



ESEVT Visitor Competency Framework

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ESEVT Visitor Competency Framework

Foreword

« *The main objective of the ESEVT is to check if the professional qualifications provided by the veterinary educational Establishments are compliant with the relevant EU Directives and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).* » (ESEVT standard operating procedures, Introduction).

According to the standard 2.4 of the ESG:

« *External quality assurance should be carried out by groups of external Visitors that include (a) student member(s).* »

The corresponding guideline states:

« *In order to ensure the value and consistency of the work of the Visitors, they:*

- *are carefully selected;*
- *have appropriate skills and are competent to perform their task;*
- *are supported by appropriate training and/or briefing.* »

The present document defines the ESEVT Visitor competency framework. This framework is inspired by the work of the Institute of Internal Auditors (IIA, Lake Mary, FL, USA, na.theiia.org), an international association promoting worldwide standards and frameworks for auditors, together with ENQA's *QA professional competencies framework*. Eight competences have been retained in the following framework, in order to adapt the framework to the special circumstances and voluntary activities of ESEVT Visitors, including Quality Assurance.

As promoted by IIA, each competence is developed in a panel of sub-competences, each one of them being required (or not) for a Visitor, a chairperson and/or a coordinator, and correlated to the conditions leading to their development and assessment.

Most sub-competences are assumed to be already acquired by most Visitors, as they are part of the required skills of a teacher or researcher. It was however necessary to formalize them so that each of them could proceed to a reflexive analysis of his knowledge and his behaviours. For the ESEVT specific sub-competences, the Visitors are trained through an improved online offer, more interactive and illustrated with concrete examples, without increasing the volume of time that the Visitors must devote to it. It is supplemented by a coaching by senior Visitors during the first visits and is mainly evaluated by the post-visitation questionnaires.

The eight ESEVT Visitor core competences

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Competence 1

Demonstrating professional ethics

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
PE1. Upholds and promotes EAEVE’s Code of Conduct	√	√	√	<i>Relevant MCQ*</i> and/or informal discussions and/or visitation feedbacks
PE2. Applies ethical principles and values to the establishment being audited	√	√	√	<i>Case studies</i> and/or <i>webinars</i> and/or coaching by seniors
PE3. Advocates the use of ethical principles and values to the establishment being audited		√	√	Coaching to new Visitors and/or visitation feedbacks,
PE4. Adheres to the ESEVT’s standard operating procedures	√	√	√	<i>Relevant MCQ</i> and/or <i>case studies</i> and/or peer coaching and/or shadowing chairpersons and coordinators
PE5. Speaks with authority on the ESEVT’s standard operating procedures		√	√	Informal discussions and/or visitation feedbacks and/or coordinators meetings
PE6. Treats others fairly without discrimination	√	√	√	Visitation feedbacks
PE7. Maintains objectivity in appearance and fact	√	√	√	Coaching by seniors and/or visitation feedbacks
PE8. Discusses ethical conflicts with the coordinator	√	√		Team discussions during visitations
PE9. Acts with due sensitivity where ethical principles are being abused	√	√	√	<i>Case studies</i> and/or visitation feedbacks
PE10. Exercises due professional care	√	√	√	Application form and/or team discussions and/or visitation feedbacks

*In all tables, the words *in italics* refer to activities that are delivered on-line through the ESEVT e-learning.

Competence 2 Managing teams

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
TM1. Advocates the ESEVT function and its value during the visitation	√	√	√	Team discussions and/or visitation feedbacks
TM2. Acts as a role model by exemplifying high performance for team members	√	√	√	Team discussions and/or visitation feedbacks
TM3. Analyses own strengths and weaknesses to maximize personal contribution to the ESEVT	√	√	√	<i>Self-assessed personality test</i> Coaching of new Visitors and/or coaching by seniors and/or visitation feedbacks
TM4. Anticipates and responds sensitively to visited establishment's staff problems, concerns and questions	√	√	√	Team discussions and/or visitation feedbacks
TM5. Articulates clear expectations and goals to the team and links these to ESEVT's strategy		√	√	Team discussions and/or coaching to newbies and/or visitation feedbacks
TM6. Strives for quality and excellence and encourages others to do the same	√	√	√	Team discussions and/or visitation feedbacks

To be cont'.../...

Competence 2 (cont')

Managing teams

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
TM1. Advocates the ESEVT function and its value during the visitation	√	√	√	Team discussions and/or visitation feedbacks
TM8. Takes personal accountability for results delivered in areas of responsibility	√	√	√	Team discussions and/or visitation feedbacks
TM9. Monitors team performance and workload and provides constructive and timely feedback to help others achieve their goals		√	√	Team discussions and/or visitation feedbacks
TM10. Coaches others to enhance their competence and professional development		√	√	Coaching to newbies and/or team discussions
TM11. Maintains up-to-date competencies required for effective internal audit delivery	√	√	√	Desk-based research and/or <i>ESEVT CPD webinars</i>
TM12. Values and promotes diverse viewpoints and cultural sensitivity	√	√	√	Team discussions

Competence 3

Mastering Standard Operating Procedure implementation

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
SP1. Maintains current deep knowledge of the updated SOP, including QA aspects	√	√	√	Relevant e-learning activities and MCQ and/or CPD webinars and/or team discussions and/or visitation feedbacks
SP2. Leads the implementation of the SOP before, during and after the visitation		√	√	Team discussions and/or visitation feedbacks
SP3. Demonstrates appropriate use and interpretation of the SOP, seeking consultation if applicability is unclear	√	√		Case studies and/or MCQ and/or team discussions, and/or visitation feedbacks
SP4. Demonstrates deep understanding of the standards under his/her responsibility and basic knowledge of the other standards	√	√	√	Case studies and/or MCQ and/or team discussions and/or visitation feedbacks
SP5. Adheres to the requirements of the SOP before, during and after a visitation	√	√	√	Team discussions and/or visitation reports and/or visitation feedbacks
SP6. Ensures team has access to all systems, processes and people		√	√	Discussions with visited establishment and/or visitation feedbacks
SP7. Ensures the independence of the ESEVT procedures	√	√	√	Application form and/or team composition and/or visitation feedbacks

Competence 4

Mastering Quality Assurance and European Standards and Guidelines

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
QA1. Demonstrates in-depth knowledge of the quality assurance and enhancement system promoted by ESEVT	√	√	√	Application form and/or <i>relevant e-learning activities and MCQ</i> and/or <i>CPD webinars</i> and/or team discussions and/or visitation feedbacks
QA2. Demonstrates comprehensive knowledge of European Standards and Guidelines for quality assurance in the European Higher Education area	√	√	√	
QA3. Recognizes the importance of continuous improvement in the establishment's major and minor activities	√	√	√	
QA4. Demonstrates understanding of implementation of different QA techniques in varying contexts	√	√	√	
QA5. In agreement with all the team, identifies an example of application of Deming cycle within each ESEVT standard	√	√	√	

To be cont'.../...

This competence applies for QA Visitors. Basics in QA knowledge, QA techniques and QA audit requirements are already included in the other competences.

Competence 4 (cont')

Mastering Quality Assurance and European Standards and Guidelines

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
QA6. Identifies weaknesses and threats and evaluate appropriateness of responses	√	√	√	Case studies and/or CPD webinars and/or coaching by seniors and/or team discussions
QA7. Identifies strengths and opportunities and evaluate appropriateness of development plans	√	√	√	
QA8. Ensures that the establishment's policies, processes and plans reflect the labour market needs	√	√	√	
QA9. Ensures that the establishment's management project, as reflected in its policies, processes and plans, is effectively implemented	√	√	√	
QA10. Checks implementation of appropriate measures of operational performance and teaching quality across the organisation to ensure fact-based decision-making.	√	√	√	
QA11. Identifies risks, failures and non-conformances by cross-checking and analysis of the provided relevant documents (paper or electronic)	√	√	√	

This competence applies for QA Visitors. Basics in QA knowledge, QA techniques and QA audit requirements are already included in the other competences.

Competence 5 Communicating effectively

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
C1. Secures the trust of others through positive use of communication	√	√	√	<i>Self-assessed personality test</i> Application form and/or coaching by seniors and/or coaching to new Visitors and/or team discussions and/or Visitor report drafts and/or visitation feedbacks
C2. Fosters open communication	√	√	√	
C3. Demonstrates respect for others, and customizes messages to reflect the needs of the target audience	√	√	√	
C4. Organizes and expresses ideas clearly and with confidence in order to influence others	√	√	√	
C5. Extracts key information from a variety of sources to support communication	√	√	√	
C6. Selects appropriate communication forms (verbal, non-verbal, visual, written) and media (face to face, electronic, paper-based)	√	√	√	
C7. Demonstrates an appropriate use of English language (oral and written including the technical conventions)	√	√	√	
C8. Listens actively, asking questions as required to check own understanding	√	√	√	

To be cont'.../...

Competence 5 (cont')

Communicating effectively

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
C9. Solicits feedback from audience to gauge the effectiveness of the communication	√	√	√	<i>Self-assessed personality test</i> Application form and/or coaching by seniors and/or coaching to newbies and/or team discussions and/or Visitor report drafts and/or visitation feedbacks
C10. Anticipates reactions to communication and plans responses in advance	√	√	√	
C11. Discusses audit findings and their impacts professionally and confidently with appropriate levels of the visited establishment		√	√	
C12. Interprets and uses body language to reinforce communication	√	√	√	
C13. Delivers information in a structured fashion to foster learning and development among members of the audience	√	√	√	
C14. Applies appropriate communication skills in interviews	√	√	√	

These communication skills are required with all staff and students in the visited establishment. However, the demand of those skills increases with seniority as:

- the information being handled becomes more complex
- the strategic significance of messages being communicated becomes greater
- the audiences being delivered to are more senior in the establishment's organization
- the audiences being delivered to are more challenging and demanding

Competence 6 Persuading and collaborating

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
PC1. Upholds service orientated attitude	√	√	√	Application form and/or dean's recommendation and/or coaching by seniors and/or coaching to newbies and/or team discussions and/or visitation feedbacks
PC2. Anticipates and takes into account the impact of own interpersonal style on others when communicating and building relationships	√	√	√	
PC3. Manages conflict by negotiating and resolving disagreements	√	√	√	
PC4. Takes account of the visited establishment's politics and acts accordingly	√	√	√	
PC5. Balances diplomacy with assertiveness	√	√	√	
PC6. Put people at ease and builds open, constructive relationships with all parties	√	√	√	
PC7. Identifies and manages the needs and expectations of the establishment	√	√	√	
PC8. Collaborates with others and encourages others to work collaboratively	√	√	√	

To be cont'.../...

Competence 6 (cont')

Persuading and collaborating

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
PC9. Shows resilience in difficult situations to push through resistance and then work with people in a constructive manner	√	√	√	Application form and/or dean's recommendation and/or coaching by seniors and/or coaching to newbies and/or team discussions and/or visitation feedbacks
PC10. Leads by example with regard to respect, helpfulness and cooperation	√	√	√	
PC11. Maintains independence and objectivity in all situations	√	√	√	
PC12. Makes a positive impact on others, demonstrates credibility and secures respect and cooperation	√	√	√	
PC13. Recognizes own limitations and seeks advice and support where required	√	√	√	
PC14. Respects confidentiality and secures the trust of other parties	√	√	√	
PC15. Uses a range of strategies to build active consensus and support	√	√	√	
PC16. Participates fully as a team player	√	√	√	
PC17. Works to remove organizational barriers and identifies resources to assist the team		√	√	

Competence 7 Critical thinking

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
CT1. Maintains curiosity and exercises professional scepticism	√	√	√	Relevant e-learning activities and/or case studies and/or coaching by seniors and/or coaching to newbies and/or team discussions and/or visitation feedbacks
CT2. Selects and uses a variety of techniques to verify data and other information provided in the SER	√	√		
CT3. Uses critical thinking to identify and propose tactics for process improvement	√	√	√	
CT4. Assists management in finding practical solutions to address issues identified through audit activity	√	√	√	
CT5. Applies data collection, data mining, data analysis and statistical techniques	√	√	√	
CT6. Ensures that information in decision making is relevant, accurate and sufficient	√	√	√	
CT7. Utilizes benchmark research to support decisions and key messages	√	√	√	

Competence 8 Mastering audit delivery

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
AD1. Applies the SOP and carries out the audit procedures to meet the specific ESEVT objectives	√	√	√	Team discussions and/or visitation feedbacks
AD2. Ensures the quality of planning and delivery of ESEVT actions		√	√	Relevant MCQ and/or team discussions and/or visitation feedbacks
AD3. Supervises the execution of ESEVT activities to ensure that objectives are met and quality is assured		√	√	Coaching to new Visitors and/or team discussions and/or visitation feedbacks
AD4. Maintains objectivity throughout the visitation process	√	√	√	
AD5. Manages all resources efficiently to ensure the ESEVT objectives are met	√	√	√	Relevant MCQ and/or coaching by seniors, coaching to new Visitors and/or team discussions and/or visitation feedbacks
AD6. Demonstrates efficiency and persistence, managing own time and ensuring deadlines and objectives are met	√	√	√	
AD7. Develops, implements and ensures delivery in accordance with agreed timelines		√	√	Coaching to new Visitors and/or team discussions and/or visitation feedbacks
AD8. Obtains reliable, relevant and sufficient evidence and evaluates critically	√	√		Relevant MCQ and/or case studies and/or coaching by seniors and/or coaching to new Visitors and/or team discussions and/or visitation feedbacks

To be cont'.../...

Competence 8 (cont')

Mastering audit delivery

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
AD9. Identifies and informs ECOVE of the potential strategic implications of the team's conclusions for the visited establishment		√	√	Coaching to newbies and/or team discussions and/or visitation feedbacks and/or coordinators meetings
AD10. Develops and ensures that the evaluation report chapters are a true reflection of all activities and conclusions observed by the Visitors during the visit	√	√	√	Case studies and/or relevant MCQ and/or coaching by seniors and/or team discussions and/or visitation feedbacks
AD11. In agreement with all the team and acting within the SOP, identify any weakness, and then propose recommendations in order to overcome such weaknesses	√	√	√	Team discussions and/or visitation feedbacks and/or coordinators meetings
AD12. Ensures that all parts of the Visitors report properly accounts and cover the QA aspects		√	√	Coaching to new Visitors and/or team discussions and/or visitation feedbacks

Tracking system

ESEVT Visitor competency framework

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