in its preparation and is approved by the VEE’s governing body.*

***Two months before the Full Visitation at the latest, the SER and its Appendices (in both PDF and Word format) and the two sheets of the Indicators (in Excel format) must be sent by the VEE to all members of the Full Visitation Team and to the EAEVE Office by e-mail, and it is up to the Visitors to decide whether they would like to receive a hard copy of the document in addition to the e-copy (it is the duty of the Liaison Officer to enquire about the Visitors’ preference in this respect before the SER due date). The EAEVE Office does not need to receive a hard copy of the SER.***

*The SER must be concise* ***(maximum 100 pages, without the Appendices, written in Times New Roman font, size 12, single spacing),*** *complete, accurate and written in English in agreement with this template. An inadequate SER may be considered by ECOVE as a Major Deficiency, e.g. non-compliance with Standard 1.5.*

*All Standards must be addressed with Factual Information, Comments (e.g. subjective information, current limiting factors of improvement) and Suggestions for Improvement (e.g. list of desired/planned/ongoing changes in descending order of importance). All the questions in the template must be answered. If there is no activity in the VEE which corresponds to the question, ‘not applicable’ must be stated.* ***The term ‘student’ used alone means undergraduate student.***

***The texts in italics in this template must be deleted in the final version of the SER.***

*Long lists of explanatory material and extracts of official texts must be excluded from the core SER and provided as Appendices (with cross-reference in the core SER) or provided during the Visitation in the Team room.*

*The SER and the Full Visitation Report, which are considered confidential until the final decision of ECOVE, are eventually published on the websites of the VEE, EAEVE and DEQAR.*

**Contents of the SER**

Introduction

Area 1. Objectives, Organisation and Quality Assurance Policy

Area 2. Finances

Area 3. Curriculum

Area 4. Facilities and equipment

Area 5. Animal resources and teaching material of animal origin

Area 6. Learning resources

Area 7. Student admission, progression and welfare

Area 8. Student assessment

Area 9. Teaching and support staff

Area 10. Research programmes, continuing and postgraduate education

List of ESEVT Indicators

Glossary

List of Appendices

**Introduction**

*Brief history of the VEE and of its previous ESEVT visitations (if any)*

*Main features of the VEE*

*Brief summary of the main developments since the last visitation (or, if there has not been a previous one, in the period since the veterinary degree programme began)*

*Major problems encountered by the VEE (whether resolved or not)*

*Version and date of the ESEVT SOP which is valid for the Full Visitation*

**Area 1. Objectives, Organisation and Quality Assurance Policy**

**Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of 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.**

**The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.**

*Description of the mission statement and the objectives*

*Description of how the VEE ensures that the provided core curriculum enables all new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession*

**Standard 1.2: The VEE 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.**

**The person responsible for the veterinary curriculumand the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.**

**The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.**

*Details of the VEE, i.e. official name, address, phone number, E-mail and website addresses, VEE’s Head, official authority overseeing the VEE*

*Organisational chart (diagram) of the VEE with a brief description of the decision-making process*

*List of departments/units/clinics with a very brief description of their composition and management (further information may be provided in the Appendices)*

*List of the councils/boards/committees with a very brief description of their composition/function/responsibilities and implication for staff, students and stakeholders (further information may be provided in the Appendices)*

*Description of the formal collaborations with other VEEs*

*Name and degrees of the person(s) responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH*

**Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE’s strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.**

*Summary of the VEE’s strategic plan with an updated SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) (the full Strategic Plan may be provided in the Appendices)*

*Summary of the VEE’s Operating Plan with timeframe and indicators of achievement of its objectives*

**Standard 1.4: The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.**

**The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.**

*Description of the global policy and strategy of the VEE for outcome assessment and Quality Assurance (QA), in order to demonstrate that the VEE:*

*-) has a culture of QA and continued enhancement of quality;*

*-) operates cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;*

*-) collects, analyses and uses relevant information from internal and external sources for the effective management of its programmes and activities (teaching, research, services);*

*-) informs regularly staff, students and stakeholders and involves them in the QA processes;*

*-) closes the loop of any QA Plan-Do-Check-Adjust (PDCA) cycles;*

*-) is compliant with the ESG Standards.*

**Standard 1.5: The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.**

**The VEE’s website must mention the VEE’s ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.**

*Description of how the VEE informs stakeholders and the public on:*

*-) its objectives,*

*-) its education, research and teaching activities,*

*-) employment destinations of past students*

*-) profile of the current student population*

*Description of how to access the VEE’s ESEVT status and the last ESEVT Self-Evaluation Report and Visitation Reports on the VEE’s website*

**Standard 1.6: The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.**

**Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**

*Description of how (procedures) and by whom (description of the committee structure) the strategic plan, the organisation, the activities and the QA policy are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

**Standard 1.7: The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.**

*Date of the last ESEVT visitation and description of how the deficiencies have been corrected and how it has been used to enhance quality*

Comments on Area 1

Suggestions for improvement in Area 1

**Area 2. Finances**

**Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).**

*Description of the global financial process of the VEE*

*Percentage (%) of margin paid as overhead to the official authority overseeing the VEE on revenues from services and research grants*

*Annual tuition fee for national and international students*

**Table 2.1.1. Annual expenditures during the last 3 academic years (AYs) (in Euros)**

*Area of expenditure AY\* AY-1 AY-2 Mean*

*Personnel*

*Operating costs*

*Maintenance costs*

*Equipment*

*Total expenditure*

*\* The last complete academic year prior to the Visitation*

**Table 2.1.2. Annual revenues during the last 3 academic years (in Euros)**

*Revenues source AY\* AY-1 AY-2 Mean*

*Public authorities*

*Tuition fee (standard students)*

*Tuition fee (full fee students)*

*Clinical services*

*Diagnostic services*

*Other services*

*Research grants*

*Continuing Education*

*Donations*

*Other sources\*\**

*Total revenues*

*\*\* Please specify*

**Table 2.1.3. Annual balance between expenditures and revenues (in Euros)**

*Academic year Total expenditures Total revenues Balance\*\*\**

*AY-2*

*AY-1*

*AY\**

*\*\*\* Total revenues minus total expenditures*

*Note: Tables 2.1.1., 2.1.2. and 2.1.3. may be replaced by the official financial reports of the VEE (translated in English) for the last three academic years*

*Estimation of the utilities (e.g. water, electricity, gas, fuel) and other expenditures directly paid by the official authority and not included in the expenditure tables*

**Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.**

**The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.**

*Description of the modus operandi for the financial management of the clinical and field services*

*Degree of autonomy of the VEE on the financial process*

**Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.**

*List of the ongoing and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding*

*Prospected expenditures and revenues for the next 3 academic years*

*Description of how (procedures) and by whom (description of the committee structure) expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

Comments on Area 2

Suggestions for improvement in Area 2

**Area 3. Curriculum**

***Definitions***

***Student****: undergraduate student.*

***Study programme***: *an undergraduate programme leading to the degree of a veterinarian.*

***Curriculum****: a detailed description of the study programme including theoretical, practical and clinical training.*

***Core subject****: compulsory subject taken by every student.*

***Elective subject****: a subject which each student must select from a list of possible alternatives (e.g. EPT); the inherent nature of an elective is that students make a decision and select; however, the total number of hours to be taken by each student out of the various subject groups should be stated.*

***Optional subject****: a subject which is available for undergraduate students but not compulsory.*

***Lectures****: theoretical teaching given to an entire or partial group of students. Teaching may be with or without the use of teaching aids or of demonstration animals or specimens. The essential characteristic is that there is no hands-on involvement of the students in the material discussed.*

***Seminars****:**(sometimes called tutorials or supervised group work): teaching sessions directed towards a smaller group of students during which they work on their own, or as a team, on part of the theoretical aspects, prepared from manuscript notes, photocopied documents, articles and bibliographic references. Information is illustrated and knowledge extended by the presentation of audio-visual material, exercises, discussions and, if possible, case work.*

***Core Clinical Training (CCT****): this is hands-on training identical for all students and provided/supervised/assessed by a teaching staff. It includes both the intra- and extra-mural clinical rotations and the ambulatory clinics; it includes work on healthy animals in a clinical environment, on organs and clinical subjects including individual patients and herds, making use of the relevant diagnostic data. Surgery and propaedeutical hands-on work on organ systems and on cadavers to practice clinical techniques, necropsy and diagnostic pathology are also classified as CCT.*

***Elective Practical Training (EPT****): these are elective training periods which are compulsory and complementary to the core curriculum. It may be taken either outside the VEE under the supervision of a qualified person (e.g. a practitioner) or intra-murally, the student being under the supervision of a teaching staff or a qualified person. They should be available to all students but, like all elective activities, their contents may vary from an undergraduate student to another (see Table 3.5.1.).*

***Supervised self-learning***: *it includes sessions of individual students making use of defined teaching material provided by the VEE with support from staff, if requested by the students, and with a final assessment (e.g. e-learning).*

***Laboratory and desk-based work***:*it includes teaching sessions where students themselves actively perform laboratory experiments, and use microscopes for the examination of specimens. It also includes work on documents and idea-formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).*

***Non-clinical animal work***: *These are**teaching sessions where students themselves work on healthy animals, on objects, dummies, products, carcasses etc. (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection. The use of a clinical studies labs (skill labs) with the inclusion of models and equipment designed to realistically mimic surgical and other “hands on” techniques, is included here.*

**Standard 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. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.**

**This concerns:**

* **Basic Sciences**
* **Clinical Sciences in companion animals (including equine and exotic pets)**
* **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
* **Veterinary Public Health (including Food Safety and Quality)**
* **Professional Knowledge including soft skills (e.g. communication, team working skills, management skills).**

**When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.**

**If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.**

*Description of the educational aims of the VEE and the general strategy for the design, resources and management of the curriculum*

*Description of the legal constraints imposed on curriculum by national/regional legislations and the degree of autonomy that the VEE has to change the curriculum*

*Description of how curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of the curriculum are identified and corrected*

*As a complement to Tables 3.1.1 to 3.1.5, an undergraduate curriculum digest/diagram must be provided as an Appendix of the SER and must include theoretical, practical and clinical training for each academic year.*

**Table 3.1.1. Curriculum hours in each academic year taken by each student**

*Academic years\* A B C D E F G H J*

*Year 1*

*Year 2*

*Year 3*

*Year 4*

*Year 5*

*Year 6*

*A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: EPT; H: others (specify -e.g. graduation thesis); J: total*

*\* An academic year may be subdivided into 2 semesters*

**Table 3.1.2. Curriculum hours taken by each student**

*Subjects A B C D E F G H*

***Basic subjects***

*Medical physics*

*Chemistry (inorganic and organic sections)*

*Animal biology, zoology and cell biology*

*Feed plants and toxic plants*

*Biomedical statistics*

***Specific veterinary subjects***

***Basic Sciences***

*Anatomy, histology and embryology*

*Physiology*

*Biochemistry*

*General and molecular genetics*

*Pharmacology, pharmacy and pharmacotherapy*

*Pathology*

*Toxicology*

*Parasitology*

*Microbiology*

*Immunology*

*Epidemiology*

*Information literacy and data management*

*Professional ethics and communication*

*Animal health economics and practice management*

*Animal ethology*

*Animal welfare*

*Animal nutrition*

***Clinical Sciences in companion animals (including equine and exotic pets)***

*Obstetrics, reproduction and reproductive disorders*

*Diagnostic pathology*

*Medicine*

*Surgery*

*Anaesthesiology and analgesia*

*Clinical practical training in common companion animals*

*Infectious diseases*

*Preventive medicine*

*Diagnostic imaging*

*Therapy in common companion animals*

***Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)***

*Obstetrics, reproduction and reproductive disorders*

*Diagnostic pathology*

*Medicine*

*Surgery*

*Anaesthesiology and analgesia*

*Clinical practical training in common food-producing animals*

*Infectious diseases*

*Preventive medicine*

*Diagnostic imaging*

*Therapy in common food-producing animals*

*Animal Production, including breeding, husbandry and economics*

*Herd health management*

***Veterinary Public Health (including Food Safety and Quality)***

*Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification*

*Control of food, feed and animal by-products*

*Zoonoses and their prevention*

*Food hygiene and environmental health*

*Basic food technology*

*A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total*

*Note: Subjects linked to* ***Professional Knowledge*** *(including soft skills, e.g. communication, team working skills, management skills) are incorporated within the subcategories and include inter alia Information literacy and data management, Professional ethics and communication, Animal health economics and practice management, Clinical practical training in common animal species, Herd health management and Veterinary legislation.*

**Table 3.1.3. Practical rotations under teaching staff supervision (excluding EPT)**

*Types List of practical rotations Duration Year of*

*(Disciplines/Species) (weeks) programme*

*Intra-mural clinics (VTH)*

*Ambulatory clinics*

*Herd Health Management*

*VPH (including FSQ)*

*Electives*

*Other (specify)*

**Table 3.1.4. Curriculum hours taken as electives for each student**

*Electives A B C D E F G H*

*Basic subjects*

*Basic Sciences*

*Clinical Sciences in companion animals (including equine and exotic pets)*

*Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)*

*Veterinary Public Health (including Food Safety and Quality)*

*A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: hours to be taken by each student per subject group*

**Table 3.1.5. Optional courses proposed to students (not compulsory)**

*Subjects A B C D E F G H*

*A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total*

*Description of the core clinical exercises/practicals/seminars prior to the start of the clinical rotations*

*Description (timing, group size per teacher, ...) of the core clinical rotations and emergency services (both intra-mural VTH and ambulatory clinics) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ...)*

*Description (timing, group size per teacher, ...) of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin*

*Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track)*

*Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) by all students*

**Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must 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.**

**The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.**

**The VEE must also describe how it encourages and prepares students for lifelong learning.**

*Description of how the VEE:*

*-) ensures that the study programmes meet the objectives*

*-) promotes a teaching environment conducive to learning*

*-) encourages and prepares students for self-learning and lifelong learning.*

**Standard 3.3: Programme learning outcomes must:**

* **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
* **include a description of Day One Competences**
* **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
* **be communicated to staff and students**
* **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

*Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes*

*Description of how the VEE ensures that the learning outcomes fit with the ESEVT Day One Competences*

*Description of how (procedures) and by whom (description of the committee structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised*

**Standard 3.4: The VEE 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**
* **perform ongoing reviews and periodic in-depth reviews of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
* **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

*Description of how (procedures) and by whom (description of the committee structure) the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

**Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their**

**experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.**

**EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.**

**EPT itself cannot replace the Core Clinical Training (CCT)1 under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)).** **A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.**

*Description of the organisation of the EPT and how it complements (but not replaces) the Core Clinical Training (CCT)*

**Table 3.5.1. Curriculum days of Elective Practical Training (EPT) for each student**

*Fields of Practice Minimum duration (weeks) Year of programme*

*Production animals (pre-clinical)*

*Companion animals (pre-clinical)*

*Production animals (clinical)*

*Companion animals (clinical)*

*VPH (including FSQ)*

*Others (specify)*

***1 Comparison CCT vs EPT***

|  |  |  |
| --- | --- | --- |
|  | ***Core Clinical Training*** | ***Elective Practical Training*** |
|  |  |  |
| ***Abbreviations*** | *CCT* | *EPT* |
| ***Content*** | *Clinical training in all common disciplines and species (rotations)* | *Additional training in some disciplines or species (clinical and/or pre-clinical)* |
| ***Audience*** | *Compulsory in the core curriculum* | *Compulsory in addition to the core curriculum* |
| ***Study programme*** | *Identical for all students* | *Elective* |
| ***Supervision*** | *Contracted teaching staff formally trained to teach and to assess* | *Qualified persons* |
| ***Site*** | *Intra- and/or extra-mural* | *Extra- and/or intra-mural* |
| ***Main objective*** | *Acquisition of Day One Competences (D1C)* | *Enhancement of students’ experience, professional knowledge and soft skills* |
| ***Monitoring*** | *Logbook* | *Logbook* |
| ***Assessment*** | *Formal assessment by the contracted teaching staff* | *Standardised evaluation by the qualified person* |
| ***Feedback from students*** | *Yes* | *Yes* |
| ***Further requirements*** | *Must include ambulatory clinics, herd health management, practical training in VPH (including FSQ)* | *May not replace CCT nor compensate for deficiencies in CCT* |

**Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.**

**There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.**

*Description of how the EPT providers are linked to the VEE (a copy of one of the agreements to be provided in the Appendices), assess the students and provide feedback to the VEE*

*Name of the teaching staff(s) responsible for the supervision of the EPT activities*

**Standard 3.7: Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.**

*Description of the implications of students in the preparation, recording and assessment of their EPT*

*Description of the complaint process in place concerning EPT*

Comments on Area 3

Suggestions for improvement in Area 3

**Area 4. Facilities and equipment**

**Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards**.

*Description of the location and organisation of the facilities used for the veterinary curriculum (surface area, distance from the main campus for extra-mural facilities, ...) (maps to be provided as Appendices)*

*Description of the strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones*

*Description of how the VEE ensures that all physical facilities comply with all relevant legislation*

**Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.**

**Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.**

*Short description (number, size, equipment, ...) of the premises for:*

*-) lecturing*

*-) group work (seminars, tutorials, ...)*

*-) practical work (laboratories, ...)*

*-) skill labs (preclinical stimulation-based training on dummies, ...)*

*Short description (number of rooms and places, ...) of the premises for:*

*-) study and self-learning*

*-) catering, canteens, ...*

*-) locker rooms*

*-) accommodation for on-call students*

*-) leisure activities*

*-) sanitary (toilets, washing and/or shower facilities, ...)*

*Brief description of the staff offices and research laboratories*

**Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:**

* **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
* **be of a high standard, well maintained and fit for the purpose**
* **promote best husbandry, welfare and management practices**
* **ensure relevant biosecurity**
* **take into account environmental sustainability**
* **be designed to enhance learning.**

*Description (number, size, species, ...) of the premises for housing:*

*-) healthy animals*

*-) research animals*

*-) hospitalised animals*

*Description (number, size, equipment, species, disciplines, ...) of the premises for:*

*-) clinical activities*

*-) diagnostic services including necropsy*

*-) others (specify)*

*Description of the equipment used for clinical services (diagnostic, treatment, prevention, surgery, anaesthesia, physiotherapy, ...)*

*Brief description of the premises (both intra-mural and extra-mural) used for the practical teaching of VPH (including FSQ) (slaughterhouses, foodstuff processing units, ...)*

**Standard 4.4: Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.**

**For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.**

**The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.**

**The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.**

*Description of the organisation and management of the VTH and ambulatory clinics (opening hours and days, on-duty and on-call services, general consultations, list of specialised consultations, hospitalisations, emergencies and intensive care, ...)*

*Description of how the VTH and ambulatory clinics are organised in order to maximise the hands-on training of all students*

*Statement that the VEE meets the national Veterinary Practice Standards*

**Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.**

*Description of how all students can have access to all relevant facilities*

**Standard 4.6: Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.**

*Description (number, size, species, ...) of the premises for housing isolated animals and how these premises guarantee isolation and containment of infectious patients*

**Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.**

*Description of how and by whom field veterinary medicine and Herd Health Management are taught to all students*

*Description of the vehicles and equipment used for the ambulatory clinic*

**Standard 4.8: The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU Standards, to ensure the safety of students and staff and animal welfare, and to prevent the spread of infectious agents.**

*Brief description (number, size, equipment, ...) of the vehicles used for:*

*-) transportation of students (e.g. to extra-mural facilities)*

*-) transportation of live animals*

*-) transportation of cadavers/organs*

**Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.**

*Description of how (procedures) and by whom (description of the committee structure) changes in facilities, equipment, biosecurity procedures (health & safety management for people and animals, including waste management) good laboratory practices and good clinical practices are decided, communicated to staff, students, stakeholders (and, if appropriate, to the public), implemented, assessed and revised*

*The VEE’s manual for biosecurity, health and safety must be provided as an Appendix (with a summary in English).*

Comments on Area 4

Suggestions for improvement in Area 4

**Area 5. Animal resources and teaching material of animal origin**

**Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled.**

**Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**

*Description of the global strategy of the VEE about the use of animals and material of animal origin for the acquisition by each student of Day One Competences (see Annex 2)*

*Description of the specific strategy of the VEE ensuring that each student receives the relevant Core Clinical Training (CCT) before graduation, e.g. number of patients examined/treated by each student, balance between species, balance between clinical disciplines, balance between first opinion and referral cases, balance between acute and chronic cases, balance between consultations (day patients in the clinic) and hospitalisations, balance between individual medicine and population medicine*

*Description of the procedures developed to ensure the welfare of animals used for educational and research activities*

*Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed*

**Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training**

*Species AY\* AY-1 AY-2 Mean*

*Cattle*

*Small ruminants*

*Pigs*

*Companion animals*

*Equine*

*Poultry & rabbits*

*Aquatic animals*

*Exotic pets*

*Others (specify)*

*\* The last complete academic year prior to the Visitation*

**Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, ...)**

*Species AY\* AY-1 AY-2 Mean*

*Cattle*

*Small ruminants*

*Pigs*

*Companion animals*

*Equine*

*Poultry & rabbits*

*Exotic pets*

*Others (specify)*

**Table 5.1.3. Number of patients\*\* seen intra-murally (in the VTH)**

*Species AY\* AY-1 AY-2 Mean*

*Cattle*

*Small ruminants*

*Pigs*

*Companion animals*

*Equine*

*Poultry & rabbits*

*Exotic pets*

*Others (specify)*

*\*\* Each patient must be officially recorded in the electronic patient record system of the VEE and must be individually examined/treated by at least one student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as one single patient, even if it has been examined/treated by several departments/units/clinics.*

**Table 5.1.4. Number of patients\*\* seen extra-murally (in the ambulatory clinics)**

*Species AY\* AY-1 AY-2 Mean*

*Cattle*

*Small ruminants*

*Pigs*

*Companion animals*

*Equine*

*Poultry & rabbits*

*Exotic pets*

*Others (specify)*

*\*\* Each patient must be officially recorded and must be individually examined/treated by at least one student under the supervision of at least one member of staff. Each live animal affected by one specific clinical episode is counted as one single patient.*

**Table 5.1.5. Percentage (%) of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 & 5.1.4)**

*Species AY\* AY-1 AY-2 Mean*

*Cattle*

*Small ruminants*

*Pigs*

*Companion animals*

*Equine*

*Poultry & rabbits*

*Exotic pets*

*Others (specify)*

**Table 5.1.6. Cadavers used in necropsy**

*Species AY\* AY-1 AY-2 Mean*

*Cattle*

*Small ruminants*

*Pigs*

*Companion animals*

*Equine*

*Poultry & rabbits*

*Aquatic animals*

*Exotic pets*

*Others (specify)*

**Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management**

*Species AY\* AY-1 AY-2 Mean*

*Cattle*

*Small ruminants*

*Pigs*

*Poultry*

*Rabbits*

*Aquatic animals*

*Others (specify)*

**Table 5.1.8. Number of visits in slaughterhouses and related premises for training in VPH (including FSQ)**

*Species AY\* AY-1 AY-2 Mean*

*Ruminant slaughterhouses*

*Pig slaughterhouses*

*Poultry slaughterhouses*

*Related premises \*\**

*Others (specify)*

*\*\* Premises for the production, processing, distribution or consumption of food of animal origin*

*Description of how (procedures) and by whom (description of the committee structure) the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

**Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.**

*Description of the organisation and management of the external sites (teaching farms, ...) and the involvement of students in their running (e.g. births, milking, feeding, ...)*

**Standard 5.3: The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.**

*Description of how and by whom the nursing care skills are implemented and taught to undergraduate students*

*Description of the group size for the different types of clinical training (both intra-murally and extra-murally) to guarantee hands-on training of all students*

*Description of the hands-on involvement of students in clinical procedures in the different species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anaesthesia, routine surgery, euthanasia, necropsy, report writing, client communication, biosecurity procedures, ... (both intra-murally and extra-murally)*

*Description of the procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management*

**Standard 5.4: Medical records for patients seen intra- and extramurally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.**

*Description of the patient record system, its completion, its availability to staff and students and how it is used to efficiently support the teaching, learning, research, and service programmes of the VEE*

Comments on Area 5

Suggestions for improvement in Area 5

**Area 6. Learning resources**

**Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.**

*Description of the general strategy of the VEE on learning resources*

*Description of how the procedures for access to and use of learning resources are taught to staff and students*

*Description of how (procedures) and by whom (description of the committee structure) the learning resources (books, periodicals, databases, e-learning, new technologies, ..) provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

**Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.**

**The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE’s core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).**

*Brief description of the main library of the VEE:*

*-) staff (FTE) and qualifications*

*-) opening hours and days*

*-) annual budget*

*-) facilities: location in the campus, global space, number of rooms, number of seats*

*-) equipment: number of computers, number of electrical connections for portable PC*

*-) software available for bibliographical search*

*Brief description of the subsidiary libraries (if any)*

*Brief description of the IT facilities and of the e-learning platform (dedicated staff, hardware, software, available support for the development by staff and the use by students of instructional materials)*

*Description of the accessibility for staff and students to electronic learning resources both on and off campus (Wi-Fi coverage in the VEE and access to resources through a hosted secured connection, e.g. Virtual Private Network (VPN))*

**Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.**

*Brief description of:*

*-) the number of veterinary books and periodicals*

*-) the number of veterinary e-books and e-periodicals*

*-) the number of other (e)books and (e)periodicals*

*-) the available learning resources to students, including electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum)*

*-) the organisation and supervision of the skill labs*

Comments on Area 6

Suggestions for improvement in Area 6

**Area 7. Student admission, progression and welfare**

**Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.**

**In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.**

**Formal cooperation with other VEEs must also be clearly advertised.**

*Description of how the educational programmes, learning outcomes, admission procedures and requirements for national and foreign students, progression and certification, tuition fees, academic calendar, collaborations with other VEEs, etc. are advertised to prospective students*

**Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.**

**Table 7.2.1. Number of new veterinary students admitted by the VEE**

*Type of students AY\* AY-1 AY-2 Mean*

*Standard students*

*Full fee students*

*Total*

*\* The last complete academic year prior to the Visitation*

**Table 7.2.2. Number of veterinary undergraduate students registered at the VEE\*\***

*Year of programme AY\* AY-1 AY-2 Mean*

*First year*

*Second year*

*Third year*

*Fourth year*

*Fifth year*

*Sixth year*

*Total*

*\*\*This table should be filled in for each study programme in case of more than one study programmes*

**Table 7.2.3. Number of veterinary students graduating annually**

*Type of students AY\* AY-1 AY-2 Mean*

*Standard students*

*Full fee students*

*Total*

**Table 7.2.4. Average duration of veterinary studies**

*Duration % of the students who graduated in AY\**

*+ 0\*\**

*+ 1 year*

*+ 2 years*

*+ 3 years or more*

*\*\* The total duration of the studies matches the minimum number of years of the programme (e.g. 5 or 6 years)*

**Table 7.2.5. Number of postgraduate students registered at the VEE**

*Programmes AY\* AY-1 AY-2 Mean*

*Interns*

*Residents*

*PhD students*

*Others (specify)*

**Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.**

**The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.**

**Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**

*Description of the admission procedures for standard students:*

*-) selection criteria*

*-) policy for disabled and ill students*

*-) composition and training of the selection committee*

*-) appeal process*

*-) advertisement of the criteria and transparency of the procedures*

*Description of the admission procedures for full fee students (if different from standard students)*

*Description of how the VEE adapts the number of admitted students to the available educational resources (facilities and equipment, staff, healthy and diseased animals, material of animal origin) and the biosecurity and welfare requirements*

*Description of the prospective number of new students admitted by the VEE for the next 3 academic years*

**Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.**

*Description of the policies and procedures dedicated to applicants with disabilities*

**Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.**

**The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.**

*Description of:*

*-) the progression criteria and procedures for all students*

*-) the remediation and support for students who do not perform adequately*

*-) the advertisement to students and transparency of these criteria/procedures*

*Description of the rate and main causes of attrition*

*Description of how (procedures) and by whom (description of the committee structure) the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

**Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.**

**The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**

*Description of the mechanisms for the exclusion of students*

*Description of the appeal processes*

**Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation**.

**There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).**

*Description of the services available for students (i.e. registration, teaching administration, mentoring and tutoring, career advice, listening and counselling, assistance in case of illness, impairment and disability, clubs and organisations, ...)*

*Description of the mechanisms for resolution of student grievances*

**Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.**

*Description of the mechanisms allowing students to provide their needs, complaints, comments and suggestions to the VEE*

Comments on Area 7

Suggestions for improvement in Area 7

**Area 8. Student assessment**

**Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.**

*Description of the general student’s assessment strategy of the VEE*

*Description of the specific methodologies for assessing the acquisition of:*

*-) theoretical knowledge*

*-) pre-clinical practical skills*

*-) clinical practical skills*

*-) soft skills (e.g. communication skills, team working skills, dealing with pressure, strong work ethic, positive mental attitude, flexibility, time management, self-confidence, dealing with criticism, ...)*

**Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.**

**The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.**

**Mechanisms for students to appeal against assessment outcomes must be explicit.**

*Description of the processes for ensuring the advertising and transparency of the assessment criteria/procedures*

*Description of the processes for awarding grades, including explicit requirements for barrier assessments*

*Description of the processes for providing to students a feedback post-assessment and guidance for requested improvement*

*Description of the appeal processes against assessment outcomes*

**Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.**

*Description of how (procedures) and by whom (description of the committee structure) the students’ assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

*Description of the link between learning outcomes and assessment design*

**Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.**

**The VEE 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.**

*Description of the system to certify student achievement of learning outcomes in the different subjects, years of study, etc.*

*Description of the strategy to encourage students to take an active part in the learning process*

**Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.**

*Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as described in the ESEVT Day One Competences (see Annex 2)*

Comments on Area 8

Suggestions for improvement in Area 8

**Area 9. Teaching and support staff**

***Definitions***

***Teaching staff****: This category is in charge of core curriculum training. It includes contracted staff who have been granted a veterinary degree (or another university degree), have acquired the relevant expertise in their respective disciplines, have been formally trained to teach and assess students and provide up-to-date, evidence-based and research-based education.*

*There are two categories of teaching staff:*

***Academic staff:*** *professors (or equivalent) employed full- or part-time by a VEE; holding a PhD (or equivalent) and being able to demonstrate their ability in veterinary research and in their teaching speciality, which should ideally be recognised by a national or international diploma. They must be formally trained to teach and to assess (i.e. advanced level) and receive regular follow-up training, e.g. one-day training per year on new methods in teaching and assessing; this training may be more general and not necessarily focused on veterinary medicine.*

***Non-academic teaching staff:*** *interns, residents, assistants, PhD students, certified specialists or practitioners contracted by the VEE. They must be formally trained to teach and to assess (i.e. intermediate level) and act under the supervision of academic staff. They are involved for a minimum of 10% and for a maximum of 50% of their annual workload (e.g. 10 residents employed half-time (50%) for clinical training of undergraduate students + 8 PhD students employed quarter-time (25%) for practical training of undergraduate students = 7 FTEs).*

* *Researchers, invited speakers, unpaid lecturers, practitioners supervising the EPT and other persons who only occasionally contribute to the training of students* ***are not included in the teaching staff tables*** *but must be reported for information in the SER.*

***Support staff****: This category includes staff who are dedicated to administrative, teaching or research tasks related to students, and to care of facilities, equipment and/or animals in the VEE. They act under the supervision of teaching staff. The support staff involved with teaching must have received some training to teach (i.e. basic level).*

***Qualified persons****: This category is in charge of EPT. They hold a recognised degree and have extensive experience and ability for supervising EPT. They are not considered as ‘teaching staff’ which is devoted to CCT. They must have received some training to teach (i.e. basic level), agree to follow the VEE’s code of conduct and rules for EPT and have an agreement with the VEE and student(s).*

***Research staff****: This category includes scientists whose main task is to conduct research work, although they may occasionally participate in teaching.*

***Permanent staff****: staff who have a permanent contract and are paid by the VEE’s core funding (public funding and/or tuition fees) (budgeted posts).*

***Temporary staff****: staff who have a fixed-term contract and are paid by service income, research grants, contract research, ... (non-budgeted posts).*

**Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.**

**A formal quality-assured programme of teacher training1 (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staffinvolved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.**

**Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**

*Description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles (e.g. good teaching and assessing practices, knowledge of up-to-date (e-)learning resources, biosecurity and QA procedures, …)*

***1 General guidelines on the minimum training to teach and to assess for each category of teachers (to be used as a general guiding reference and amended as necessary for the writing of the SER, taking into account the local characteristics and peculiarities of the VEE):***

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Basic level*** | ***Intermediate level*** | ***Advanced level*** |
|  |  |  |  |
| ***Persons concerned*** | *EPT providers and support staff involved with teaching* | *Non-academic teaching staff* | *Academic staff* |
|  |  |  |  |
| ***Code of conduct*** | ** | ** | ** |
| ***ESEVT Day One Competences (D1C)*** | ** | ** | ** |
| ***GCP (good clinical practice)*** | ** | ** | ** |
| ***Practical & clinical teaching (basic)*** | ** | ** | ** |
| ***Practical & clinical teaching (advanced)*** |  | ** | ** |
| ***Teaching methodologies*** |  | *-* | ** |
| ***Teaching tools*** |  | ** | ** |
| ***Assessment methodologies*** |  | *-* | ** |
| ***Assessment tools*** |  | ** | ** |
| ***QA loops in teaching and assessment*** | *-* | *-* | ** |
| ***Minimum duration of the initial training*** | *4 h* | *16 h* | *24 h* |
| ***Annual update*** | *-* | *-* | ** |
| ***Format*** | *physical, online or e-learning* | *physical, online or e-learning* | *physical, online or e-learning* |

**Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE’s mission.**

**A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.**

**Table 9.2.1. Teaching staff\*\* involved with the core veterinary programme**

*Type of contract AY\* AY-1 AY-2 Mean*

*Academic staff (FTE)*

*Interns (FTE)*

*Residents (FTE)*

*PhD students (FTE)*

*Certified specialists (FTE)*

*Practitioners (FTE)*

*Others (specify) (FTE)*

*Total (FTE)*

*\* The last complete academic year prior to the Visitation*

*\*\* All staff included in this table must be contracted by the VEE and have received a training to teach and to assess undergraduate students. Qualified persons/practitioners involved with EPT are not included in this table.*

**Table 9.2.2. Percentage (%) of veterinarians in teaching staff**

*Type of contract AY\* AY-1 AY-2 Mean*

*Permanent (FTE)*

*Temporary (FTE)*

**Table 9.2.3. Support staff of the veterinary programme**

*Type of contract AY\* AY-1 AY-2 Mean*

*Permanent (FTE)*

*Temporary (FTE)*

*Total (FTE)*

**Table 9.2.4. Research staff of the VEE**

*Type of contract AY\* AY-1 AY-2 Mean*

*Permanent (FTE)*

*Temporary (FTE)*

*Total (FTE)*

*Prospected number of FTE teaching and support staff of the veterinary programme for the next 3 academic years*

*Description of the formal programme for the selection and recruitment of the teaching staff and their training to teach and assess students (including continuing education)*

*Description of the formal programme for the selection, recruitment and training to perform their specific duties (including continuing education) of the support staff*

*Description of the formal rules governing outside work, including consultation and private practice, by staff working at the VEE*

**Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.**

**Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**

*Description of the peculiarities of the work contract for teaching staff (e.g. permanent versus temporary, balance between teaching, research and services, continuing education, ...)*

**Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.**

**Staff must have the opportunity to contribute to the VEE’s direction and decision-making processes.**

**Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**

*Description of the programmes dedicated to teaching and support staff for:*

*-) their professional growth and development*

*-) the appraisal and promotion procedures*

*-) the mentoring and supporting procedures*

*-) their implication in the decision-making processes*

**Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.**

*Description of the formal system in place for assessing the teachers by the students*

*Description of how (procedures) and by whom (description of the committee structure) the strategy for allocating, recruiting, promoting, supporting and assessing teaching and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

Comments on Area 9

Suggestions for improvement in Area 9

**Area 10. Research programmes, continuing and postgraduate education**

**Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences.** **Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).**

*Description of how the research activities of the VEE and the implication of most teaching staff in it contribute to research-based veterinary education*

**Table 10.1.1. List of the major funded research programmes in the VEE which wereongoing during the last complete academic year prior the Visitation (AY\*)** *(this table may be substituted by a VEE list of ongoing research projects)*

*Scientific topics: grant/year (€) Duration (Yrs)*

*..*

*..*

**Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.**

*Description of how (undergraduate) students:*

*-) are made aware of the importance of evidence-based medicine, scientific research and lifelong learning;*

*-) are initiated into bibliographic search, scientific methods and research techniques, and the writing of scientific papers*

*Description of how undergraduate students are offered to participate in research programmes on a non-compulsory or compulsory basis*

*Description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment*

**Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.**

**Table 10.3.1. Number of students registered at postgraduate clinical training**

*Training: AY\* AY-1 AY-2 Mean*

*Interns:*

*Companion animals*

*Equine*

*Production animals*

*Others (specify)*

*..*

*Total*

*Residents:*

*EBVS disciplines (specify)*

*..*

*..*

*Total*

*Others (non-EBVS programmes) (specify)*

*..*

*\* The last complete academic year prior to the Visitation*

**Table 10.3.2. Number of students registered at postgraduate research training**

*Degrees: AY\* AY-1 AY-2 Mean*

*PhD*

*Others (specify)*

*..*

*Total*

**Table 10.3.3. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses)**

*Programmes: AY\* AY-1 AY-2 Mean*

*..*

*..*

**Table 10.3.4. Number of attendees to continuing education courses provided by the VEE**

*Courses: AY\* AY-1 AY-2 Mean*

*..*

*..*

*Prospected number of students registered at post-graduate programmes for the next 3 academic years*

*Description of how the postgraduate clinical trainings of the VEE contribute to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided*

*Description of how the continuing education programmes provided by the VEE are matched to the needs of the profession and the community*

**Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.**

*Description of the mechanism used by the VEE to ensure that its research activities contribute to research-based education*

*Description of how (procedures) and by whom (description of the committee structure) research, continuing and postgraduate education programmes organised by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised*

Comments on Area 10

Suggestions for improvement in Area 10

**ESEVT Indicators** *(see Annex 4)*

*Complete the Excel file and include here the raw data and the calculated Indicators (i.e. both sheets of the Excel file)*

Comments on the Indicators

Suggestions for improvement on Indicators

**Glossary**

*Please use the same terminology and abbreviations as in the ESEVT SOP when possible*

**List of Appendices** *(to be provided separately and not in the SER)*

-) Current teaching staff, qualifications, their FTE, teaching responsibilities and departmental affiliations

-) Units of study of the core veterinary programme (including clinical rotations, EPT and graduation thesis): title, reference number, ECTS value, position in curriculum (year, semester), whether it is compulsory or elective, hours and modes of instruction, learning outcomes and their alignment with the ESEVT Day One Competences

-) Maps of the VEE and the intra-mural and extra-mural facilities used in the core veterinary programme

-) Written assessment procedures for QA

-) List of scientific publications from the VEE’s teaching staff in peer-reviewed journals during the last three academic years

-) Other relevant documents *(specify)*

*The information to be contained in the Appendices must be carefully selected so that useful information is not swamped by large amounts of unnecessary detail. A hard copy of additional information may be provided on-site in the Team room.*