

**European Association
of Establishments for Veterinary Education**

**Association Européenne
des Etablissements d'Enseignement Vétérinaire**



**REPORT on the Quality Assurance (ex-Stage 2) VISITATION
to the ONIRIS (Nantes Atlantic National College of Veterinary Medicine, Food Sciences
and Engineering), Nantes**

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Introduction

The 'Ecole Nationale Vétérinaire de Nantes' was first established in 1979.

The Establishment was visited by EAEVE in November 2003 and has been approved by an ECOVE decision. In January 2010, it merged with an engineer school in order to create Oniris, the Nantes Atlantic National College of Veterinary Medicine, Food Science and Engineering. A Stage 1 evaluation visit was conducted in October 2014, the resulting ECOVE decision being that of Non Approval because of major deficiencies due to:

Lack of implementation of Biosecurity processes

Lack of clear objectives and strategy/timeframe/indicators to reach them

Lack of consultative processes in decision making which leads to a disconnect between the executive and the staff/students

Since the last Stage 1 evaluation visit in 2014, the Establishment has worked to rectify its Major Deficiencies and worked to implement a quality assurance policy, and the Establishment has now asked for a Re-visitation concerning Stage 1. In addition, the Establishment has asked for a Quality Assurance (QA) Visitation in order to eventually hold the Accreditation status.

For the present QA-Visitation, the two essential key documents are:

EAEVE Quality Assurance Report 2016, prepared by the Establishment

European System of Evaluation of Veterinary Training (ESEVT) - Manual of Standard Operating Procedure (ESEVT 'Uppsala' SOP May 2016)

During the visit a number of additional documents were presented and made available for the team (see appendix 1).

In addition, printed copies of slides presented were made available and translated orally or written when needed.

National evaluation is mandatory and the Establishment has been evaluated in 2016 (the research part was evaluated. The evaluation of the teaching part was postponed because of change in the Establishment's management) by HCERES - High Council for the Evaluation of Research and Higher Education, Paris. HCERES is a member of ENQA.

The visitation of Oniris is a unique type of visitation, agreed on by the ExCom during the transition period between the previous (Stage 1 & 2) and new (Uppsala SOP with integrated stage 1 & 2 procedure) SOP.

The 2 days for this QA-part according to Uppsala SOP offered very short time for the QA-assessment.

Between the writing of the QA-SER, the preparation of the visit and the actual visitation, a lot has happened within the EAEVE in the maturation of the QA-part of the integrated Uppsala SOP, both substantive as well as procedural.

Because the very limited time window of this on site visitation (2 days) and the extraordinary 'in between' procedure, the QA-team has limited its findings and conclusions to the SOP-Uppsala version that was valid on the day the report was made available and was also the only resource for the Establishment during the preparation of the SER.

1. Outcome Assessment and Quality Assurance

1.1. OBJECTIVES AND ORGANISATION

1.1.1. Findings

Oniris is a public institution of the Ministry of Agriculture, Food and Forestry for education and research. It is a member of several official institutes and communities of France.

Oniris is an independent school, under close supervision of the Ministry in charge of Agriculture (MAAF). MAAF is the owner of land and buildings and delivers roughly 30 % of the annual running budget, mainly via the salaries of the officials. MAAF appoints the non-elected members of the Board of Trustees. Agreenium-IAVFF is a federation of all the schools (agronomy, food engineers, veterinary) and 5 research institutes under MAAF's supervision. Oniris is part of Agreenium board of trustees. ComUE BL is a federation of universities and schools in the Bretagne and Pays de Loire French regions. Oniris is part of ComUE BL board of trustees. Both institutions were created to promote more collaboration in the fields of teaching and research, but each school or university remains independent from each other from a financial and executive point of view.

Oniris is organized in teaching departments and research units. The departments are only internal, whereas research units are mixed units with national research institutes (such as INRA, INSERM or CNRS) and university research units. The internal heads and members of research units are therefore teachers and thus are members of teaching departments.

There are three teaching departments involved in the veterinary curriculum, roughly basic sciences, animal production and veterinary public health, small animal and equine clinical sciences, as it is the case in many European faculties. All teaching activities are supervised by the Head for Academic and Student Affairs, who works in close relationship with the Head for Teaching Strategic Projects (member of the Directorate). The Directorate meets every Monday and the Board (which includes the Dean for Academic and Student Affairs) meets every other week. All current topics are shared in these meetings, so that information flows easily.

Oniris often sets up working groups to assist on an ad-hoc basis. The idea is to ensure collaborative management, in complete contrast with the kind of management in place until 2015. All working groups are created by a bottom-up process, although they are validated by the Board.

Oniris mission is built around the triad Teaching-Research-Innovation (T-R-I).

Oniris offers two degree programmes. The veterinary degree is a five-year programme. The course of food science engineer is a three year programme. The amount of students the percentage distribution of the number of students is 1/3 the engineering programme and 2/3 in the veterinary programme.

Oniris is organized in a strict hierarchical manner with several policy bodies and units at different levels of policy-decision making and a General Director appointed for 5 years (one time renewable). The organisation is described in detail in the report.

The Establishment's profile and mission statement (triad T-R-I) is explained in a so-called strategic note 'EXTRACT FROM THE STRATEGIC FRAMEWORK' included in the SER. On-site, the team was presented to a SWOT analysis, and a resulting strategic plan with action points and deadlines which was in the final stages of preparation, as only ministerial approval of the strategic plan was pending. Preparation of the SWOT and the strategic plan has involved both staff and students.

Further, the team was presented with a Quality Policy made official and communicated to staff and students on November 8, 2016

In the extract of the Mission Statement, course evaluations are mentioned under 'teaching excellence'. The process of this student evaluation is explained further in 8.2 p30.

The long-term plans could be derived from the letter of the General Director (p69).

1.1.2. Comments

It became clear to the QA team that since the appointment of the new Director General, she and the whole team of Oniris accomplished a tremendous piece of work in re-establishing the cohesion within the Establishment, restoring communication and providing a new a comfortable working atmosphere.

A major draft of an extensive strategic plan has been established and has been presented to all parties involved in Oniris for amendments. At this moment all the amendments are being integrated in the final version of the Strategic plan that will be presented to the ministry in June 2017.

It is the strong opinion of the QA-team that by the end of the year, the strategic plan will be fully adapted and will be supported by whole of the Oniris community.

One could get the impression that the different levels of decision making bodies perhaps tended to slow down policy making /implementation.

1.1.3. Suggestions

All the necessary processes for a fully compliant QA-working structure are in place. Nevertheless a systematic approach is lacking. It is therefore strongly advised to take the whole of the organization just this one step further and establish some clear procedures which will very much clarify the QA-part.

The Plan-part of the Mission Statement is largely demonstrated. It is clear that Oniris at the moment is very busy with the Do-parts on very different levels. More work is to be put into clear Check and Act procedures and actions in order to have a complete QA-policy.

Although students have an important role as advisors in the working at Oniris, it could be considered to actually integrate them as full participants in all of the decision-making bodies.

1.2. FINANCES

1.2.1. Findings

The annual budget process is described and is composed of different phases (budget construction based on revenue and expenditures, budget proposition, budget validation by the Oniris Board of Trustees, budget implementation, budget evaluation and review, and finally closure of accounts). The validated budget is available for all staff on the Oniris intranet.

Quality assurance consists of an internal control system in accordance with legal requirements. Furthermore, external audits are performed at regular intervals. Internal self-evaluations are also regularly carried out.

Budget changes during the year also go through the validation by the Board of Trustees where students and staff are members.

The corrected budgets during the year are also displayed at the Oniris intranet for staff.

External stakeholders in the form of various legal and ministerial agencies, including a specific person placed at the Establishment but employed by the Ministry, regularly perform audits of the finances.

Students in the Board of Trustees and in the various committees have the opportunity to have the budgets explained.

1.2.2. Comments

None

1.2.3. Suggestions

None

1.3. CURRICULUM

1.3.1. Findings

The veterinary curriculum in France, laid down in a ‘reference document’, is decided by the Ministry of Agriculture and is common to the four Vet schools. It can be consulted at <http://www.oniris-nantes.fr/etudes/cursus-veterinaire/>.

It’s a five year curriculum preceded by a two to three year preparatory course that can be started after obtaining the ‘baccalauréat’ (secondary school).

Within Oniris the veterinary curriculum (from the reference document) is organised by 5 Teaching Units who translate it into syllabi with specific objectives and learning outcomes. The Units also are responsible for organizing the contents (theoretical and practical training) and the educational methods and evaluation processes. The whole pedagogical organization by the Units has to be approved by and is monitored by the several policy bodies concerned (Extended Board, Academic and Student Life Council, Academic Council, and finally the Board of Trustees). The educational process is published on the Moodle platform and can be consulted by students and staff.

The veterinary curriculum is subject to revision on several levels. Although there is no clear “pre-defined” cyclic procedure initiating the process for a revision, it was made clear during the visit that several revisions have been made.

Essentially, there are three levels for revision of the veterinary curriculum:

- Level 1 which is at a national level and includes all veterinary schools in France and concerns revision of the common reference frame for veterinary education in France. Teachers and students are involved locally at the Establishment in the process. A recent example is development of the French VetMed Competences Handbook.
- Level 2 which is at a local level at the Establishment. Earlier on, this did not run in pre-defined circles but this has changed. The system has essentially been running for many years, the most recent curriculum revision through this procedure was in 2013. Department, pedagogical units and the various Oniris councils are involved. Input into the process comes from the Ministry, stakeholders, employers. Students are involved through participation in the various Oniris councils, and also when the individual courses ECTS values and hours of teaching were decided, the workload perceived by the students was taken into account in adjusting ECTS values and hours of contact.
- Level 3 which is at a local level and concerned with revision of individual courses. This is done at a yearly basis beginning in 1992 and modified throughout the years. Departments and/or pedagogical units are involved. Inputs to the process are in the form of internal input from staff, scientific progress, suggestions from students’ evaluation and result of exams.

The National curriculum has been revised several times in the past (1978, 1993, 2005, 2007, 2011, national evaluations, ...). The necessity of a revision comes from an evolution of the Day- one competence requested, a change in professional’s expectations, and from the acceleration in new knowledge accumulation and the underlying question in this context: what should be taught to the students?

An additional way of securing inputs and suggestions from students is the monthly meeting between the ‘Directeur general’ and elected representatives for the students. This process has been running since January 2016. Students can bring up any question or concern they have.

Coordination between e.g. the Veterinary Teaching Hospital and the Teaching departments is formalized through monthly meetings between the Veterinary Teaching Hospital, Teaching departments and the Vice Director General.

Yearly the syllabus is evaluated and improved:

Steps for the revision of the syllabus are:

- step 1: input = need expressed by students, faculty members, or remarks from the professional stakeholders;
- step 2: consultation of students, teaching departments, stakeholders;
- step 3: elaboration of proposals for revision;
- step 4: presentation of proposals for revision to Oniris councils.

Yearly, each pedagogic team has the opportunity to review the contents and organization of their Teaching Units, considering their own analysis, scientific progress, requests by the employers, suggestions from the students' evaluation and result of the exams (especially failures). If the changes are important, validation by the Councils is required.

Students' booklets of every study year of the veterinary curriculum with regulations, course descriptions, objectives and ways of assessment were provided during the visit.

During the visit in the meeting concerning the standard 3, the team was able to form a fairly good idea of the evaluation of the vets involved in EPT.

For the 1st, 2nd, and 3rd year students, external training are mainly dedicated to the discovery of various professional environments (practical, labs, research ...). The duration of this training is often short (one or two weeks) thus evaluation of practical skills is not the main objective.

During the last year of study, longer external training periods are scheduled for equine and farm animal tracks. Organization and assessment of these traineeships are described in the "Livret des étudiants de 5A" available on table.

For equine track, students have a booklet to file in with specific objectives for practical skills (an example will be available on table) and they have to develop a clinical case. Their valuation is based on the oral presentation of the clinical case developed during the ETP in front of a jury including traineeship supervisors at the end of the academic year.

For farm animal track, the training period takes place in professional situation and is assessed by a written report. The evaluation is an oral presentation in front of a jury including the traineeship supervisor at the end of the training period. This report is then the basis of the professional thesis defence.

Traineeship supervisors are selected by the pedagogical teams in both cases.

An assessment sheet is provided to the traineeship supervisors by the school and sent back at the end of the training period to provide feedback to the establishment.

External training guidelines were supplied to the team on the visit.

1.3.2. Comments

Details on Basic Sciences, Clinical Sciences a Veterinary Public Health and Food Safety are not provided in the SER. This can be explained by the particular scope of this QA-visitation taking into account the results of the previous visitation whereby these elements were all satisfactory to the former visitation team and subsequently to ECOVE. Although no specific QA-actions could be evaluated concerning these subjects, we can give the institution the benefit of the doubt, also in regards with the actions that Oniris has already initiated in the QA-approach of its working, demonstrating an awareness of necessity into an elaborate quality management system since this last visitation in 2014.

The degree of involvement of students in the various levels of curriculum revisions is rather limited. Until the 2005 revision, students were not involved in the curriculum revision. Since

2007, they are asked to give their opinion about the project. For example, the present revision about the competency framework, at the national level, will associate the students in each French veterinary school in March.

Within Oniris, students are involved at different level:

1. During the monthly meeting with Oniris General Director, we talk about the necessary changes. Thanks to these meetings, General Director may initiate group working and students can participate to some of them;
2. They are members of the Academic and Student Life Council and of the board of trustees. They were conferred by Agreenium when establishing the day one competences references. Although there is no predefined cyclic revision there have been several revisions since 2005. In the yearly revisions of the syllabus at Oniris student involvement is clearly present. Until today, the QA-manager has had little to no part in the curriculum revision. However the QA-manager can significantly assist in setting up procedures to help curriculum changes, especially when several teaching units or teachers will be involved in the requested changes.

1.3.3. Suggestions

Although it could be established during the visit that students have substantial consultative role, it could be taken into consideration to have student-representatives in all decision bodies.

During the interviews it became clear that a lot of QA-processes are in place, although not formalized and that with a little effort of formalizing these procedures the QA-compliance will be complete.

1.4. FACILITIES AND EQUIPMENT

1.4.1. Findings

Buildings and offices and outside areas are generally in good conditions and the level of maintenance and cleanliness is generally high.

A six year investment plan (MYIP) was initiated in 2014 and has been drawn up in accordance to the Strategic Plan of 2016. The new space allocations and renovation will include the implementation of new teaching methods and the need for additional rooms and dedicated space for students. Once a year specific needs from the teaching units are taken into account. To control and monitor the investments of the MYIP, yearly a property appendix and a list of investments is drawn up.

The 6-year investment plan is amended once a year. Students and staff can make input to the overall 6-year investment plan through e.g. the Biosecurity group, the Service office, or through the other committees that Oniris has set up.

Expensive new clinical equipment is put into yearly budget and decided on by the Board of Trustees.

According to the SER and in reference to the previous visitation experts report, a lot of effort has been put into the development, implementation, control and communication of a biosecurity and health and safety policy amongst all of the Oniris staff, students and other stakeholders.

An Occupational Health & Safety policy is in place and active both for staff as well as for students. The committee meets three times a year and is responsible for the compliance with health & safety regulations. All incidents are reported and registered at the HR department. Monthly monitoring is conducted and appropriate action to prevent the incident is taken if necessary.

1.4.2. Comments

According to the SER and in reference to the previous visitation experts report, a lot of effort has been put into the development, implementation, control and communication of a biosecurity and health and safety policy amongst all the of Oniris staff, students and other stakeholders.

Although on some minor issues the impression of a continuous cycle of improvement is not so clear from the SER but evident when discussing with relevant persons.

Although the MYIP is not part of a PDCA-cycle as such, in the meeting it became clear that already a follow up and plans for future developments after those six years are already in the pipeline.

1.4.3. Suggestions

As one of the experts described it precisely, the problem of the school is that every requirement needed to be QA-accredited is in place but that they do not really realise it. The real problem is that they have to find a way to properly 'sell' what they have in order that for outsiders it is clear that there is in fact a firm PDCA-cycle running.

1.5. ANIMAL RESOURCES AND TEACHING MATERIAL OF ANIMAL ORIGIN

1.5.1. Findings

The amount of animals for clinical training is assured by the VTH. It is adequately managed and supported in terms of revenue, caseload, complaints, referrals and satisfaction of clientele by an administrative staff.

The amount of available farm animals is completed with outsourced activities. Clinical cases, aquaculture activities and pig & poultry farming skills are increased by contracts with practitioners.

Occasionally, there are competition for cases between residents and undergraduates. In cattle medicine, this is solved by sectioning students and residents in specific groups who do not share patients. In small animals and equines, the problem is not very prevalent and when it occurs, it is solved informally and no system is set up now because the problem is not sufficiently prevalent.

In cattle medicine, there have been instances with external practices not having sufficient case numbers resulting in students complaining. This was solved by not using the external practices having this problem and use a new external practice with a more sufficient case load.

The patient record system is highly appreciated. It is flexible to consult during and after the students' rotation. They like the fact that they can follow up the patients they were involved with.

Students have the opportunity to spend a minimum of 3 hours in wild animal medicine through the Ecosystem and Wildlife Veterinary Centre (CVFSE).

The amount of necropsies and rotation in meat inspection training seems sufficient to fulfil the educational requirements. At present, there is no shortage of cadavers for training purposes.

Clinical training is completed with a rotation at the Animal and Environmental Poison Control Centre of the West (CAPAE-Ouest) what is an asset in applied toxicology.

Oniris has put a substantial effort in reducing the amount of animals used in pre-clinical training by the introduction of a clinical Skills Lab. Video's and simulators reduce the use of live animals in acquiring mainly propedeutical skills. Workstations are evaluated by students and staff annually, adjusted where necessary and elaborated when applicable.

Animal welfare regulations are in place for several years. On its own initiative Oniris has established an Animal Welfare Committee that monitors the use of live animals for educational purposes.

1.5.2. Comments

Most of the indicators are within or above the required value.

This standard is assessed appropriately. Students are asked to evaluate their clinical rotations, either orally, on paper or via the Moodle platform, depending on the rotation. Students are

strongly encouraged to answer this survey since their feedback is crucial to finely tune our need in live animals.

From the meeting with the students it became clear that they are highly satisfied with the training they receive on campus and that the caseload, in all species, is more than appropriate. The same conclusion can be drawn for the EPT. The students are also of the opinion that they have sufficient involvement in assessing their EPT.

1.5.3. Suggestions

It is suggested to monitor some of the indicators that are below the minimum requirements and take appropriate action.

1.6. LEARNING RESOURCES

1.6.1. Findings

The organization of the library is mainly in the hands of the Library Committee. The Committee takes care of all aspects of the library (book acquisitions, subscriptions, communication) with input of staff and students. Until 2014, students were invited to the users' committee of the documentation centre. Early 2015, the composition of the committee was changed by the Referent Committee. This last committee does not include students. Nevertheless, students are free to make proposals at any time (website, e-mail, suggestion book). This committee meets once a year, at the request of the members who wished to reduce the number of meetings.

Opening hours of the Library are 08.30 to 19.00, except Wednesday 08.30-17.00. A survey among the students, however, suggested that students wanted access during examination periods and therefore, the Library also opens 08.30 to 19.00 on Wednesdays in the examination period.

A major review, including surveys by students and staff, was conducted in 2013 within the Establishment, resulting in several actions to improve the library's working in regard to online access, acquisition of reference works (e-books & others). The 2013 survey was carried out in order to find out the expectations of the users about e-books. It was a prospective survey, not a satisfaction survey. As a result, the number of e-books following this investigation was increased as requested by users.

In 2015, a satisfaction survey was carried out among the 5th year students about the welcome, the filing of documents and the choice of key words for professional thesis. Overall they were satisfied.

In 2016, another satisfaction survey was conducted specifically for 1st year students. Questions were about the discovery of the documentation centre on both sites (visit and training): usefulness, duration, content, clarity, positive and negative points, etc. In a continuous quality improvement approach, we plan to repeat this survey yearly. A survey for all students is ongoing and will be sent at the end of the academic year 2016-2017 with the aim of renewing it on a multi-year basis.

At Oniris, several departments and teams are involved in the development of electronic teaching tools. A digital strategic committee which at a certain time is been extended with representatives of students, has quite recently been set up to manage Oniris digital policy

The digital tools for teaching are evaluated by the students. The tools developed for the 'Manimal project' are evaluated by the steering committees and the National Agency for Research.

There has been an external audit by the Ministry to evaluate the simulation methods in the veterinary curriculum. The findings and recommendations will be reviewed by the Digital Strategic Committee.

1.6.2. Comments

Satisfactory surveys are carried out on several occasions. Plans are to systemize these surveys for all students in the future.

1.6.3. Suggestions

The already established practice of routinely making surveys among students on the Library and its resources is highly appreciated and it is suggested to continue this.

1.7. STUDENT ADMISSION, PROGRESSION & WELFARE

1.7.1. Findings

In France, the entrance exam for the four National Veterinary School is a common national process under the competent authority of the Ministry, opened to all students with compulsory prerequisites, regardless their social or geographical origin. There are 5 different sorts of competition (A till D and BRIO) for recruitment of students, depending on the history and status of the student.

Before participating in the entrance exam, prospective students have to successfully complete a 2 to 3 year veterinary preparatory course.

Available places are directed by the Ministry and can be found at https://www.concours-agro-veto.net/IMG/pdf_places_offertes_veto_2017.pdf

On their first day at Oniris, the incoming students (1st year) are welcomed by the General Director and informed about the general strategy and objectives of the school.

The 5 classes are informed about biosecurity procedures at Oniris, adapted to the needs of each class, Day One competences and receive specific information about the organization on the curriculum.

There is a national system of study grants in place based mainly on family income, number of children and distance from the family home.

The office for Academic and Student Affairs (4FTE) manages the whole administrative section of the student administration in regards to registration, administrative follow-up, thesis files, preventive medicine, student absences, respect of the course regulation, assignment of an instructor-advisor (mentor), the organization of education, clinical rotations and examinations. It manages externship agreements. It enters and processes grades, records externship approvals and ensures the classification of students in each class. It prepares all tables of results submitted for approval to the Faculty Council and then edits transcripts to students. Communication takes place mainly by email or phone.

Apart from there instructor-advisor (mentor)/tutor, students with difficulties or in need of advice can call upon the Director of Academic and Student Affairs.

Students must undergo a compulsory yearly medical examination and must be vaccinated against rabies and tetanus.

Students can have resource to 2 doctors for any medical problem.

There is a peer-system in place where older students act as coach to the new students.

Individual student progression is done by following accumulating ECTS values for each student and if the accumulated values deviates from expected trajectory, the student is contacted by Oniris.

There are mandatory study requirements to be fulfilled before going on to the 4th year of study (i.e. the clinical part).

1.7.2. Comments

The above procedure suggests that the school itself has little input in the procedure or the determination of the number of available places. Student admission and admission criteria are

under the purview of the Ministry and national legislation. Oniris staff and students only have indirect ways to influence admission procedures and admission criteria.

It is not elaborated on what basis the mentors/tutors are selected or whether they receive a training or a briefing.

It is not further elaborated how complaints or comments of students are processed.

1.7.3. Suggestions

None

1.8. STUDENT ASSESSMENT

1.8.1. Findings

Due to the compactness of the QA SER, a lot of information concerning QA aspects were not covered. This information was provided later in answers to an elaborate list of questions asked to the school, before the visit.

Where the Ministry defines the veterinary programme, the schools are responsible for translating it into content and delivering it to the students.

A variety of examination formats is used to evaluate student' progression depending on the skills evaluated.

Evaluation procedures are under the control of the Dean for Academic and Student Life and the Academic Council and approved by the Academic Council.

For each examination, the examination committee produces a result sheet featuring success rate, failure rate, mean grade, median grade, maximum grade and minimum grade.

Students have 2 examination sessions per course per academic year. A student has to achieve a minimum of 48/60 credits to be admitted to the next year.

The grading system is based on the European ECTS system.

At each Examination Commission (Dean of the veterinary education and student life and each responsible of CUs), a comparative evolution of the results of different cohorts is presented.

Analysis of annual results, particularly the number of CUs failed for each class and analysis of changes in the percentage of students admitted to the remedial session are discussed. Students who have acquired 60 credits are admitted to the advanced year.

Each year can be repeated only once. The exclusion of a student is decided by the General Director, after proposal by the Faculty Council.

If any anomaly is detected in the evaluation system, any student has the right to appeal against the assessment process. The complaint shall be submitted to the Dean of Academic and Students Life or the General Director. All measures are immediately taken to address the problems. This situation is very unusual.

Feedback for students is available where the students may get their copy if written exam, and / or have an appointment with any teacher to get explanations.

Students have the possibility to appeal. This appeal can be made directly to the teacher, in a second phase to the head of the teaching unit. Last appeal can be made to the General Director.

Systems for evaluating teaching by students and for assessing clinical rotations have been established since 2010. Every Teaching Unit is evaluated at least once every three years. The medium used is the electronic learning platform 'Moodle'.

Students are asked to evaluate their clinical rotations, either orally, on paper or via the Moodle platform, depending on the rotation.

In Physiology, for example, student satisfaction is evaluated through an anonymous survey created on our learning management system (Moodle) and proposed yearly to vet students at the end of their practical classes. Students are strongly encouraged to answer this survey since their feedback is crucial to finely tune our need in live animals.

The results are sent to the head of the teaching unit. He/she summarizes the student 'major remarks and suggestions. He/she performs the remarks analysis, and shares with the students the possible modifications that should be carried out to solve the problem or the reasons why we can't make any changes.

A meeting is organized with teachers and some students (see above) to explain and discuss the decisions.

The final document is available on Moodle site. The results of the questionnaires are prepared by the team coordinator and discussed between the representatives of the class. The documents are then published on Moodle.

Examination committees report to academic council.

1.8.2. Comments

None

1.8.3. Suggestions

From a QA point of view, it could be advised to have some sort of 'Good Practices' manual for student evaluation.

Another tool for assessing student evaluation is a peer control where teachers look into the evaluation process of other teachers. Last but not least, student evaluations can be very useful in assessing the evaluation process.

In addition to evaluation of the teaching process by the students, other methods can be useful in assessing teaching. Study-time measurements, study program indicators and study program evaluation by alumni are amongst the possibilities.

1.9. ACADEMIC & SUPPORT STAFF

1.9.1. Findings

Promotion and recruitment of faculty members is supervised (orchestrated) by the Ministry and is subjected to a national competition after internal ranking of candidates. It is however not clear which promotion criteria are used and on what basis promotion is finally granted. No apparent QA-systems are implemented.

External as well as internal authorities are involved in the **evaluation of faculty members**. Evaluation comprises three external and two internal systems.

The external evaluation systems consists of an evaluation by the National Commission of Instructor-Researchers under the supervision of the line Ministry, an evaluation by the University to obtain the Habilitation to Supervise Research Degree (HDR), mandatory to obtain a tenured position of professor, and a quadrennial collective evaluation of research by the High Council of Research Evaluation and Teaching (HCERES).

The internal evaluation systems have mainly promotional purposes. The Tenure Commission grants positions of assistant professor in a two steps process. The Promotion Commission decides on positions of professor.

All of the evaluation systems mentioned above are based mainly on self-evaluation reports. In the evaluation by the National Commission of Instructor-Researchers under the supervision of the line Ministry, the number of posts available for promotion is decided by the line Ministry. Faculty members are required to write a mandatory four-year self-report on all of their activities (teaching, research, service). For a promotion request, this report is previously submitted to the General Director who gives a recommendation to the Commission.

Evaluation of the teaching process by the students is also taken into consideration via the recommendation of the General Director.

The **formal training of teaching staff** is organised by the ministry. Training provided by Oniris is decided by the General direction.

An observation cell of working conditions has been elaborated. The cell has regular meetings. It treats 'difficult cases' and decides on preventive actions.

1.9.2. Comments

The, at first site, very complicated system of the HR part of the veterinary school was clearly explained during the visit.

The systems for recruitment, promotion, evaluation and skills maintenance for both faculty members and support staff are strongly government controlled.

The system seems to work to everyone's satisfaction.

1.9.3. Suggestions

None

1.10. RESEARCH PROGRAMS, CONTINUING AND POST-GRADUATE EDUCATION

1.10.1. Findings

Oniris has implemented several options to introduce students to research from a very early stage of their education. Examples of these options include:

The "Research Passport" has been used for a number of years at Oniris to develop a specific training for research and it is gradually completed during the first 4 years of the curriculum. The passport is mandatory for all students and it is awarded each student and it displays that the students have validated skills acquired through research and innovation actions under the form of a «supplement to the diploma» at the end of studies. The research passport includes a teaching program adapted to their training.

Since 2014, students and research staff meet yearly around posters during "Research Passport" meetings that are intended to make the students interested in research.

For all students, it is mandatory to conduct a thesis in the final year, and since 2010 all students are encouraged to make an experimental veterinary practice thesis in the final year to train them in applying scientific principles. Most students make this thesis (91%).

The students are not required to obtain licence to conduct/assist in research using laboratory research animals.

As for the Oniris Research programmes, the Establishment has prepared a Strategy plan for research based on a brainstorming session with heads of research units and teaching departments.

Research quality is assessed both externally by HCRES, the national agency, and also internally by yearly discussions with departments.

Post-graduate clinical training consists of Interns and Residents.

The number of Interns is dictated by the Ministry, and Interns are considered students.

The number of residents is decided by the Establishment.

The post-graduate training is considered to positively contribute to undergraduate veterinary education in that it is a marker of clinical quality and it secures a variety of clinical cases to be presented to the Establishment. As an example, post-graduate training and hiring of residents has contributed significantly to develop the equine clinic.

Potential conflicts in relation to case management between post- and undergraduate students are actively managed, e.g. in bovine medicine where teaching and training is sectioned between the different categories. This also takes place in e.g. the small animal hospital and equine clinic where residents usually are used for cases and procedures above Day One competencies.

Continuing education in France is regulated by national legislation. Continuing education in France is coordinated by a professional committee (CFCV - Committee on Veterinary Continuing Education), composed of representatives of the forces of law, the public service

unions, French veterinary schools, publishers and associations or companies of continuing education approved by the CFCV.

Veterinarians are from 2017 required to acquire continuing education.

Oniris has an administrative department dedicated to continuing education. The CE department also organizes CE sessions for food engineers. However to date most of CE are organized for veterinarians.

For many years, the CE courses are regularly evaluated as required by law.

Also, Oniris is highly involved in the mandatory sessions designed for laboratory animal use (animal handlers, technicians, scientists) that is defined by law in France according to the corresponding EU directive.

1.10.2. Comments

None

1.10.3. Suggestions

None

1.11. OUTCOME EVALUATION AND QUALITY ASSURANCE

1.11.1. Findings

Oniris has put in motion a new approach on QA in 2014 starting from a blank slate, with the appointment of a QA-manager. This quality approach initially focused on basic education and was subsequently oriented towards continuing education. The finalization of the QA-project aims to extend a QA asserted way of working in the whole of the institution based on the requirements of the ISO9001 standard.

In a first phase the working of the whole of the organization was mapped and shortcomings were identified by interviews with students and staff. The main three areas of improvement were the identity of the organization, the development of teaching methods and the communication of the organization. Subsequently workgroups were established to propose a plan of action in the three priority areas.

The work of the workgroups was presented to staff, students and authorities and resulted in the elaboration of a quality policy which in turn resulted in revision of the statutes of the institution, clear job description for its employees and several groups to monitor the different aspects of the institutions working.

1.11.2. Comments

The institution has already come a long way since the last EAEVE visitation. Oniris started a strong approach on QA in 2014. Instalment of a quality manager and trying to fulfil the ISO9001 requirements are evidence of this.

Nevertheless, as the SER itself cautiously indicates a continuous cycle of quality assurance has not been established (P48, 11.5.6). The question remains if all the initiatives taken are only a one-time event or will these be incorporated into a sustainable QA-cycle. A description of how to assure a continuous process of PDCA is still lacking.

1.11.3. Suggestions

Clear description of procedures in every phase of the PDCA-cycle is still missing.

For several procedures a 'good practices' manual could be prepared.

Evaluation of courses should be completed with other means of evaluation like study-time measurements and evaluation of the whole of the Veterinary course. Alumni should be included. These evaluations should be organized on a regular cyclical basis.

2. ESEVT Rubrics for Standard 11 (summary of the decision of the Visitation Team of the Establishment for the ESEVT Standard 11, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 11: Outcome Assessment and Quality Assurance	C	P C	N C
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.		x	
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and 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.	x		
11.3. The Establishment 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.	x		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.	x		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	x		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	x		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	x		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	x		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	x		
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	x		

3. Executive Summary

Brief history of the Establishment and its previous EAEVE Visitations

The 'Ecole Nationale Vétérinaire de Nantes' was first established in 1979.

The Establishment was visited by EAEVE in November 2003 and has been approved by an ECOVE decision. In January 2010, it merged with an engineer school in order to create Oniris, the Nantes Atlantic National College of Veterinary Medicine, Food Science and Engineering. A Stage 1 evaluation visit was conducted in October 2014, the resulting ECOVE decision being that of Non Approval because of major deficiencies due to:

Lack of implementation of Biosecurity processes

Lack of clear objectives and strategy/timeframe/indicators to reach them

Lack of consultative processes in decision making which leads to a disconnect between the executive and the staff/students

Since the last Stage 1 evaluation visit in 2014, the Establishment has worked to rectify its Major Deficiencies and worked to implement a quality assurance policy, and the Establishment has now asked for a Re-visitation concerning Stage 1. In addition, the Establishment has asked for a Quality Assurance (QA) Visitation in order to eventually hold the Accreditation status.

Brief comment on the QA-SER

For the present QA-Visitation, the two essential key documents are:

- EAEVE Quality Assurance Report 2016, prepared by the Establishment
- European System of Evaluation of Veterinary Training (ESEVT) - Manual of Standard Operating Procedure (ESEVT 'Uppsala' SOP May 2016)
- The QA-SER consisted of 71 pages and to the QA-team it was very condensed.

Brief comment on the QA-Visitation

The visit was conducted in a very friendly and professional atmosphere. Copies of slides presented were at hand and additional material presented was either translated instantly orally or written.

At the meetings, relevant persons participated and explained in detail on all questions.

The visitation of Oniris is a unique type of visitation, agreed on by the ExCom during the transition period between the previous (Stage 1 & 2) and new (Uppsala SOP with integrated stage 1 & 2 procedure) SOP.

The 2 days for this QA-part according to Uppsala SOP offered very short time for the QA-assessment.

Between the writing of the QA-SER, the preparation of the visit and the actual visitation, a lot has happened within the EAEVE in the maturation of the QA-part of the integrated Uppsala SOP, both substantive as well as procedural.

Because the very limited time window of this on site visitation (2 days) and the extraordinary 'in between' procedure, the QA-team has limited its findings and conclusions to the SOP-Uppsala version that was valid on the day the report was made available and was also the only resource for the Establishment during the preparation of the SER.

Commendations

It became clear to the QA team that since the appointment of the new Director General, she and the whole team of Oniris accomplished a tremendous piece of work in re-establishing the cohesion within the Establishment, restoring communication and providing a new a comfortable working atmosphere.

From the meeting with external stakeholders and the meeting with students, it is evident that they are involved and that their input is valued and taken into account.

List of the Minor Deficiencies identified by the Team (recommendations)

A major draft of an extensive strategic plan has been established and has been presented to all parties involved in Oniris for amendments. At this moment all the amendments are being integrated in the final version of the Strategic plan that will be presented to the Ministry in June 2017.

It is the strong opinion of the QA-team that by the end of the year, the strategic plan will be fully adapted and will be supported by whole of the Oniris community.

Overall, it is the opinion of the QA-team that Oniris has all components of a complete QA system. Thus, assembling the complete array of QA-procedures already at hand will greatly contribute to the establishment of a formal QA-system.

List of the Major Deficiencies identified by the Team

The QA-team did not identify any Major Deficiency.

Conclusion of the QA-visitation team

The QA Visitation team recommends unanimously to ECOVE to award the status of Accreditation to 'Ecole Nationale Vétérinaire, Agroalimentaire et de L'Alimentation (Oniris)', Nantes Atlantic, France.

Annex1 Decision of ECOVE

The Committee concluded that no Major Deficiency has been identified.

The 'ONIRIS (Nantes Atlantic National College of Veterinary Medicine, Food Sciences and Engineering), Nantes' is therefore classified as holding the status of: **ACCREDITATION**.