

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

The most recent **SOPs** including *Instructions for Visiting Team Experts* can be found on the new EAEVE Website at www.eaeve.org, access to members only section by [member](#) and [caracas](#). Stage 1 experts please consider carefully Annexes **IIIa**, **IV**, **Va** and **VI** 3.1 & 4

The attached is the revised and improved format of the Stage 1 visitation report. Please note that it is now assumed, that the end readers of the final visitation report will have access to the relevant SER. The major change is that at the request of ECOVE the questions to be answered are inserted **in red** at the beginning of each chapter or section and will remain in the Final Report for reference.

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.

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.

The Introduction and Executive Summary will normally be completed by either the Coordinator or the Chairperson.

Gräfelfing, 05 May 2010

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

European Association of Establishments for Veterinary Education
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 (Academic)

Expert Visitor on Training in Clinical Sciences (Practitioner)

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 Chairperson

1 OBJECTIVES & STRATEGY

Questions to be covered:

- 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?*

1.1 Findings

1.2 Comment

1.3 Suggestions

2 ORGANISATION

Questions to be covered:

- 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?'*

2.1 Findings

2.2 Comments

2.3 Suggestions

3 FINANCES

Questions 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?*

3.1 Findings

3.2 Comments

3.3 Suggestions

4 CURRICULUM

4.1 GENERAL ASPECTS

Questions to be covered:

- 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*

4.1.1 Findings

4.1.2 Comments

4.1.3 Suggestions

4.2 BASIC SUBJECTS & SCIENCES

Questions 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?*

4.2.1 Findings

4.2.2 Comments

4.2.3 Suggestions

4.3 ANIMAL PRODUCTION

Questions 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?*

4.3.1 Findings

4.3.2 Comments

4.3.3 Suggestions

4.4 CLINICAL SCIENCES

Questions to be covered:

- 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? 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?*

4.4.1 Findings

4.4.2 Comments

4.4.3 Suggestions

4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH

Questions 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?

4.5.1 Findings

4.5.2 Comments

4.5.3 Suggestions

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

Questions to be covered:

List available electives

4.6.1 Findings 3 categories

4.6.2 Comments 3 categories

4.6.3 Suggestions 3 categories

5 TEACHING QUALITY & EVALUATION

5.1 TEACHING METHODOLOGY

Questions 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.?

5.1.1 Findings

5.1.2 Comments

5.1.3 Suggestions

5.2 EXAMINATIONS

Queries to be covered:

- 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.*

5.2.1 Findings

5.2.2 Comments

5.2.3 Suggestions

6 PHYSICAL FACILITIES & EQUIPMENT

6.1 GENERAL ASPECTS

Questions 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, the 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?*

6.1.1 Findings

6.1.2 Comments

6.1.3 Suggestions

6.2 CLINICAL FACILITIES & ORGANISATION

Questions to be covered:

- 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?*

6.2.1 Findings

6.2.2 Comments

6.2.3 Suggestions

7 ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN

Questions 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?*

7.1 Findings

7.2 Comments

7.3 Suggestions

8 LIBRARY & EDUCATIONAL RESOURCES

Questions 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?*

- 8.1 Findings**
- 8.2 Comments**
- 8.3 Suggestions**

9 ADMISSION & ENROLMENT

Questions 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?*

- 9.1 Findings**
- 9.2 Comments**
- 9.3 Suggestions**

10 ACADEMIC & SUPPORT STAFF

Questions 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?*

- 10.1 Findings**
- 10.2 Comments**
- 10.3 Suggestions**

11 CONTINUING EDUCATION

Questions 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?*

11.1 Findings

11.2 Comments

11.3 Suggestions

12 POSTGRADUATE EDUCATION

Questions 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 PhD programme exist and what structured training is given?*
- 4) Are there minimum publication requirements for postgraduates?*

12.1 Findings

12.2 Comments

12.3 Suggestions

13 RESEARCH

Questions 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?*

13.1 Findings

13.2 Comments

13.3 Suggestions

EXECUTIVE SUMMARY

Will be written by Chairperson or Coordinator

Annex 1 Indicators

Ratio	Numerator/Denominator raw	1/Denominator	Established range of denominators	Notes
R1			8.85-10.42	
R2			8.75/12.54	
R3			10.62-12.62	
R4			4.91-7.21	
R5			0.53-2.20	
R6			0.51-0.36	
R7			1.88-2.21	
R8			0.51-7.87	
R9			Still open	
R10			Still open	
R11			2.47-1.73	
R12			0.51-7.87	
R13			0.20-0.09	
R14			1.78-0.92	
R15			0.58-0.37	
R16			48.74-37.94	
R17				
R18			0.75-0.46	
R19			0.26-0.12	
R20			1.26-0.89	

Annex 2 Listing of Category 1 Deficiencies

(Note: Each Deficiency should be listed under the relevant paragraph below of the Directive 2005/36)

1) The training of veterinary surgeons shall comprise a total of at least five years of full-time theoretical and practical study at a university or at a higher institute providing training recognised as being of an equivalent level, or under the supervision of a university, covering at least the study programme referred to in Annex V, point 5.4.1. The content listed in Annex V, point 5.4.1 may be amended in accordance with the procedure referred to in Article 58(2) with a view to adapting it to scientific and technical progress. Such updates may not entail, for any Member State, any amendment of its existing legislative principles relating to the structure of professions as regards training and conditions of access by natural persons.

2) Admission to veterinary training shall be contingent upon possession of a diploma or certificate entitling the holder to enter, for the studies in question, university establishments or institutes of higher education recognised by a Member State to be of an equivalent level for the purpose of the relevant study.

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

a) Adequate knowledge of the sciences on which the activities of the veterinary surgeon are based;

b) Adequate knowledge of the structure and functions of healthy animals, of their husbandry, reproduction and hygiene in general, as well as their feeding, including the technology involved in the manufacture and preservation of foods corresponding to their needs;

c) Adequate knowledge of the behaviour and protection of animals;

d) Adequate knowledge of the causes, nature, course, effects, diagnosis and treatment of the diseases of animals, whether considered individually or in groups, including a special knowledge of the diseases which may be transmitted to humans;

e) Adequate knowledge of preventive medicine;

f) Adequate knowledge of the hygiene and technology involved in the production, manufacture and putting into circulation of animal foodstuffs or foodstuffs of animal origin intended for human consumption;

g) Adequate knowledge of the laws, regulations and administrative provisions relating to the subjects listed above;

h) Adequate clinical and other practical experience under appropriate supervision.

Annex 3 Student's Report