



**Report of the fifth meeting of the  
European Coordinating Committee on Veterinary Training (ECCVT)**

**held on Wednesday 30 October 2007**

**In the Office of FVE, 1 Rue Defacqz, B-1000 Brussels**

The meeting was attended by:

For **EAEVE**: Marcel Wanner (president), Stefano Romagnoli,

For **EBVS**: Frank Gasthuijs (president), Jens Arnbjerg, Riitta-Mari Tulamo

For **FVE**: Walter Winding (president), Karin Östensson, Christophe Buhot,  
(replacing Rémi Gellé)

Jan Vaarten (secre)

**1. Welcome and Opening**

Frank Gasthuijs opened the meeting and welcomed all participants, especially Riitta-Mari Tulamo and Walter Winding, both attending the meeting for the first time. Apologies were received from Ljiljana Pinter (EAEVE) and Rémi Gellé (FVE) who was replaced by Christophe Buhot.

**2. Adoption of Agenda**

The agenda was adopted without changes.

**3. Minutes of the 4<sup>th</sup> meeting of ECCVT**

Some writing errors were corrected.

Karin Östensson came back to her remark about the protection of specialist titles and the objectives of EU Commission's DG Internal Market (to create an open market). She said she would send a written comment.

Karin Östensson also remarked that in her opinion the expression "post graduate education" should be used in the context of research and preparing a PhD thesis.

The minutes were adopted.

Members

Austria  
Belgium  
Bosnia-Herzegovina  
Bulgaria  
Croatia  
Cyprus  
Czech Republic  
Denmark  
Estonia  
Finland  
France  
FYROM  
Germany  
Greece  
Hungary  
Iceland  
Ireland  
Italy  
Latvia  
Lithuania  
Luxembourg  
Malta  
Netherlands  
Norway  
Poland  
Portugal  
Romania  
Serbia  
Slovak Republic  
Slovenia  
Spain  
Sweden  
Switzerland  
Turkey  
United Kingdom

Observers

Albania  
Ukraine

Sections

UEVP  
Practitioners

EASVO  
State Officers

UEVH  
Hygienists

EVERI  
Veterinarians in  
Education, Research

President

Walter Winding

Vice-President

Ljiljana Marku  
Rainer Schneiche  
Stephen War  
Margareta Wide

**4. Minutes of the meeting of the General Assembly of EBVS held in Brussels in April 2007**

The minutes of this meeting were discussed. The point raised in last ECCVT meeting about the quality of some of the Colleges was taken up by EBVS.

Looking at all Colleges EBVS realized that some of them were in trouble. Certain colleges did not function well enough and in some of them there was an unbalance between the numbers of diplomats and residencies. All Colleges should have clear objectives and there should be a need for a specialist.

Findings were presented to the Colleges and they were encouraged to solve the problems. Frank Gasthuijs said that he was not sure if all Colleges would be able to do so. It might be that 1 or more colleges would have to stop its activities.

Christophe Buhot said that France supported the work of EBVS and that France would only recognize specialists coming from fully approved colleges. This could help to put some extra pressure on the Colleges.

Marcel Wanner explained that in his opinion there is no market for Diplomats in nutrition. A habilitation or a PhD was seen as more important for a scientific career.

**5. Minutes of the meeting of the General Assembly of FVE held in Krakow in June 2007**

Walter winding gave an oral report about the meeting, and more in particular about the board elections and the presentation by guest speaker Dr C. Brusckhe from the OIE.

Stefano Romagnoli asked about the development of EVERI. Walter Winding replied that it developed well but that it was still very much depended on the work of a few motivated people. This small group should be extended. Stefano Romagnoli then asked for the exact objective of the group. Karin Östensson replied that there is a large group of veterinarians that do not find a platform in the traditional groups. The reason was to open up for those people, to create a forum where they could bring up issues and where they could find ways to collaborate. EVERI has no intention to parallel e.g. EAEVE, to evaluate education or other things already taken up by other groups

Frank Gasthuijs referred to the EASVO recommendations about vector borne diseases and multi resistant bacteria. Christophe Buhot remarked that antimicrobial resistance is a problem. The World Health Organization tended to believe that it were the vets who were to blame for it, something which is not correct. Marcel Wanner suggested that FVE should organize a conference about this subject.

**6. Minutes of the meeting of the General Assembly of EAEVE held in Konya in June 2007**

Marcel Wanner reports that this meeting was perfectly organized by the Turkish colleagues. The most important item for discussion was the adoption of the SOP.

It will be implemented from January 2008 onwards; however Terramo was already visited according to the new SOP. The Annexes to the SOP were approved.

Furthermore EAEVE decided to open an office in Vienna (0.5 fte). The EAEVE annual fees were increased to 1000 euros.

Marcel Wanner said that he expects that in the future the visits for evaluation and accreditation will be combined. Karin Östensson on the other hand was of the opinion that schools could only apply for accreditation after they were evaluated and the visitation report was accepted by JEC. Moreover the team of experts for the two visits should be different.

In the following discussion members of ECCVT spoke about the value of the system. Some of the schools with serious deficiencies benefited from the evaluation by using the report to convince their governments about the need to invest. Marcel Wanner reported about the global meeting on accreditation in Melbourne, he attended in May. Other participants were the Americans, the Asian group, the South African group, and RCVS. All groups came with 3 delegates, except for the Americans, they came with 10 and they constantly tried to dominate the meeting. They even said that EAEVE was “a joke” because it had no consequences if a school was not approved. EAEVE was pushed out of the global accreditation system. All parties were invited to come to the working meeting in Chicago with 2 delegates, and EAEVE only with 1 observer.

There is a need for more political support to strengthen the system; the problem however is that in Europe diplomas are given by the national governments, which don't look at the evaluation system.

Christophe Buhot made a link with the Community Animal Health Policy. We should put our finger on the spot and trigger DG SANCO. UEVP did not want to accept the free movement of veterinarians from not approved schools.

According to Stephano Romagnoli United States' schools, which were denied the accreditation, could no longer graduate students. The same applied for the Asian Australian system.

It was agreed to develop a common strategy to work on this item. As the base of the problem seemed to be ineffective legislation we should work to obtain further legal advice. Christophe Buhot offered to ask Euralia for the legal aspects.

Karin Östensson suggested making a working group. The following persons were proposed as members for the working group: Hans Henrik Dietz, Christophe Buhot / Karin Östensson and Frank Gasthuijs.

EAEVE will take the lead and invite the persons. They are expected to report back at the next ECCVT meeting in April.

## **7. Up date Annex V of the Directive on the Recognition of Professional Qualifications**

The new list proposed by Frank Gasthuijs (see Annex I to this report) is discussed and adopted by ECCVT.

After approval by the organizations it could be forwarded to the EU Commission

## **8. List of definitions.**

Karin Östensson gave an explanation of to the proposal she circulated (see Annex II to this report).

In the discussion it was agreed that life long learning would relate professional education. There should also be a differentiation between more research oriented PhD and more practical oriented diplomats. Propaedeutics: to learn basic tools and methods, to prepare for the basics. Karin Östensson asked to receive more words so that she could expand the list. EBVS also has a list. Frank Gasthuijs will send it to Jan V.

## **9. Up date on CAM in EAEVE meeting 2008 in Denmark**

Marcel Wanner told that EAEVE will have some items on complementary and alternative medicines on the agenda of the education conference that will be held in Copenhagen in 2008. Karin Östensson recommended presentation by a Swedish person she knew. It was noted that there was a growing interest for this part of the market. Walter Winding said that it was clear that a market was something different from science. On the other hand we should not act as Don Quichotte. CAM is not uniform, it is not always black or white, and some treatments might be well proven.

## **10. CPD system**

Christophe Buhot explained the system developed by UEVP. He wished to be assured that it had the support of ECCVT before it would be presented to the UEVP GA.

Karin Östensson remarked that the quality should be assured by an independent and objective body. There should be a national reference point for CPD. One should refer to the national accreditation board. Walter Winding said that according to him Austria would certainly welcome the proposal. In Austria the system was ruled by the Chamber, they would like to work in accordance with national standards.

One could consider the statutory bodies to overview the education courses that are offered and in the future there could be a link to the license to practice.

CPD was seen as an important point to fight against deregulation

## **11. Meeting of European Association of Universities**

The association is not limited to the area of the EU, also European countries outside the EU can be a member. At this moment 600 universities from 46

countries are member. The main item on the agenda of its last meeting was the implementation of the Bologna declaration. Academia, sectoral professions, and students were invited. Most participants came from the northern countries, no representatives from “below Switzerland”

Signing the declaration and implementation is a national competence. There is no legal implication. It is not included in EU Directive 2005/36

In Switzerland the national government had signed but the universities fall under the responsibility of the cantons.

The idea of the Bologna declaration was to harmonize the European area of university education.

In the meeting there was much criticism on the Directive on Professional recognition because all annexes are copied from the old ones from 1978.

## **12. AOB**

Walter Winding asked Marcel Wanner about the status of the development of the accreditation. The information received from ENQA appeared to be inconsistent.

Marcel Wanner said that with the opening of the office in Vienna there will be a better communication with ENQA.

Marcel Wanner added that they now had a contract with Robin Oakley for a minimum of 6 evaluations per year. There also is a contract with Prof Bernd Hoffman for the co-ordination of the remaining evaluations. Under the new SOP evaluations last 3 days. On the morning of the 3<sup>rd</sup> day the report is written. It is then discussed with the school in the afternoon of the same day. The system is better organized and more efficient. Karen Östenson asked if the evaluation was also evaluated. Quality assurance is key.

## **13. Future ECCVT meetings**

- Friday 11 April 2008, EAEVE chairing
- Tuesday 7 October 2008, FVE chairing

Both meetings will be held in the office of FVE, 1 Rue Defacqz, B-1000 Brussels.

## **14. End of the meeting**

Frank Gasthuijs thanked all participants for their input and closed the meeting.

## ANNEX I

Proposal for Directive 2005/36: Annex V

Second version (23/04/07, FG)

### **A. Basic subjects:** orientated towards veterinary medicine

- Physics
- Chemistry (inorganic and organic sections)
- Animal biology, zoology, ethnography (???), cell biology
- Feed plant biology and toxicology
- Biomedical statistics and information acquisition

### **B. Specific subjects**

#### **Ba. Basic sciences**

- Anatomy, histology, embryology and topography
- Physiology
- Biochemistry
- General and molecular genetics
- Pharmacology, pharmacy and pharmacotherapy
- Toxicology
- Parasitology, bacteriology, mycology, virology, prion diseases and zoonoses
- Immunology
- Epidemiology and environmental health
- Professional ethics

#### **Bb Clinical sciences**

- Obstetrics, reproduction and reproductive disorders
- Pathology, pathological anatomy, necropsy, and teratology
- Clinical medicine and surgery including anesthesiology
- Clinical training in all common domestic animal species
- Preventive medicines and vaccines
- Medical imaging
- Veterinary state medicine and public health
- Veterinary legislation, forensic health and certification
- Therapy in all common domestic animal species
- Propaedeutics of all common domestic animal species
- Animal nutrition of all common domestic animal species
- Immunopathology
- Animal ethology and welfare

### **C. Animal production**

- Animal production and breeding
- Herd health management and economics
- Animal husbandry
- Veterinary hygiene

### **D. Food quality and safety**

- Inspection and control of animal foodstuffs (feed ???) or foodstuff of animal origin including environmental chemistry
- Food hygiene and technology including analytical chemistry
- Practical work in places for slaughtering and processing of food

## ANNEX II

### **1. Post graduate education**

In one source it says, which is questionable, that there are four main types of qualification studied for at the postgraduate level: academic and vocational degrees, and academic and vocational *certificates and diplomas*. Another source is, however, stating that post graduate education involves studying for [degrees](#) or other qualifications for which a [Bachelor's degree](#) is required.

The fact that the word “graduate” is used indicates that it means upgrading your graduation degree (implying: “to a higher academic degree”). According to my experience that is also how it is most commonly used: “Post graduate education” is a well established expression for research education (PhD) after graduation. My suggestion is therefore that it is best to stick to that definition: “Upgrading the original graduation degree, for veterinarians usually to a PhD”. There are exceptions in some countries with a shorter research education degree for which “post graduate education” should also be relevant to use.

### **2. Lifelong learning (LLL)**

Life long learning is partly attitudinal; that one can and should be open to new ideas, decisions, skills or behaviors. Learning one set of skills at school or university is no longer sufficient to carry people throughout their working life, mainly due to the acceleration of scientific and technological progress. Lifelong learning requires provision of learning opportunities at all ages and in numerous contexts: at work, at home and through leisure activities, not just through formal channels such as [school](#) and [higher education](#). Lifelong education is also explained as a form of [pedagogy](#) often accomplished through [distance learning](#) or [e-learning](#), [continuing education](#), [home-schooling](#) or [correspondence courses](#). One source states that “it also includes [postgraduate](#) programs for those who want to improve their qualification or retrain for a new line of work”. I believe that the latter is very rarely meant by using the LLL expression. LLL could be used for “all” kind of learning to upgrade your professional knowledge except for post graduate education, according to its “definition” above.

### **3. Continuing/continuous education**

Continuing education is about that people should create and maintain a continuous learning cycle through life and it appears to be equivalent to LLL. The term includes a broad spectrum of post-secondary learning activities such as degree credit courses by non-traditional students, non-degree career training, workforce training, formal personal enrichment courses (both on-campus and online) self-directed learning (such as through Internet interest groups, clubs or personal research activities) and experiential learning as applied to problem solving.

General continuing education is similar to [adult education](#), at least in being intended for adult learners, especially those beyond traditional [undergraduate college](#) or [university](#) age. It is assumed that *the student already has an education and is simply continuing it*. Continuing education is often used as a “synonym” to “[professional development](#)”.

*Professional continuing education* is a specific learning activity generally characterized by the issuance of a certificate of Continuing Education Units (CEU) for the purpose of documenting attendance at a designated seminar or course. [Licensing](#) bodies in different fields impose a continuing education requirement on members who hold licenses to practice within a particular profession. Depending on the field, this education is provided through college or university coursework, extension courses or conferences and seminars attendance.

#### 4. Propaedeutic course

In relation to our discussion at the last ECCVT-meeting about the list of subjects in the annex to the EU-directive 2005/36 we discussed the definition of “propaedeutic course”. Does it, by definition, really mean what it commonly (?) stands for in veterinary curricula etc: A course preparing for the *clinical* studies - as it is also described e.g. at the website of the University of Ghent (the course “Propaedeutics of large domestic animals, with clinical training”):

“The first chapters of this course are about taking the case history, the observation of the patient from a distance and the techniques that are used for a full physical exam. This is followed by a detailed description of the examination of the body temperature, the respiratory system, the cardiovascular system, the digestive system, spleen, liver, the urinary system, lymph nodes and the nervous system. Finally a short overview is given on the techniques in different species for administering an injection and for blood sampling. These lectures are supplemented with demonstrations of patients and practical work on faculty animals.”  
(University of Gent.)

According to the definition (in contrast to the previous words and expressions) “propaedeutic” is an expression old enough to make it possible to find in traditional dictionaries) the word is not especially related to veterinary or clinical aspects but is a preparatory course for anything e.g. law studies. This can be compensated for by adding "clinical".

#### DEFINITION

**propaedeutics** – prepares for and serves as an introduction to acquiring of (knowledge in) an art or science; a course that provides an introduction to an art or science (or to more advanced study generally)

It originates in: propaideuein, *to teach beforehand* : pro-, *before*; + paideuein/*paide'*-véin, *to teach* (from pais, *child*).