

## **Guiding Notes on the Preparation of a Visitation Report for Stage 1**

The new *SOPs* including *Instructions for Visiting Team Experts* can be found on the new EAEVE Website at [www.eaeve.org](http://www.eaeve.org), access to members only section by member and caracas.

The attached is the format of the new-style visitation report. It will vary in concept from the old-style report in the fact that it will not repeat what has been painstakingly prepared by the establishments in the SER. The days of pasting large sections and tables from the SER directly into the visitation report are in the past.

*It is now assumed, that the end readers of the final visitation report will have access to the relevant SER.*

The report is intended to be a compilation of individual pages, one per chapter or section, in the format of brief reports containing only the important salient features and suggestions in the well established format of Findings, Comment and Suggestions. Conciseness is of ultimate importance. As you will notice, my intention of having only 15 to 20 pages per report is impracticable, but 26 to 30 maximum are feasible and that should be set as our aim.

Following initial review of your particular sections of the SER, you can probably draft some findings and comments and list a number of key questions which you need to get answered during the visitation. I would appreciate receiving your preliminary notes electronically prior to the visitation. This will enhance the chance of having a satisfactory report by the end of the visitation.

Gräfelfing, 10. June 2009

Dr. Robin G. Oakley, EAEVE Evaluation/Accreditation Programme Director

**European Association of Establishments for Veterinary Education**

**and the Federation of Veterinarians of Europe**

**European System of Evaluation of Veterinary Training**

**REPORT ON THE VISIT TO THE FACULTY OF**

**VETERINARY MEDICINE OF \_\_\_\_\_**

**on \_\_\_\_\_**

**EXPERT GROUP**

*Expert visitor on training in basic sciences*

*Expert visitor on training in clinical sciences*

*Expert visitor on training in clinical sciences*

*Expert visitor on training in animal production*

*Expert visitor on training in food safety*

*Student Member*

*EAEVE programme coordinator*

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## **INTRODUCTION**

*This item will be completed by Coordinator &/or Chair*

## **1. OBJECTIVES & STRATEGY**

### **1.1 Findings:**

### **1.2 Comments**

### **1.3 Suggestions**

*Questions to cover:*

- 1) Clear statement of objectives?*
- 2) Do the objectives cover the total education programme adequately?*
- 3) Is undergraduate education the primary reason for the existence and funding of the establishment?*

## **2. ORGANISATION**

### **2.1 Findings**

### **2.2 Comments**

### **3.2 Suggestions**

*Queries to answer:*

- 1) Brief structure and organization summary*
- 2) Does Faculty have adequate influence on University policy?*
- 3) Is it suitably “autonomous” i.e. does it have adequate flexibility?*
- 4) Effective structure for decision making?*
- 5) Are departments coordinated amongst themselves in terms of use of resources?*

### **3. FINANCES**

#### **3.1 Findings**

#### **3.2 Comments**

#### **3.3. Suggestions**

*Queries to be covered:*

- 1) Short summary of financial and budgetary structure and who controls it?*
- 2) Any additional income generated?*
- 3) Is level of funding adequate?*
- 4) Is there a good balance between capital spends and running costs?*
- 5) Is there a good balance between research and teaching funding?*
- 6) How much autonomy to allocate budget?*

## **4. CURRICULUM**

### **4.1 GENERAL ASPECTS**

#### **4.1.1 Findings**

#### **4.1.2 Comments**

#### **4.1.3 Suggestions**

*Queries to cover:*

- 1) Seems as in SER or indicate variances?*
- 2) Curriculum fixed by law or otherwise?*
- 3) Important to verify clinical training figure in SER corresponds to supervised intensive hands-on clinical training in small groups. Note: extramural vacation work or large group demonstrations should not be included as clinical work*
- 4) Curriculum balance and coverage OK?*
- 5) Comment on practical : theory ratio*
- 6) Ratio of clinical work : lectures and practical work must be checked with SOP*
- 7) Ratio of theory : practical and clinical work must be checked with SOP*
- 8) Comment on courses integration, electives & extramural work arrangements*

## 4.2 BASIC SUBJECTS & SCIENCES

### 4.2.1 Findings

### 4.2.2 Comments

### 4.2.3 Suggestions

*Queries to be covered:*

- 1) *Do basic subjects form part of the internal curriculum or are they taught elsewhere?*
- 2) *How are carcasses handled for anatomy and pathology with relation to chilling/freezing, hoists, trolleys, changing facilities and disposal?*
- 3) *Do incoming students have adequate basic knowledge?*
- 4) *Are items taught in basic sciences brought into relation to later courses?*
- 5) *Adequacy of hours and course materials as well as balance between practical and theoretical work?*
- 6) *Is there adequate hands-on participation by students in anatomy and pathology?*
- 7) *Are the groups too large?*

## **4.3 ANIMAL PRODUCTION**

### **4.3.1 Findings**

### **4.3.2 Comments**

### **4.3.3 Suggestions**

*Queries to be covered:*

- 1) Is there a working farm where students can do practical work on animal production?*
- 2) Is there any early exposure to handling of farm animals for city students?*
- 3) Are there sufficient hours of teaching in animal production and is there a good balance between practical and theory?*
- 4) Is agronomy taught and where (silage production, pasture management and use of particular feeds/plants etc.?)*
- 5) Is animal production teaching well integrated with related subjects i.e. herd-health management and ailments caused by poor or in-balanced nutrition?*
- 6) Does the teaching of forensic and state veterinary medicine cover the principles of certification with regard to animal transportation?*

## **4.4 CLINICAL SCIENCES**

### **4.4.1 Findings**

### **4.4.2 Comments**

### **4.4.3 Suggestions**

- 1) Does the establishment operate an emergency veterinary service in which students participate and is the latter compulsory or voluntary?*
- 2) Does the establishment operate a mobile clinic and how do students participate in the activities?*
- 3) Are students covered by liability insurance during extramural work?*
- 4) Are allocated hours adequate and in balance with the curriculum?*
- 5) Are disciplines integrated and well coordinated and is there a satisfactory balance between species?*
- 6) Is each student getting adequate hands-on clinical teaching*
- 7) Brief comment on adequacy of facilities, environment, organization, caseload, necropsy case load, staff and support staff?*
- 8) Are adequate opportunities offered for each student to handle parturitions, dystocias, displaced abomasums, traumatic reticulitis, milk fever , acetonaemia?*
- 9) Would all students be able to perform an ovaro-hysterectomy on a cat alone?*

## **4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH**

### **4.5.1 Findings**

### **4.5.2 Comments**

### **4.5.3 Suggestions**

*Queries to be covered:*

- 1) Briefly comment on structure of practical training i.e. practicals, slaughterhouse, processing plants etc.*
- 2) How is food hygiene course linked to animal production, pathology, pharmacology & toxicology incl. residues and withdrawal times and parasitology?*
- 3) Is training mostly internal on-site or external?*
- 4) How is inspection experience in milk, cheese, fish, meat, poultry offered?*
- 5) Do all students have training in the slaughterhouse?*

## **4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS**

**4.6.1 Findings                      3 categories**

**4.6.2 Comments                    3 categories**

**4.6.3 Suggestions                 3 categories**

*List available electives*

## **5. TEACHING QUALITY & EVALUATION**

### **5.1 TEACHING METHODOLOGY**

#### **5.1.1 Findings**

#### **5.1.2 Comments**

#### **5.1.3 Suggestions**

*Queries or topics to be covered:*

- 1) Brief summary of teaching methodology used*
- 2) Are specific learning objectives set for subject and courses?*
- 3) Do students work from teachers`scripts or textbooks or other information technology form?*
- 4) Is problem-oriented teaching used?*
- 5) How are courses and teaching evaluated?*
- 6) Is teaching mostly theoretical or has practical application a higher rang of importance?*
- 7) How much real-life clinical exposure opportunity is offered i.e. hands-on work, 24-hour duty, acute cases, case responsibility, caser follow-up, interaction with clients, practice management etc.?*

## **5.2 EXAMINATIONS**

### **5.2.1 Findings**

### **5.2.2 Comments**

### **5.2.3 Suggestions**

*Queries to cover:*

- 1) How often are students examined and when?*
- 2) Are there external examiners?*
- 3) How many times can a student retake?*
- 4) Are examination structured or piecemeal?*
- 5) Is the examination system effective and does it require students to have to sit and pass examinations in basic subjects and foundation subjects before continuing on to the later disciplines.*

## **6. PHYSICAL FACILITIES & EQUIPMENT**

### **6.1 GENERAL ASPECTS**

#### **6.1.1 Findings**

#### **6.1.2 Comments**

#### **6.1.3 Suggestions**

*Queries to be covered:*

- 1) Brief description of facilities with observations on age, suitability etc.*
- 2) Adequacy of lecture rooms, laboratory and dissection/necropsy halls?*
- 3) Vehicle availability to transfer students from site to site or to external establishments?*
- 4) Health and safety items i.e. biohazard warnings, fire extinguishers, eye washes, sluices, chemicals, medicines and dangerous drugs storage?*
- 5) Adequate facilities for training in food hygiene, carcass handling, access to slaughterhouse, provision of laboratories for microbiology, toxicology, organoleptics and residue work?*
- 6) Comment on suitability of site in terms of size, area, local animal caseload, access, transport etc. and availability of suitable equipment for teaching and research?*

## **6.2 CLINICAL FACILITIES & ORGANISATION**

### **6.2.1 Findings**

### **6.2.2 Comments**

### **6.2.3 Suggestions**

*Queries to cover:*

- 1) Make brief overview of facilities indicating departmental responsibilities*
- 2) Are there diagnostic laboratory facilities and do they carry out external work?*
- 3) Comment on clinical facilities and organization of clinical services.*
- 4) Is there a 24h emergency care service, adequate hospitalization/treatment  
?isolation facilities and/or mobile clinic?*
- 5) Are there possibilities for additional animal materials from stables, farms, kennels,  
game reserves etc?*

## **7. ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN**

### **7.1 Findings**

### **7.2 Comments**

### **7.3 Suggestions**

*Queries to be covered:*

- 1) What sources are available which provide access to animal material?*
- 2) Is there a working farm where students can do practical work in the animal production subjects?*
- 3) Ratios students graduating : clinical caseload pets / livestock / necropsies*
- 4) Adequate fresh chilled or prepared material for anatomy?*
- 5) Adequate necropsy material and is it balanced?*
- 6) Are adequate clinical materials available to enable staff to maintain or develop their skills and is there a reasonable balance between small animal and large animal cases?*
- 7) Are the students given adequate exposure to slaughtering of various species as well as to materials for supporting food hygiene training?*

## **8. LIBRARY & EDUCATIONAL RESOURCES**

### **8.1 Findings**

### **8.2 Comments**

### **8.3 Suggestions**

*Queries to be covered:*

- 1) Brief overview of library facilities*
- 2) Number of journals subscribed to and on-line services?*
- 3) Exchanges with other university libraries?*
- 4) Central library indexing?*
- 5) Departmental libraries, accessible easily to students?*
- 6) Are journals, periodicals, standard texts sufficient?*
- 7) Is the balance teaching : research acceptable?*
- 8) Are the opening hours student-friendly and are there adequate staff?*
- 9) Do students use the library well and are they trained to use it?*
- 10) Do students really have access to departmental libraries?*

## **9. ADMISSION & ENROLMENT**

### **9.1 Findings**

### **9.2 Comments**

### **9.3 Suggestions**

*Queries to be covered:*

- 1) Is a selection procedure in operation and is it legal?*
- 2) Is there a “numerous clauses” and what are the criteria used?*
- 3) What is the link between budget and the number of students?*
- 4) Does the intake take account of the national need for veterinarians?*
- 5) Does the admission procedure result in students who have the aptitude, knowledge base and motivation for veterinary studies?*
- 6) Does the admission procedure take into account the limitations of the resources available?*
- 7) Is there a high drop-out rate and what are the reasons?*
- 8) Does the admission process result in access inequalities?*

## **10. ACADEMIC & SUPPORT STAFF**

### **10.1 Findings**

### **10.2 Comments**

### **10.3 Suggestions**

*Queries to be covered:*

- 1) Ratio of teaching staff : students is?*
- 2) Ratio of teaching staff to support staff is ?*
- 3) How and by whom are all staff appointments and staffing levels decided?*
- 4) Percentage of staff who are veterinarians?*
- 5) Comment on staff ratios in relation to the SOP.*
- 6) Comment on staff shortage or mis-proportion*
- 7) Can staff move within the establishment?*
- 8) Are posts which fall vacant automatically filled or must they be fought for?*
- 9) Are certain staff able to be flexibly deployed i.e. for clinical services etc.?*
- 10) Does the establishment encourage staff to acquire additional skills and training?*
- 11) How free is the establishment to decide staffing levels and benefits?*

## **11. CONTINUING EDUCATION**

### **11.1 Findings**

### **11.2 Comments**

### **11.3 Suggestions**

*Queries to be covered:*

- 1) Is Continuing Professional Education (CPE) in the objectives?*
- 2) Is a CPE programme in place?*
- 3) Who is the CPE programme aimed at (practitioners, state veterinarians, specialists, production animal/herd health veterinarians, small animal veterinarians)?*
- 4) How is the CPE structured?*

## **12. POSTGRADUATE EDUCATION**

### **12.1 Findings**

### **12.2 Comments**

### **12.3 Suggestions**

*Queries to be covered:*

- 1) Outline the types and structure of post graduate research training*
- 2) How many interns and residents are enrolled?*
- 3) Does a Masters or Ph.D programme exist and what structured training is given?*
- 4) Are there minimum publication requirements for postgraduates?*

## **13. RESEARCH**

### **13.1 Findings**

### **13.2 Comments**

### **13.3 Suggestions**

*Queries to be covered:*

- 1) Briefly outline the research commitment and concepts*
- 2) Is there sufficient use of existing research to introduce undergraduates to the concepts?*
- 3) Is the research effort cohesive or fragmented?*
- 4) Is there a clear research strategy within the establishment?*

**EXECUTIVE SUMMARY**

*Will be written by Coordinator &/or Chair*