



**EUROPEAN SYSTEM OF EVALUATION  
OF VETERINARY TRAINING  
(ESEVT)**

**Manual of Standard Operating Procedures**

**EUROPEAN ASSOCIATION OF ESTABLISHMENTS  
FOR VETERINARY EDUCATION (EAEVE)**

**FEDERATION OF VETERINARIANS  
OF EUROPE  
(FVE)**

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\*In this Manual of Standard Operating Procedures, the term "Establishment" is used throughout to refer to Establishments of Veterinary Education in general, regardless of their local or national denomination.

## EUROPEAN SYSTEM OF EVALUATION OF VETERINARY TRAINING

### BACKGROUND

#### 1. EU-LEGISLATION GOVERNING BASIC VETERINARY TRAINING 1978-2005

The legislation governing basic veterinary training in the European Union countries (Directives 78/1026 and 78/1027/EEC) laid down the minimum compulsory requirements for all EU Member States. The European Commission (EC) Directive 78/1026/EEC regulated the principle of recognition of education, examination and other proofs of competence for veterinarians

in order to ensure they can be established as professionals and provide services with full freedom throughout the European market. In order to ensure that the education programmes of veterinary training are comparable among the member states of the Union, the EC-Directive 78/1027/EEC ("Veterinary Training Directive") was issued immediately thereafter. This particular Directive 78/1027 listed the minimum requirements of form and content that Veterinary education should comprise, in order to make them comparable among Establishments of higher education. Since the intention was to secure a comparable high level of education, a third Directive (78/1028/EEC) was issued, which established the Advisory Committee on Veterinary Training (ACVT). One of this Committee's tasks was to help the European Commission ensure a comparably high standard of veterinary training throughout the European Community (now European Union).

After examining the available options, the ACVT concluded that the best way to achieve this objective was to establish a permanent, Europe-wide system of evaluation of veterinary Establishments. The system was developed in Stages. From 1986 to 1989, a pilot study, designed to review and refine the scheme, was conducted in one veterinary Establishment per Member State. The aim of the study was to ensure that veterinary training up to the Stage where students are qualified to practice was of a comparably high standard throughout the European Community and, where appropriate, to put forward suggestions aimed at improving that education. The method was adopted by the ACVT as permanent at its plenary session on 20 and 21 February 1990. In 1993, the ACVT adopted a report (III/F/5171/7/92) updating the requirements of basic veterinary education.

The responsibility for administering the programme was assigned by the EC to the European Association of Establishments for Veterinary Education (EAEVE) in 1992. Within the framework of EAEVE a specific Evaluation Unit was established, free from the parent organisation with its own finances, responsible for running and administering the evaluation system.

In 1996, the ACVT commissioned an ACVT-EAEVE joint *ad hoc* group to review the method of evaluation. This review capitalised on the experience gained from evaluations carried out in virtually all EU veterinary Establishments and in many Establishments in non-Member States during the first evaluation cycle (1992-1999), and on the experience acquired in the United Kingdom, Ireland and North America, where similar methods were used. The principles of the method of evaluation of veterinary Establishments were adopted by the ACVT at its plenary session of 12 March 1999 and, being summarized in a Standard Operation Procedures manual (SOP), these principles were used until

2007. The method was based on a comparison between the requirements defined by the ACVT to ensure a high standard of veterinary education (**Annex I**) and the characteristics of the Establishment to be evaluated.

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At their General Assembly in Naples in May 1998, the EAEVE unanimously decided to draw up a list, to be made available at the end of the second cycle of Visitations (about 2010), classifying each institution under one of the following three categories:

- Establishments visited and found to meet the requirements set out in the European Union Directives;
- Establishments visited and failing to meet one or more of the requirements set out in the Directives and in the ACVT-updated requirements (III/F/5171/7/92) (major deficiencies);
- Establishments not visited.

As an interim measure, delegates attending the Naples meeting also agreed unanimously to draw up immediately a list of establishments with no major deficiencies or where these deficiencies have been rectified. All establishments that wished, then or at a future date, to be included in this list should apply to the President of the EAEVE. In March 1999, the ACVT plenary meeting adopted this procedure and accepted the list. At the EAEVE General Assembly in Lisbon, in May

1999, the membership unanimously agreed that this list of evaluated and establishments with Approval status should be made available on the EAEVE website.

In the year 2000, the EC disbanded the ACVT to concentrate efforts on matters of wider professional recognition and the preparation of an open market and the expansion of the EU, including the evolution of the General System Directive (1999/42/EC). Under these circumstances EAEVE, still holding the mandate given by the EC to run the evaluation system, formed, together with the Federation of Veterinarians of Europe (FVE), a common education committee (Joint Education Committee, JEC) which took over the role of the ACVT in reviewing the Visitation Reports provided by the Visitation Teams.

### **2. A NEW EC-DIRECTIVE REGULATES BASIC VETERINARY TRAINING FROM OCTOBER 27, 2005**

The EC meeting in Lisbon 2000 and the following EC meeting in Stockholm 2001 led to Directive 2001/19/EC on Professional recognition., the EU Council adopted on June 6, 2005 the “Directive of the European Parliament and of the Council on the recognition of professional qualifications” proposed by the Commission of the European Communities after having passed its second reading in the European Parliament on May 10, 2005. This Directive 2005/36/EC of 7 September 2005 on the Recognition of Professional Qualifications (published in the Official Journal of the European Union, L255/22, on September 30<sup>th</sup> 2005, [[http://europa.eu.int/eur-lex/lex/LexUriServ/site/en/oj/2005/l\\_255/](http://europa.eu.int/eur-lex/lex/LexUriServ/site/en/oj/2005/l_255/)]) is the one now in effect (as from October 27<sup>th</sup> 2005), governing—among other professions- that of veterinarian. The Directive establishes also that the Directives 78/1026/EEC and 78/1027/EEC are repealed with effect from the date laid down Directive 2005/36/EC, in Article 63 (Transposition) within 2 years from the date of publication in the Official Journal.

Directive 2005/36/EC establishes that the training of veterinarians (“or equivalent professional denomination”) shall comprise a total of at least five years of full-time theoretical and practical study at a university or at a higher institute of education 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.4. of the Directive: Veterinarian, which lists the requirements for knowledge and skills (5.4.1.), the study programme for veterinarians as well as a clear description of extramural practical training. Directive 2005/36/EC, Annex V.4., 5.4.1., further defines the distribution of the theoretical and practical training to ensure that “the

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knowledge and experience may be acquired in a manner which will enable veterinarians to perform all their duties”.

The study programme described in the Directive shall include “at least the subjects listed below. Instruction in one or more of these subjects may be given as part of, or in association with, other courses”. An additional subject “Professional knowledge” has been added.

### **A- Basic subjects:**

Physics, chemistry, animal biology, plant biology, biomathematics (NB: some of these subjects can be studied prior to the entry to veterinary education)

### **B- Specific subjects:**

#### **Group 1: a. Basic sciences**

Anatomy (including histology and embryology); physiology, biochemistry; genetics; pharmacology; pharmacy; toxicology, microbiology; immunology; epidemiology; professional ethics.

#### **Group 2: b. Clinical Sciences**

Obstetrics; pathology (including pathological anatomy); parasitology; clinical medicine and surgery (including anaesthetics); clinical lectures on the various domestic animals, poultry and other animal species; preventive medicine; radiology; reproduction and reproductive disorders; veterinary state medicine and public health; veterinary legislation and forensic medicine; therapeutics; propaedeutics.

#### **Group 3: c. Animal production**

Animal production; animal nutrition; agronomy; rural economics; animal husbandry; veterinary hygiene; animal ethology and protection.

#### **Group 4: d. Food hygiene**

Inspection and control of animal foodstuffs or foodstuffs of animal origin; food hygiene and technology; food science including legislation; practical work (including practical work in places where slaughtering and processing of foodstuffs takes place).

#### **Group 5: Professional knowledge**

Practice management; Veterinary certification and report writing; Career planning and opportunities.

The content listed in Annex V, point 5.4.2 may be amended in accordance with the procedure referred to in Article 54(2) with a view to adapting it to scientific and technical progress. It is noteworthy to remember that Directive 2005/36/EC does not require all veterinary establishments to have the same curriculum. The objective (stated in the report of ACVT (III/F/5171/7/92) adopted in 1993 and terms of reference of the EEC's ACVT in 1998) is that the courses of training shall be of a comparably high standard, the objectives being as follows:

- Veterinary training Establishments are to provide adequate, ethical, research-based veterinary training which enables veterinary students to examine and treat sick animals, contribute to animal production whilst maintaining the animals' health and welfare, protect humans from zoonoses and ensure high-quality food products of animal origin for human consumption. The training must cover the broad requirements for veterinary graduates in the individual states, and comply with the EU Directives in the case of EU Member States.

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- In addition, the Establishments should conduct research, provide postgraduate and specialist training and play a role in continuing veterinary education.
- They should, furthermore, provide services to members of the veterinary profession and the community as a whole.”

European Directive 2005/36/EC sets out, therefore, minimum training requirements for all European veterinarians, stating in its Section 5, Article 38 (The training of veterinarians), point 3a-h that:

Training as a veterinarian 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 veterinarian 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.”

In addition, the trainees should follow instruction at a level corresponding to the state of the art while understanding the value of life-long learning. Directive 2005/36/EC requires all EU-member states to recognise the professional qualifications awarded to EU-nationals from any other member state. It also foresees the establishment of a *Committee on the recognition of professional qualifications* that shall assist the Commission on matters concerning the application of the Directive. The Committee shall comprise representatives of the Member States and be chaired by a representative of the Commission. The Commission shall ensure the consultation of Visitors from the professional groups, also at European level, concerned and shall provide a reasoned report on these consultations to that committee.

## THE EUROPEAN SYSTEM OF EVALUATION OF VETERINARY TRAINING

### 1. BACKGROUND

The current Evaluation method has always been expected to evolve and adapt to the changes that would inevitably take place in the training Establishments, including the application of systems of quality assurance. Revisions of the Evaluation method and the procedures used (SOP) were therefore carried out by EAEVE and FVE. A further revision was requested by the VET2020/EAEVE/FVE ad-hoc working group (“Suggestions for improving the educational requirements of veterinary education in Europe”) to EAEVE and FVE in September 2003. A decision to revise the Evaluation system and its SOP was taken by EAEVE and FVE in 2004.

The present document provides an evolved, **compulsory**, two-Stage system for Approval/Accreditation of establishments responsible for veterinary training, to be automatically implemented, step-wise, in all European veterinary Establishments which are members of EAEVE. The document is in the form of a Manual of Standard Operating Procedures, and provides an overview of the principles of the method of evaluation and a series of guidelines, requirements and instructions, described in **Annexes I to VIII**.

Establishments that become members of the EAEVE have agreed to “...comply with the Evaluation System promoted by the EAEVE. They should also comply with the principle of periodic international peer-group evaluation of their function as an academic institution according to defined protocols, in particular as regards the standards of undergraduate training.” (Chapter 3, Article 5 of the Statutes of EAEVE). Moreover, member establishments can be excluded from membership “...as a result of non-compliance with the principles of the European System of Evaluation of Veterinary Training (article 5)” (Chapter 3, Article 7 of the Statutes of EAEVE). Under these statutes, the principle of evaluation is automatically compulsory for all members of the Association.

### 2. PRINCIPLES OF THE EVALUATION OF VETERINARY EDUCATION IN EUROPE

#### a- General principles

The evaluation system focuses on undergraduate veterinary education, seeking to ensure that such training is of a comparably high standard throughout the European Union, thereby making the mutual recognition of qualifications possible. A pre-requisite for this assumption is the definition of a veterinary graduate, as follows:

*“A new graduate should be a veterinarian capable of entering all commonly-recognised branches of the veterinary profession immediately on graduation or of being capable of undergoing further training for them by established procedures or after a generally-accepted period of practical experience”.*

Such a definition complies with the Directive 2005/36/EC on the “Recognition of Professional Qualifications” Chapter III, Section 5, Article 38, point 3 and its Annex V.4 (Veterinarian or equivalent professional denomination). The above definition automatically determines the presence of a core course as being that which provides an assurance that the person in question has acquired the adequate knowledge (as listed in Article 38, point 3, a-g) and skills (clinical and other practical experience under appropriate supervision) as listed in Article 38, point 3 h of the Directive. This is not “omnicompetence” but basic, essential competence at graduation. The degree awarded should cover clinical training in all the listed subjects across all common, domestic species, and all students must have acquired “day-one” compe-

tences by the time they graduate (see **Annex IV**), including general academic and professional attributes and attitudes towards professional development as well as pertinent practical skills.

The above definition allows for intercalated degrees, electives, tracking etc as the Establishment wishes or as the student desires. As stated above, Directive 2005/36/EC foresees possibilities for curricular amendments in order to provide the basis for adapting the list of knowledge and skills as well as the study course to scientific and technical progress within veterinary medicine and training for it. Completion of the 5-year full-time minimum period of undergraduate veterinary education leads to the degree of Veterinarian (or equivalent professional denomination). This degree is equivalent to the Master denomination provided by the Bologna Declaration ([http://www.bologna-berlin2003.de/pdf/bologna\\_declaration.pdf](http://www.bologna-berlin2003.de/pdf/bologna_declaration.pdf)). Within this period of education, Establishments may also follow the Bologna Declaration by offering an intermediate Bachelor degree in accordance with national legislation.

Quality of education implies training the students for life-long learning. Postgraduate education and research are the basis for the advancement of veterinary science and hence have a great impact on undergraduate veterinary education. Consequently, the evaluation system will also evaluate continuing education, postgraduate training and research within a functioning, transparent and robust system of quality assurance in the Establishment.

The evaluation of veterinary Establishments in Europe as a whole is carried out by the EAEVE in co-operation with the Federation of Veterinarians of Europe (FVE). The evaluation system is managed by EAEVE in cooperation with FVE through the European Committee on Veterinary Education (ECOVE).

Evaluations should be carried out periodically at 10 year intervals, depending on the legal context provided by the state where the Establishment is located. Interim Visitations will not interrupt this cycle. It is expected that the new evaluation system will entail 10 to 15 Visitations per year to veterinary Establishments in Europe. Evaluations, including site Visitations, are only carried out in English.

### **b- A two-Stage approach**

The new evaluation system consists of **two Stages** of similar mechanical steps, but with a different approach and intention. The **Stage 1** provides Approval that the Establishment conforms with Directive 2005/36/EC, regarding the training of veterinarians (Chapter III, Section 5, Article 38 and Annex V). The **Stage 2** provides Accreditation that the Establishment is following generally accepted and appropriate academic standards and providing learning opportunities of acceptable quality. For this, the Establishment shall prove that it has the relevant methods for monitoring quality of training, assessment and learning opportunities, a sustainable system for quality assurance and a plan for quality enhancement; thus providing confidence -for all stakeholders i.e. the funding organisations, the prospective and current students; the potential and current employers; the clients; the professional associations, etc.- that the quality of learning of the trainees is acceptable. A Establishment that has reached this level is to be regarded as holding the Accreditation status given by the “European Committee on Veterinary Education” (ECOVE).

### **c- Main steps in the evaluation**

The evaluation procedure for both Stages comprises several steps, the broad lines of which are described below, in accordance with the guidelines and instructions set out in **Annexes I to VIII**.

The main steps of the evaluation procedure are:

- Agreement for an evaluation between the Establishment and the ECOVE, including the Stage and date for a Visitation.
- Preparation of a Self Evaluation Report (SER) by the Establishment (see **Annexes I-IV**), which is to be scrutinised by a Visitation Team (see **Annex VI**),
- Visitation to the institution by a Visitation Team, for a duration of approximately 4 days for Stage 1 and 2 days for Stage 2,
- Preparation of draft A Visitation Report by the Visitation Team, including a preliminary executive summary for each Stage,
- Preparation of draft B Visitation Report, following a factual scrutiny by the Establishment, under the guidance of the Chairperson of the Visitation Team,
- Review of draft B Visitation Report with the availability of the Chairperson and subject to clarifications required by the ECOVE,
- Adoption of the Final Visitation Report, following communications of its contents to the Establishment's Head; preparation of the Executive Summary with the conclusions drawn and classification of the Establishment by the ECOVE,
- Inclusion of the Establishment in the List of Evaluated Establishments of the EAEVE, including year of evaluation and date of ECOVE-decision, status and a link to the Final Visitation Report.

### THE PROCESS OF EVALUATION

#### 1. AGREEMENT FOR AN EVALUATION BETWEEN THE ESTABLISHMENT AND THE ECOVE, IN TERMS OF STAGE OF SCRUTINY INTENDED AND THE DATE FOR A SITE VISITATION.

Albeit Stage 1 evaluation is compulsory for EAEVE-members, Establishments are free to choose whether they request evaluation for Stage 1 or for Stage 2 or both if the Establishment has passed Stage 1 on a previous evaluation. Exceptions are possible in accordance with ECOVE. Only evaluated Establishments found to meet the requirements set out in EC Directive 2005/36/EC by the adoption of this New System of Evaluation (Principles and process of evaluation approved in May 17 2006 by FVE's GA and by the EAEVE's GA on June 1 2006) are considered to hold the status of *Approval* in Stage 1 and can therefore immediately apply for the Stage 2 of evaluation (Accreditation).

Application for Stage 1 and Stage 2 evaluation must be 2 years in advance.

A provisional schedule of Visitations is drawn up by the EAEVE Office well in advance of the site Visitation in cooperation with the institution to be evaluated. This agreement must be obtained at least one year prior to the Visitation. The identities of the Visitation Team and the identity of the Liaison Officer must be available to both parties 6 months in advance. Once agreed upon, further changes cannot be made, except in the event of *force majeure* and by mutual agreement.

The travel and accommodation expenses (economy rates, middle-class hotels) of the Visitation Team (Visitors, secretariat) are borne by the institution visited. The institution also contributes to the administrative costs incurred by the EAEVE/ECOVE for the Visitation.

In order to facilitate preparatory work for the Visitations and the task of the visitation team, the EAEVE has prepared guidelines: three for the Establishments to be visited (**Annexes I, II and V**), one for the Visitation Team (**Annex VI**) and one for the Liaison Officers (**Annex VII**).

### 2. THE SELF EVALUATION REPORT (SER)

The SER is the essential part of the evaluation, providing basic data for the Visitation Team. The organisation of the SER is, however, different for Stage 1 (SER 1) and Stage 2 (SER 2). When preparing this report (either as SER 1 or SER 2), it is essential that the institution's administration carefully follows the instructions and requirements contained in **Annexes I to IV**.

**Stage 1:** The SER 1 describes the aims, structures, system of organisation, methods, resources, mode of operation and results of the institution concerned, as described in **Annexe Ia**. The SER 1 must contain, in standardised form, full but concise quantitative and qualitative data to allow for a proper evaluation of the training of veterinarians in conformity with Directive 2005/36/EC. In drawing up the report, the Establishment must answer all the questions contained in **Annex III**.

**Stage 2:** The SER 2 must describe the policies and procedures that the Establishment uses to assure adequate academic standards and the provision of adequate learning opportunities for the students in the entire field of veterinary undergraduate education. The SER 2 must also describe the underlying strategy devised by the academic management for quality improvement. The SER 2 should follow the guidelines listed in **Annexes Ib, II and III**.

During the period of preparation of the SER, the administration concerned may consult the evaluation system Coordinator if in doubt about how to answer certain questions. As the SER is the essential document for the Visitation, the Visitors must receive the SER not later than two months prior to the start of the planned Visitation to determine whether it is comprehensive enough for the Visitation to be carried out.

### 3. THE VISITATION TEAM

The ECOVE through the EAEVE Office appoints the membership of the Visitation Team. For this purpose, the ECOVE has a list of Visitors who have agreed to be involved in this task and, who have, if necessary, undergone training. Periodically, the ECOVE invites applications for individuals to be considered as visitors, through the EAEVE and FVE diffusion channels. The Visitors' personal files record, in particular, their area of expertise and knowledge of European languages.

For Stage 1 evaluation the ECOVE puts together, based on this background, a team of people with the necessary combination of subject expertise, clinical and academic experience, as well balanced as possible. The Chairperson of the visiting team has normally had experience in applying the evaluation system, and will have participated in at least three Visitations in the past. The Chairperson is usually one who holds, or who has recently held, a senior academic position with documented knowledge of the requirements for veterinary education. If a Chairperson is appointed who does not have an academic background, the team shall at least include one other person with senior academic experience who can advise on such matters as university organisation, requirements for veterinary education, etc. It is desirable that not more than one (1) member of the Visitation Team lacks experience as an evaluating expert.

"The Visitation Team for Stage 1 evaluation should comprise six persons, one for each of the sectors defined in Directive 2005/36/EC, Annex V.4., 5.4.1, namely basic subjects and sciences (one mem-

ber), clinical science subjects (one teacher and one practising veterinarian), animal production (one member) and food hygiene (one member). Four Visitors should be selected from academic peers. A student (final year undergraduate or graduated in the last 12 months at the maximum) will be added to the Visitation Team. The Visitation Team is accompanied by a Coordinator."

The Chairperson is nominated by the ECOVE and is ultimately responsible for the delivery of the Visitation Report, following consultation and consideration with her/his team. Administrative support is provided by EAEVE Office. In consultation with the ECOVE, the institution appoints a Liaison Officer who is well-acquainted with that institution, but is not actively involved in its current management.

In the Stage 2 evaluation, the Visitation Team must at least comprise two persons, nominated according to the criteria provided by ENQA. The Visitation Team can be accompanied by a Coordinator.

The Chairperson is nominated by the ECOVE and is ultimately responsible for the delivery of the Visitation Report, following consultations and considerations with her/his team. Administrative support is provided by EAEVE Office, at the visited institution-level the Establishment's Head or her /his representatives are responsible interlocutors.

#### **4. VISITATION TO THE ESTABLISHMENT**

The aim of the site Visitation is to verify and, where appropriate, complete the information provided in the SER/s and to give views on the level of undergraduate education, on the extent to which the minimum standards set by EU legislation are respected (Stage 1) and on the ability of the Establishment to monitor, maintain and enhance quality and standards at the level of the veterinary degree (Stage 2). It is also to try to put forward practical suggestions for improving training.

To help the institution prepare for the Visitation, an **Annex V** has been produced for use by the institution's administration, which is advised to follow closely. To help the Visitors prepare for the Visitation, an **Annex VI** is provided.

The Liaison Officer has a vital role during the Visitation. She/he is responsible for settling material questions and providing additional information requested by the Visitation Team as quickly and fully as possible. An **Annex VII** is available to help them prepare and to facilitate their work during the Visitation.

#### **5. DRAFT VISITATION REPORT PROPOSED BY THE VISITATION TEAM**

The Draft A Visitation Report of the Visitation Team must summarise the work done by the Visitors during the evaluation of the SER and the Visitation. It should be prepared along the same lines as the SER/s and take due regard of **Annex Ia** regarding Stage 1 and **Annex Ib** and ENQA-guidelines for Stage 2. Each chapter should comprise a descriptive section under the heading "Findings" (based on the SER/s and on the findings made during the Visitation) and one analytical section in the form of "Comments". It should be completed, where appropriate, by a section entitled "Suggestions". A preliminary self-explanatory, Executive Summary must accompany, each report delivered to the ECOVE.

In drawing up their report, it is in the Visitors' interest to follow closely the recommendations contained in **Annex VI**. The draft A Visitation Report prepared by the Visitation Team should be sent, as soon as possible after the Visitation, to the head of the Establishment visited

for correction of factual errors. The Coordinator of the Visitation Team is responsible, following consultation with the team, for completing draft B and for sending it to the ECOVE. This report and the accompanying preliminary Executive Summary are sent to the members of the ECOVE before the meeting where the evaluation of the Establishment is to be discussed and its status decided. Each ECOVE member is instructed to study all reports on Visitations before group discussions; objections and criticisms must be notified in writing within two weeks to the Chairperson of the ECOVE.

### **6. ADOPTION OF THE FINAL VISITATION REPORT BY THE ECOVE**

The ECOVE *in plenum* discusses draft B Visitation Report with the Chairperson of the Visitation Team, asks for clarifications, draws conclusions and adopts the Final Visitation Report which is communicated to the Establishment's Head prior to publication.

The Final Visitation Report must indicate the extent to which the institution complies with the guidelines and requirements of **Annex Ia** and with the agreed definition of graduate quality (e.g. presence of essential competences required at graduation, **Annex IV**) specified for Stage 1 and of **Annex Ib** for Stage 2, and these are noted under one of the following headings:

#### **Stage 1:**

Firstly, major weaknesses (major deficiencies) which, if allowed to persist, could lead the ECOVE to consider that the training given does not conform to the requirements of Directive 2005/36/EC.

Secondly, suggestions for changes which the Visitation Team conclude would improve the training, even though they relate to weaknesses that do not conform to the requirements of the above listed directives and amendments.

#### **Stage 2:**

Accreditation can only be given when full Approval of Stage 1 has been obtained and when Stage 2 evaluation has provided convincing evidence that the Establishment has qualified in providing a functional system of quality assurance. The assessment procedures may be classified as:

- satisfactory
- less satisfactory
- non satisfactory.

Following scrutiny and discussion of the Draft B Visitation Report, the ECOVE draws a series of conclusions to be included in the Final Visitation Report and classifies the Establishment.

### **7. CRITERIA FOR DETERMINING APPROVAL AND CLASSIFICATION OF THE EVALUATED ESTABLISHMENTS**

For the evaluated study programme to be recommended for Approval, the Establishment must have met, or have exceeded, Stage 1: requirements laid out in **Annex Ia** and, for Stage 2: requirements laid out in **Annex Ib**.

The evaluated Establishment will be classified after **Stage 1** evaluation as holding the status of:

#### **1. Approval:**

An Establishment with no Major Deficiency will be given the Approval status.

#### **2. Conditional Approval:**

## Amended in May 2012 – GA Budapest

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In case of one major deficiency ECOVE may assign Conditional Approval. The final judgement of Approval or Non Approval must fall within 5 years of the original evaluation Visitation.

### **3. Non Approval:**

An Establishment with two or more major deficiencies is granted the Non Approval status.

### **4. Non-EU limited Approval:**

A Establishment outside the EU with a curriculum differing in one or another area significantly from EU-directives without compromising overall standards of acceptability can get limited Approval.

The Establishment will be classified after **Stage 2** evaluation as holding the status of:

1. **Accreditation:** of the Establishment. The decision indicates that the Establishment has met the set of requirements (full confidence). However, the decision giving this status may include recommendations to eliminate minor shortcomings.
2. **Conditional Accreditation:** of the Establishment (for a non-renewable 5-year period). The decision indicates the Establishment has one serious shortcoming (limited confidence) in the set of requirements, and that this needs to be eliminated or addressed in agreement between the ECOVE and the Establishment.
3. **Non Accreditation:** The decision indicates that the Establishment has serious shortcomings (no confidence) and has not met the requirements.

## **8. TRANSPARENCY OF THE EVALUATION SYSTEM**

When the ECOVE has adopted the Draft B Visitation Report and scrutinised the preliminary executive summary, the set of recommendations and the classification of the Establishment are communicated to the Head of the evaluated Establishment, informing her/him of the Appeal procedure and of the transparency upon which the system of evaluation is based.

The ECOVE is responsible for the scrutiny of the data compiled and for the preparation of a Final Visitation Report of standardised format, with a very succinct non-negotiable structure, stating specific information for the stakeholders (e.g. the extent to which the graduate is suited to their purpose). The Final Visitation Report should include:

### **For Stage 1:**

- the areas of veterinary training where deficiencies have been noted, indicating – where relevant - the presence of major deficiencies,
- a final classification of the Establishment (Full Approval, Conditional Approval, Non Approval), and
- the most important suggestions for improvement of the Establishment's veterinary programme.
- a list of the Ratios (Indicators) (see **Annex IX**)

### **For Stage 2:**

- the areas where assessment procedures are
  - satisfactory
  - less satisfactory
  - non satisfactory
- a final classification of the Establishment (Accreditation, Conditional Accreditation, Non Accreditation)

- the most important suggestions for improvement of the Establishment's quality assurance procedures

The Final Visitation Report on a Establishment, including the Executive Summary is sent by the Chairperson of the ECOVE through the EAEVE Office to the head of the Establishment visited.

The Final Visitation Report is published on the EAEVE homepage.

### 9. REVIEW OF THE ESTABLISHMENT'S RESPONSE TO THE ECOVE DECISION

#### Stage 1

Establishments have the right to comment upon the conclusions drawn from the Final Visitation Report and address the ECOVE via the EAEVE Office about further steps, including appeal. When Establishments evaluated for Stage 1 have Major deficiencies, the ECOVE via the EAEVE Office asks the institution concerned to provide details of the planned changes which will be introduced in the wake of the report.

Veterinary Establishments whose Visitation Reports reveal one Major deficiency (but where it is considered possible, by agreement of the ECOVE and the Establishment, to correct them within a defined period) and were thus classed as having *Conditional Approval* status, will be requested by the EAEVE Office within a year of the decision to provide information on the follow-up measures taken. Establishments shall be reminded that failure to correct the Major deficiency within a defined period will result in exclusion or removal from the list of Establishments with Conditional Approval status.

The Establishment that considers that it has rectified its Major Deficiencies may ask ECOVE through the EAEVE Office for a Re-visitation to be performed at the latest five years after the (full) Visitation. The official request needs to be accompanied by a Re-visitation SER proving evidence that the Major Deficiencies identified during the Visitation have been corrected.

If ECOVE agrees about a Re-visitation, a Re-visitation Team (usually the Chairperson of the previous Visitation and one member of ECOVE) will perform the Re-visitation at the expenses of the Establishment.

The ECOVE will inform the Establishment of the result of this Re-visitation through the EAEVE Office. If the result is unfavourable (Non Approval status), the Establishment is informed of its right to appeal (see **Annex VIII**).

For veterinary Establishments whose Visitation Reports have led to *Non Approval* (Major Deficiencies present that could not be corrected within five years), three years after the Visitation Report adopted by the ECOVE has been forwarded to the Establishment concerned, the EAEVE secretariat will ask the Establishment to provide information on the follow-up measures taken, in particular, the changes made in order to correct its Major Deficiencies.

When the Establishment considers that it has rectified the Major Deficiencies, it should inform the EAEVE Office which will notify the ECOVE accordingly. The ECOVE will then decide if a new Visitation to verify the situation is necessary, at the expense of the Establishment, and if so by whom. The ECOVE will inform the Establishment of the result of this investigation through the EAEVE Office. If the result is unfavourable, the Establishment is informed of its right to appeal (**Annex VIII**).

### **Stage 2:**

In case the Establishment has only received “Conditional Accreditation” or “Non Accreditation” the Establishment may apply through the EAEVE Office for re-evaluation after a minimum of 2 years.

This application must be accompanied by a documentation showing, that the criteria for ( full) Accreditation have been met.

The ECOVE will then decide if a new Visitation to verify the situation is necessary, at the expense of the Establishment, and if so by whom. The ECOVE will inform the Establishment of the result of this investigation through the EAEVE Office. If the result is unfavourable the Establishment will be informed of its right to appeal (**Annex VIII**).

### **10. RE-EVALUATION PROCEDURES**

Re-evaluation is to be carried out periodically, within ten (10) years from the date of the (full) on-site Visitation for Establishments holding the (full) Approval/Accreditation status.

For Establishments holding the Conditional Approval/Accreditation status, Re-visitation shall be within five (5) years after the full on-site Visitation.

### **11. APPEAL MECHANISM**

Any Establishment that considers that gross injustice has been done during the evaluation at either Stage, the Establishment has the right to appeal its final classification. A step-wise description of the mechanism of appeal is fully described in **Annex VIII**.

### **12. CONSULTATIVE VISITATION**

The purpose of a Consultative Visitation is an appraisal of the overall compliance of the Establishment with ESEVT Standards. The Visitation is advisory in nature and the result is not listed nor made public. After the Consultative Visitation, an unofficial report is issued by the Consultative Visitation Team that includes the findings and the potential Major Deficiencies identified by the experts.

*A Consultative Visitation is a prerequisite for granting membership to EAEVE.* Other candidates for Consultative Visitations are Establishments preparing for Approval/Accreditation by ESEVT and wishing a preliminary and inconsequential evaluation.

The guidelines for a Consultative Visitation are given in **Annex X**.

## ANNEX I

### **GUIDELINES, REQUIREMENTS AND MAIN INDICATORS FOR STAGE 1 (Ia) AND STAGE 2 (Ib)**

#### ANNEX Ia

### **1. GUIDELINES AND REQUIREMENTS FOR STAGE 1**

#### **1.1 OBJECTIVES**

The objectives of veterinary training Establishments are to provide adequate, ethical, research-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession immediately on graduation or of being capable of performing adequately after a generally accepted period of practical experience. The training must cover the broad requirements for veterinary graduates and comply with EU Directive 2005/36/EC. Veterinary education should be based on scientific grounds and proven experience and provide students with adequate learning opportunities thus laying the basis for life-long learning. Considering that more than 50% of active veterinarians in Europe are engaged in clinical practice, a clinical focus is expected to be maintained during the basic training in veterinary medicine.

In addition the Establishments should conduct research, provide postgraduate and specialist training and play a role in continuing veterinary education (see also Stage 2).

They should, furthermore, provide services to members of the veterinary profession and the community as a whole.

#### **1.2 ORGANISATION**

Veterinary training must take place within Establishments of higher education (university, a higher institute providing training recognised as being of an equivalent level, or under the supervision of an university, Directive 2005/36/EC), formally recognised as such in the respective country, and should be undertaken preferably by a free-standing unit, specifically established for that purpose. If it is undertaken by one or more departments of a parent institution, some of which also have other teaching commitments, the veterinary curriculum must be properly integrated, with effective central veterinary control. The number of veterinarians provided as educators (usually a minimum of 80 individuals working full time in the Establishment) must be high enough to ensure co-ordinated delivery of the teaching programme. Such a programme must be afforded the same recognition, status and autonomy as other professional training programmes in the institution and/or the state.

The organisational structure should make possible an objective evaluation of the quality of the training provided and the skills of the graduates. The training of the graduates should be monitored for quality at the subject and institutional levels, laying the basis for a confident system of quality assurance (see Stage 2).

In order to ensure that the veterinary training meets the objectives and requirements of EU Directive 2005/36/EU, the organisational structure should allow input not only from educators and students but also from stakeholders (e.g. members of the profession and from the public) (see also Stage 2).

### 1.3 FINANCES

Finances must be adequate to sustain the educational programmes, to allow for adequate research and to meet societal objectives of the Establishment. Universities and national ministries must recognise that veterinary education is more expensive than training in other science-based disciplines, since it includes clinical instruction based on public services (e.g. patient care). It must also be considered that veterinary education has to take place in a research environment and that salaries should be sufficiently high so as to attract and retain highly qualified staff.

The budget must allow the Establishment to:

- Perform adequate research based teaching
- Attract and retain highly qualified academic and support staff to reach, or exceed satisfactory teaching staff/student and teaching staff/support staff ratios.
- Ensure provision and renewal of up to date teaching (including IT) facilities, laboratory and clinical equipment (including vehicles for the ambulatory clinics).
- Ensure teaching and clinical training in premises with adequate hygienic and safety standards,
- Ensure adequate intramural clinical training by securing an adequate caseload, including emergencies, across animal species and adequate provision of stationary and ambulatory (mobile) clinical services, according to the most recent advances in veterinary medicine.

Bearing in mind the increasing demand for specialist training, funds should be made available for places for both clinical and research postgraduate students in areas in which the Establishment has expertise.

### 1.4 CURRICULUM

#### 1.4.1 GENERAL

- 1.4.1.1 Veterinary training must comprise at least five years' full-time theoretical and practical study in a University or equivalent higher education establishment. Longer veterinary basic training is a legal decision for the country.
- 1.4.1.2 It is imperative to acquire basic knowledge in all fields of veterinary science, particularly in clinical instruction, thus enabling veterinarians to perform all their duties, as stated in Directive 2005/36/EC, Annex V. It is desirable that the students are allowed more advanced training (tracking) in one given field. This can be up to 20% if students meet the day1-competences.
- 1.4.1.3 Provided that the curriculum maintains an adequate level of training, Establishments can follow the Bologna Declaration by offering a *Bachelor`s* degree prior to finishing the 5-year full-time minimum undergraduate veterinary education, leading to the award of the professional title of Veterinarian (or equivalent professional title) as regulated by the Directive 2005/36/EC. Graduation after completing this veterinary education is equivalent to a *Master`s* level and, depending on national regulations, this degree may be assigned to the Veterinarian (or equivalent professional denomination). The title of Veterinarian is the only professional title provided (Directive 2005/36/EC) after having completed these full-time studies lasting for at least 5 years.
- 1.4.1.4 Acquisition of generic competences such as skills in written and oral communication, problem-solving and professional attitudes at all Stages of the curriculum are an important adjunct to practical and clinical skills.

- 1.4.1.5 The curriculum (e.g. the distribution of the theoretical and practical training among the various groups of subjects listed in Directive 2005/36/EC) must be acquired in such a manner that the educational aims are met.
- 1.4.1.6 Curriculum development is the responsibility of the institution as a whole, and should not be left to individual departments (see also Stage 2).
- 1.4.1.7 The aims of the curriculum and the learning objectives/outcomes must be clearly explained to both staff and students (see also Stage 2).
- 1.4.1.8 These aims must reflect the needs of the profession and of society, and mechanisms must be introduced to ensure this (see also Stage 2).
- 1.4.1.9 Methods must be established to monitor and, where necessary, amend the curriculum. Establishments should aim towards the quality assurance mechanisms prescribed for Stage 2.
- 1.4.1.10 The instruction provided must include basic clinical training across all common domestic species, e.g., companion animals (dog, cat), equine and the food-producing animals (cattle, small ruminants, pigs, poultry and other species relevant to the region). In cases where the Establishment cannot give adequate hands-on teaching in a species, arrangements on a legal contractual basis should be made for students to learn this at another Establishment (freedom of learning, ECTS principle).
- 1.4.1.11 The breakdown of the theoretical and practical courses between the various groups of subjects must be balanced and co-ordinated so that the students may acquire the knowledge, skills and experience mentioned in these guidelines. Practical training (particularly clinical training) requires the active participation of students under appropriate staff supervision in adequate ratios.
- 1.4.1.12 Extra-mural practical training may form part of a full-time veterinary course as long as it is supervised by the institution concerned and does not exceed six months of the total academic five-year training period (Directive 2005/36/EC). Extra-mural training is complementary, and cannot be used to replace training by the Establishment, but can be used to supplement the basic intramural training provided by the institution.
- 1.4.1.13 All students must have acquired “day-one” competences by the time they graduate (see **Annex IV**), including general academic and professional attributes and attitudes towards professional development as well as pertinent practical -generic and clinical- skills.
- 1.4.1.14 Provisions should be made for those undergraduate students who want to gain specific experience in research.

### 1.4.2 STUDY PROGRAMME

In meeting Directive 2005/36/EC, the core veterinary medicine curriculum eventually leading to the award of the title veterinarian must include at least the subjects in the groups listed below.

### **BASIC SUBJECTS**

Instruction in basic subjects, (physics, chemistry, animal biology, plant biology, biomathematics) may be given as part of, or in association with, other disciplines of the veterinary course. They could also advantageously be taken *prior to entry* to the veterinary course. These subjects should provide a solid background in chemical, physical and biological sciences, with the objective of preparing students for the subjects to be taught later in the veterinary curriculum.

### **BASIC SCIENCES**

Instruction in basic sciences must provide students with an understanding of the fundamental biological principles and mechanisms underlying animal health, disease and therapy, from the molecular and cellular level to the level of the organ, the whole animal and animal populations. This includes an understanding of the biological basis of normal structure and function, the mechanisms governing homeostasis, the physiopathology of organ systems and the biological and pharmacological evidence-based mechanisms, by which disordered states may be returned to normal.

The teaching must also cover the biology of agents that cause and transmit diseases from animal to animal and from animal to man, the transmission mechanisms and the mechanisms by which animals defend themselves against infectious agents and how these mechanisms can be induced.

#### **The basic sciences must include:**

- Anatomy (including histology and embryology),
- Physiology,
- Biochemistry,
- Genetics,
- Pharmacology, and pharmacy,
- Toxicology (including environmental pollution),
- Microbiology (including virology, bacteriology and mycology),
- Immunology,
- Epidemiology (including scientific and technical information and documentation methods),
- Professional ethics.

### **1.4.2.3 CLINICAL SCIENCES**

The course of instruction in the basic sciences (pre- and para-clinical subjects) should have laid the necessary groundwork on which to build clinical knowledge and skills.

Propaedeutic training, as listed in the Annex V.4 of Directive 2005/36/EC, must provide the skills required to examine the patient or analyse the case, collect the clinical and laboratory data as the fundamental basis for a diagnostic and therapeutic plan for the case.

Intramural clinical training must be provided so all students receive a common clinical grounding, encompassing all species and disciplines, in accordance with the Directive 2005/36/EC, Annex V, and adequately enable veterinarians to perform basic clinical duties in all species, if required (see the list of essential competences required at graduation, the so-called “Day One Competences” in **Annex IV**). The time allotted for training in clinical sciences should account for at least 40% of the entire curriculum. This does not preclude the acquisition of additional knowledge in selected areas for which there is less demand as considered in the Directive 2005/36/EC.

Extramural clinical training and exposure to patient-driven clinical services are, albeit encouraged, only to be considered supplementary to the intramural clinical instruction provided by the Establishment, with equal consideration to teaching hospital (stationary) clinics or ambulatory (mobile) clinical services, which should remain the core of the intramural clinical instruction.

**The clinical sciences must include:**

- Obstetrics,
- Pathology (including pathological anatomy),
- Parasitology,
- Clinical medicine and surgery (including anaesthetics);
- Clinical lectures on the various domestic animals, poultry and other animal species;
- Preventive medicine,
- Radiology (diagnostic imaging),
- Reproduction and reproduction disorders,
- Veterinary state medicine and public health,
- Veterinary legislation and forensic medicine,
- Therapeutics,
- Propaedeutics.

The above subjects are general subjects. Establishments should ensure that students are exposed to all major areas of clinical specialisation.

### **1.4.2.4 ANIMAL PRODUCTION**

#### **1.4.2.4.1 Food producing animals**

Animal Production is the broad term used to describe the entire discipline of breeding, rearing and disposal of food-producing animals and their products by sale, slaughter for food or as waste. Tuition must cover the major food-producing species (cattle, sheep and/or goat, pigs, poultry, rabbits, and equine) and one example of a farmed fish species. Knowledge of animal production in its broad sense is essential for the veterinarian in order that changes in normal behaviour and management can be detected, animals can be handled safely, treatment can be given in an appropriate manner and appropriate recommendations can be made for prophylactics and care.

The training must be oriented towards the application of prophylactics and clinical treatment on individual and herd basis, preventive veterinary medicine (e.g. herd health) and management of epidemic diseases, reproductive management, housing of animals and feeding regimes. The training provided should allow veterinarians to derive proper data for food chain information and possible risks to human health.

Training must familiarise students with the normal methods for the disposal or recycling of animal waste and the common requirements for ethical, environmentally-sound and hygienic disposal of the bodies of companion animals and the carcasses of food-producing animals.

Training must provide adequate knowledge on animal welfare issues, covering rearing and holding on-farm until slaughter.

Knowledge of the economics of animal rearing enterprises and their place in the rural economy is required to make informed decisions about disease control and euthanasia.

## Amended in May 2012 – GA Budapest

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The importance of genetics in animal breeding and trade as well as for disease resistance should be understood.

Theoretical and practical training must cover the broad requirements of the individual member states.

Theoretical instruction should be accompanied by practicals which provide the confidence to handle major domestic animal species safely and the ability to carry out basic tasks in animal management, breeding and rearing.

### **The animal production subjects must include:**

- Animal production (the domestic food-producing animal species in society and the economy)
- Animal nutrition (nutrition and feeding of food-producing species)
- Agronomy (cropping, grazing and land use in relation to food-producing animal species)
- Rural economics (animals as a business and their importance in the countryside)
- Animal husbandry (housing, management and reproductive management systems, including artificial reproduction techniques, e.g. artificial insemination, multiple ovulation and embryo transfer).
- Veterinary hygiene (farm layout, drainage, cleaning, disinfection and bio-security)
- Animal ethology and protection (behaviour, social organisation in animal populations and common welfare issues, including behavioural disorders and their remediation)

### **1.4.2.4.2 Non food producing animals**

Relevant and appropriate considerations of the above (section 4.2.4.1) principles should also be applied to the major non food producing animals like the dog and cat.

### **1.4.2.5 VETERINARY FOOD HYGIENE / PUBLIC HEALTH**

The training must ensure that each student understands the fundamentals of veterinary public health, food science and modern food technology, the scientific basis of the relationship between food and human health, and the factors underlying the quality of hygiene (of food and the environment).

Directive 2005/36/EC, Annex V.4, 5.4.1, requires therefore adequate knowledge of the hygiene and technology involved in the production, manufacture and putting into production of animal foodstuffs or foodstuffs of animal origin. It further requires adequate knowledge of the laws, regulations and administrative provisions relating to the production of such foodstuffs. Veterinary public health/Food hygiene education for veterinarians must therefore ensure that, on graduation, they can be trained by the Competent Authority (CA) to carry out the audits described in the appropriate food hygiene regulations.

Study programmes should therefore build on a sound knowledge in the field of veterinary public health/food hygiene so that students would:

- know how to carry out ante-mortem inspection on farm or in the abattoir and assess the welfare of the animals concerned.
- be familiar with veterinary public health and the respective legal regulations.
- understand post-mortem inspection and possess basic practical skills within the food production business and inspection requirements.

- understand the importance of risk-based monitoring of the processes (HACCP concept). These tasks require a sound knowledge of the pathology, microbiology, parasitology, pharmacology and toxicology of food animals, of epidemiology and of the legal requirements, allowing them to ensure public health and report back along the food chain to the farmer and to the Competent Authority.
- interpret the information returned by the Food Business Operator to the farm so as to benefit production, animal welfare and public health.
- acquire an acceptable knowledge of the principles of Food Hygiene Legislation at EU-level and in the individual state.

### **The veterinary food hygiene/public health subjects must include:**

- Inspection and control of animal foodstuffs or foodstuffs of animal origin and of the respective feed-stuff production units,
- Food hygiene and technology,
- Food science including legislation,
- Practical work (including practical work in places where slaughtering and processing of foodstuffs takes place).

The course of instruction must cover subjects necessary to prepare the graduate to perform effectively not only in the traditional veterinary practice, but also in other common professional roles.

Undergraduates must receive broad information on the different opportunities of post-graduate training and specialisation.

### **1.4.2.6 PROFESSIONAL KNOWLEDGE**

Professional knowledge subjects must include:

- Practice management
- Veterinary certification and report writing
- Career planning and opportunities

## **1.5 TEACHING, QUALITY AND EVALUATION**

### **1.5.1 BASIC SUBJECTS and SCIENCES**

One of the major objectives is the acquisition of problem-solving skills. To this end, the instruction must cover the methods of acquiring, documenting and analysing scientific and technical data.

Practical training must serve to familiarise students with subjects studied in theoretical courses and to give them some insight into how scientific knowledge might be acquired. Practical training does not mean simply observing the teacher during demonstrations. Acquisition of generic problem-solving skills is required.

### **1.5.2 CLINICAL SCIENCES**

Clinical instruction must take place in groups that are small enough to ensure hands-on experience for all.

Students' problem solving and clinical skills should be developed through their full involvement in case management under suitable supervision. The mere observation of others practising veterinary medicine and surgery is not acceptable. The instruction provided must include basic clinical training across the common domestic species. Effective monitoring systems are to be provided in cases where the Establishment cannot give hands-on teaching in a species and the student must learn this at another institution.

Time-tabled lectures should be excluded from a substantial proportion of the clinical course as they may clash with students' case management activities.

Those responsible for theoretical clinical training must also be involved in the practical side dealt with in the institution's clinics.

The advancement of knowledge is a task involving all members of the profession. Therefore, interaction between students and clinical researchers working in the clinical field should be arranged in order to stimulate students' interest in research.

### **1.5.3 ANIMAL PRODUCTION**

Those teaching the theory of animal production subjects should also be involved in practical training with the major domestic animal species. Teaching should reflect the species balance and management systems of the country. For food producing animals, practical work should be farm- case-based as much as possible.

Practical extramural courses should be encouraged as long as adequate supervision is in force.

### **1.5.4 VETERINARY FOOD HYGIENE /PUBLIC HEALTH**

Practical training must familiarise students with the concepts of Food Business audit especially with regard to food of animal origin at various Stages in the food chain, particularly in slaughterhouses. Students should develop Day-1 competences in the interpretation of food chain information, ante-mortem inspection and post-mortem inspection and be capable of being trained as official veterinarians by the Competent Authority.

The training must take place in groups that are small enough to ensure that all students are able to gain hands-on experience.

It should also give students the opportunity to monitor units involved in the production, processing, distribution and consumption of foodstuffs.

Extramural instruction in the training in veterinary public health and food hygiene may be used so long as it is properly supervised.

### **1.5.5 ESSENTIAL COMPETENCES AT GRADUATION (DAY ONE COMPETENCES)**

Students must be provided with clear learning objectives for each of the essential competences at graduation (Day One Competences) listed in **Annex IV**.

### **1.5.6 THE TEACHING AND LEARNING ENVIRONMENT**

The academic environment must be conducive to learning of the students and the didactic and pedagogic development of the teaching staff (see also Stage 2).

### **1.5.7 MONITORING AND ASSESSMENT**

#### **1.5.7.1 OF STUDENTS (see also Stage 2)**

Student performance must be assessed regularly.

Written, project and practical work, generic competences such as professional attitudes, communication skills, problem-solving abilities must all be evaluated with equal emphasis to practical and clinical skills. Evidence must be produced that students meet day one competences.

Evaluation methods must be known and understood by the students.

Whenever possible, the use of external examiners/observers should be made.

Results of assessment must be documented properly.

#### **1.5.7.2 OF TEACHERS AND INSTRUCTION**

A system must be available to allow students to evaluate teacher performance and teaching.

Students must be able to participate in the development of the curriculum in general.

### **1.5.8 STUDENT WELFARE**

Adequate measures should be taken to minimize the risk of zoonotic diseases as much as possible (e.g. vaccination against rabies)

The establishment must provide or have a right of access to a system of routine and special guidance for students, especially those with social problems or those having difficulties with their studies.

The guidance programme should also cover future career development and/or job selection.

### **1.6 FACILITIES AND EQUIPMENT**

The site, buildings and its equipment should be conducive to teaching and adequate for the number of students enrolled.

Buildings, for both basic and specialist facilities must be adequate and suited to the teaching programme.

Health and safety standards must be conscientiously observed, as should the requirements of acceptable laboratory practice.

The practical side of animal production must be taught on the institution's own farms or on farms to which it has access, to sufficiently small groups of students, thereby allowing hands-on experience for all.

## Amended in May 2012 – GA Budapest

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Adequate and hygienic facilities for the humane treatment of animals must be available, including provisions for hospitalisation, for operative surgery and recovery from anaesthesia, for exercise and for the isolation of infectious cases. Isolation facilities should be available for all animal types commonly handled in the facilities.

The clinical and hospital buildings must be up-to-date, clean and well maintained, and should be at least as adequate as those available in the private sector in the individual states.

The diagnostic, medical and surgical equipment provided must promote state-of-the-art practice of veterinary medicine and surgery.

Establishments must have a mobile/ambulatory clinic for farm animals or equivalent facilities so that students can practise field veterinary medicine under expert supervision.

Where practical training involves the use by the institution of material obtained from slaughterhouses and unfit for human consumption, vehicles and facilities must be properly adapted, maintained and operated to ensure the safety of students and staff and to prevent the spread of infectious agents.

### **1.7 ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN**

The farm/s where veterinary field training is performed should contain the major animal species relevant to veterinary practice in the individual state. Farm facilities and equipment should be up-to-date, and at least as good as those available in the private sector of the countries concerned. The farm should be a model of animal welfare for the profession and the students.

Adequate clinical material including all of the major species relevant to veterinary practice in the state concerned must be made available to the students.

The clinical material should be varied, providing experience in routine and complex cases.

The clinical services must have access to appropriate diagnostic support.

Clinical and hospital facilities should operate day and night for most of the year, i.e. like a normal practice. They have to provide a 24 hours emergency service.

The clinical department(s) must maintain close links with the pathology and other diagnostic services so that students can follow cases where animals die of natural causes or are euthanized, and conduct post-mortem examinations. If necessary, pathology material should also be obtained from outside the institution to enhance the learning experience.

An adequate data retrieval system must be available so that case studies can be undertaken.

The Establishment must ensure that the students are exposed to an adequate supply of teaching material in the veterinary public health (including food hygiene) areas.

### **1.8 LIBRARY AND LEARNING RESOURCES**

The Library and related services must help to meet the institution's objectives and lend support to basic training, research and postgraduate studies.

To this end, the Library must offer a comprehensive and up-to-date range of books and journals. Its opening hours, regulations and loan arrangements must facilitate self-learning. The institution must provide an adequate number of places for private study in the library or elsewhere on site. The Library must be professionally managed, have good working relationships with other libraries

in the area, and provide modern on-line communication facilities for use by staff, students and researchers. In Establishments where departmental libraries are available, the main library should have documentation on the material held in the other libraries.

The Establishment must provide audio-visual and information technology facilities meeting the needs of establishment.

### **1.9 ADMISSION AND ENROLMENT**

The veterinary course is a rigorous one, and students admitted must have proven capabilities.

Although admission and enrolment are the legal responsibility of the individual countries, the selection should be competitive, based upon academic achievements and on other criteria.

Admissions must also be compatible with facilities and staff numbers, bearing in mind the need for low student/staff ratios, particularly in the clinical side of the course, and the amount of clinical and pathological material available.

### **1.10 ACADEMIC AND SUPPORT STAFF**

The competence of the full-time academic staff must enable coverage of all the subject areas of the curriculum, allowing research based teaching except where alternative arrangements are made for outside teachers. The number of full-time academic staff (FTE) must allow teaching of small groups, thus maximising the learning opportunities for the students. A minimum percentage of 70% of the academic teaching staff should have veterinary training. Teachers of clinical veterinary subjects must be veterinarians, as should be those carrying out para-clinical services reporting to the public.

Part-time staff, residents and graduate students may lend support to full-time academic staff if they are appropriately integrated into the instructional programme. The Establishment should define which academic level is required.

Overall, the workload of the academic staff should be organised in such a way that apart from teaching and clinical duties, they should be able to perform research and other non-teaching-related academic activities within working hours.

Appropriate teacher supervision requires satisfactory teaching staff/student and teaching staff/support staff ratios.

### **1.11 CONTINUING EDUCATION (see also Stage 2)**

The institution must co-operate with other professional organisations and competent authorities in the design, implementation and quality control of continuing education programmes.

It should strive to provide well-designed continuing education programmes in specific areas of practical veterinary medicine.

### **1.12 POSTGRADUATE EDUCATION (see also Stage 2)**

#### **1.12.1 TOWARDS A QUALIFICATION IN A SPECIFIC AREA**

The institution must co-operate with other professional organisations and competent authorities in the design, implementation and quality control of continuing education programmes leading to

qualifications in the clinical and paraclinical fields, including the achievement of national specialist recognition.

Where appropriate, Establishments should aim their programmes to meet the standards and regulations of the respective European specialist colleges and of the European Board of Veterinary Specialisation or equivalent bodies.

### 1.12.2 RESEARCH TRAINING

The institution must offer post-graduate training programmes by research (PhD or equivalent) based on an international-level programme in biomedical and veterinary research.

The programmes must be well designed and cover theoretical as well as practical training, leading to a certificate/degree within a period of three to four years.

The institution must provide an adequate number of places for research students

### 1.13 RESEARCH (see also Stage 2)

It is desirable for undergraduate students to gain experience of research by undertaking a research project and writing a report on it.

The Establishment should provide an appropriate balance for these opportunities between basic, applied and clinical research.

The Establishment should assign an appropriate number of academic and technical posts specifically to research.

The Establishment should also allocate adequate facilities, equipment and operating funds to research.

## 2. MAIN INDICATORS FOR STAGE 1

It is recommended that the data required to establish the main indicators be provided in strict compliance with the proposed definitions. These indicators must be valid for **one academic year**. Teaching hours must be the **number of teaching hours per student** disclosed as teacher-student intramural contact hours, extramural instruction and self studies.

### 2.1 TEACHING STAFF

Veterinary Establishments should have a number of budgeted teaching posts for undergraduate training:

- The posts may be filled on a full-time or part-time basis. The number of teaching staff is expressed in terms of full-time equivalents (FTEs) [e.g. 10 persons employed full-time (100%), two part-time (50%), and one at 80% time = 11.8 FTEs].
- Researchers working at the institution but involved only occasionally in undergraduate training (less than 10 hours annually) are not to be included in the above number. Researchers with greater involvement in basic training ( $\geq 10$  hours annually) should be in-

cluded in the calculation of FTEs such that the calculation is made on the basis of the proportion of time which they spend teaching compared with the time an average full-time teacher devotes to teaching, e.g., if the average workload<sup>1</sup> is 400 hours per year per lecturer and a researcher teaches undergraduates for 40 hours per year, this is counted as 0.1 FTE).

- Students working towards a postgraduate doctoral degree should not be included in this number, unless they perform regular, paid, teaching activities for a minimum of 20% of their work load. Similarly, interns and residents can be included in this number, as far as they participate actively to the hands-on clinical teaching (supervised, clinical or practical group work for 20% of their work load) and if/where they are paid for the teaching activity.
- Interns are veterinarians pursuing general clinical studies for 1 to 2 years. Residents are veterinarians who have completed their internship or its equivalent and are undergoing specialist clinical training (leading to a higher qualification) for 2 to 3 years. Postgraduate doctoral degree students are those pursuing a PhD or similar degree after completing their basic training.
- Outside lecturers and associated external teachers who teach at the institution on a regular short term or *ad hoc* basis are not included in this number but should be reported for information purposes.

### 2.2 STUDENTS

Number of students is defined as follows:

- a) Undergraduate veterinary students: this number includes all those students who are specifically enrolled for the course at the start of each academic year (Annex III, Tab. 9.3).
- b) Students graduating annually: this number comprises those students who received their diploma at the end of undergraduate veterinary training (student attrition) (Annex III, Tab. 9.4).

### 2.3 SUPPORT STAFF

Included here is the number of budgeted support staff posts paid for by the institution:

- The posts may be filled on a full-time or part-time basis. As in the case of the academic staff, the given number should be expressed in terms of FTEs.
- The posts should be counted whether the work involves secretarial, administrative or technical staff, workmen, service personnel, animal caretakers. etc.)

### 2.4 THEORETICAL TRAINING

This covers the total number of hours of lectures, seminars and self directed learning provided to each student in a given academic year for the EU-listed subjects.

### 2.5 SUPERVISED PRACTICAL TRAINING

- Only intramural teaching under the guidance of lecturers should be taken into account (extramural placements should not be included).

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<sup>1</sup> Average workload: this includes the actual time of teaching, the preparation for teaching and the time spent on examination/evaluation of students. It is generally accepted that 1 teaching hour on average requires two hours of preparation.

- Only training taking place in small groups should be considered as supervised practical training.
- The figures provided should correspond to the total number of hours of practical and clinical training provided for the undergraduate training of one student.
- Practical training (e) is divided into three groups based on the work in which the students are involved:

### **2.5.1 LABORATORY AND DESK WORK**

The total number of teaching hours to small groups in animal-free supervised work (including clinical supervised work). It includes teaching sessions where students themselves actively perform laboratory experiments, use microscopes for examination of histological or pathological specimens. It also includes work on documents and idea-formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).

### **2.5.2 NON-CLINICAL ANIMAL WORK**

The total number of hours of practical work (practical training). These are teaching sessions where students themselves work on normal animals, on objects, products, carcasses etc (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection or necropsy

### **2.5.3 CLINICAL WORK**

The total number of hours of intramural clinical practical work. These are strictly hands-on procedures by students which include work on normal animals in a clinical environment, on organs and clinical subjects, including individual patients and herds, making use of the relevant diagnostic data. Surgery or propaedeutical hands-on work on organ systems on cadavers to practice clinical techniques are also classified as clinical work. Simply observing the teacher doing these tasks is not clinical work.

### **2.6 SELF- DIRECTED LEARNING**

The number of hours each student has for self-directed learning per week. Self directed learning are Establishment controlled, non supervised scheduled curricular sessions making use of defined teaching material provided by the Establishment (e.g. e-learning, radiographs, etc.).

### **2.7 ANIMAL CASE-LOAD FOR TRAINING**

The total number of animal cases available for students' practical and clinical intramural training.

#### **Livestock**

The total number of individual or on-farm cases of livestock (cattle, sheep, goats, other ruminants, pigs, poultry and rabbits) recorded by the institution's clinics (stationary and/or ambulatory).

#### **Herds or production units**

The total number of herds or production units attended by the student/s.

#### **Equine**

The total number of horses, donkeys, mules recorded by the institution's clinics.

### **Companion animals and exotics**

The total number of companion animals (excluding horses) and exotics recorded by the institution's clinics.

## **2.8 POST-MORTEM EXAMINATIONS**

The number of post-mortem examinations carried out by the institution on whole carcasses of cattle, small ruminants, pigs, other farm animals, equines, poultry, rabbits, dogs, cats, other.

## **2.9 AMBULATORY (MOBILE) CLINIC**

This refers to clinical services provided outside the Establishment, e.g. on farms, with the number of Visitations carried out by the ambulatory (mobile) clinic to perform field veterinary medicine.

**ANNEX Ib**  
**GUIDELINES AND REQUIREMENTS FOR STAGE 2**  
**(ACCREDITATION)**

The Establishment applying for evaluation at Stage 2 must have gained prior Approval on the level of Stage-one evaluation. For Stage 2 evaluations the Establishment, in addition to Stage 1 requirements, is required to demonstrate how responsibility for quality is followed up with actual quality assurance. Establishments should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance not only of quality, but also quality assurance. To achieve this, Establishments must develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders. Hence a prerequisite for the status of an Establishment with Accreditation status will be the existence of a *system of internal quality assurance* that complies with the criteria set by the Standards and Guidelines for Quality Assurance in the European Higher Education Area established in 2005 by the European Association for Quality Assurance in Higher Education (ENQA, Helsinki, 2005) (<http://www.enqa.eu/documents.lasso>).

This system and its successful application must be documented in the Self Evaluation Report-Two (SER two), allowing the Establishment to be classified as holding the status of

- Accreditation
- Conditional Accreditation
- Non Accreditation.

In particular it must become obvious how the Establishment collects, analyses and uses relevant information for the effective management of its study programme and other relevant activities, such as residency programmes, continuing education, research and research education and how the public (stakeholders) is informed.

Twelve (12) assessment procedures (**AP**) have been identified and are detailed in ten (10) chapters. The assessment procedure themselves may be classified as:

- satisfactory
- less satisfactory
- non satisfactory.

## **1 POLICY STATEMENT (AP 1)**

Bearing in mind, that postgraduate education and research are the basis for the advancement of veterinary science and hence have a great impact on undergraduate education, as laid down in the Principles and of the Evaluation of Veterinary Education in Europe, the Establishment must provide a clear policy and set of procedures for internal quality control and quality assurance of its teaching and research programme. The policy should have a formal status and be publicly available. It should also include a role for students and other stakeholders. The policy statement is expected to include the:

- relationship between teaching and research so that an established definition of research education and research quality is evident
- Establishment's strategy for quality and standards
- organisation of the quality assurance system
- responsibilities of organisational units and individuals for the assurance of quality
- involvement of students in quality assurance

- ways in which the policy is implemented, monitored and revised

## **2 ASSESSMENT OF STUDENTS, POST GRADUATE EDUCATION AND STUDENT WELFARE**

### *Undergraduate education (AP 2)*

- admission of national and foreign students

Enrolled students must be assessed regularly using published criteria, regulations and procedures which are applied consistently. Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives, e.g. day 1 competences
- have clear and published criteria;
- where appropriate, not rely on the judgements of single examiners;
- results of assessment must be documented properly;
- be subject to administrative verification checks to ensure the accuracy of the procedures.
- in addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

### *Post-graduate student education; academic track (AP 3)*

Information on the following topics is required:

- admission of national and foreign students
- underlying study programmes, requirements and programme-assessment
- student assessment procedures and results

### *Post-graduate student education; professional track (AP 3)*

Information of the following topics is required:

- types of programmes offered and admission procedures for national and foreign student
- cooperation with other Establishments
- student assessment procedures and results

### *Student welfare (AP 4)*

Information of the following topics is required:

- measures taken to prevent zoonoses
- general and specific student counselling

## **3 ASSESSMENT OF TEACHING STAFF (AP 5)**

Establishments should ensure that their teaching staff recruitment and appointment procedures include a means of ensuring that all new staff have at least the minimum necessary level of competence.

Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation should be available. The institution should describe any systems of reward for teaching excellence in operation.

A system for assessment of teaching staff must be in operation and should include student participation..

#### **4. ASSESSMENT OF LEARNING OPPORTUNITIES (AP 6)**

The Establishment must provide proof of a quality assurance system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Type, provision and updating of appropriate learning opportunities for the students should be clearly described as well as the involvement of students. The institution should also describe how it manages the promotion of up to date facilities for supervised and self-studies and the promotion of lifelong-learning.

#### **5 ASSESSMENT OF TRAINING PROGRAMME AND THE AWARD OF THE TITLE OF VETERINARIAN (AP 7)**

Assessment is expected to include:

- development and publication of explicit intended learning outcomes, including a description of essential competences required at graduation (the so-called “Day One Competences”) as listed in **Annex IV**.
- procedures for formal curriculum and teaching programme Approval and regular reviews
- procedures monitoring delivery of the curriculum and teaching programme
- assurance concerning the participation of students in quality assessment activities
- parameters assessed and procedures to monitor regular feedback from stakeholders and graduates
- provision of a structure that promotes life-long learning

#### **6 ASSESSMENT OF QUALITY ASSURANCE SYSTEMS FOR CLINICS, LABORATORIES AND FARM (AP 8)**

The Establishment should describe the system(s) of quality assurance it possesses to monitor and assure clinical, laboratory and farm services

#### **7 ASSESSMENT OF CONTINUING EDUCATION (AP 9)**

The Establishment should describe the system of quality assurance it possesses to monitor and promote the design, implementation and quality control of its own, or joined Continuing Professional Development (CPD) programmes in specific areas of practical veterinary medicine.

#### **8 ASSESSMENT OF RESEARCH (AP 10)**

The institution should describe the system of quality assurance it possesses to develop and maintain and audit research programmes. Of particular interest is how research provides opportunities for student training, staff promotion, and how research methods and results are conveyed into basic veterinary training.

### **9 ASSESSMENT OF INTERNATIONALISATION OF EDUCATION AND RESEARCH (AP 11)**

The institution should describe the system it possesses to promote and assess the development of international post-graduate education and of co-operating research projects with other countries, including developing countries.

Of particular importance is description of the measures of encouragement applied to engage veterinary students and newly graduates in international mobility of training (e.g. EU programmes such as Erasmus, Socrates, Tempus, Marie Curie etc) as well as the effectiveness of the activities.

### **10 ASSESSMENT OF COOPERATION WITH STAKEHOLDERS AND SOCIETY (AP 12)**

The institution should provide proof that it regularly publishes up to date, objective and accurate information, both quantitative and qualitative, about the study programme. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be readily accessible and should not be used simply as a marketing opportunity. The institution should describe to what extent it meets its own expectations.

## ANNEX II

### GUIDE FOR THE PREPARATION OF THE SELF EVALUATION REPORT (SER)

#### 1. GENERAL

The Self Evaluation Report is the cornerstone of the evaluation process, for both Stage 1 and Stage 2 evaluations.

Important points to note are:

- It is recommended that preparation of the SER should begin well in advance of the Visitation. It must reach the Visitation Team and the EAEVE Office at least two months prior to the scheduled date of the Visitation.
- Therefore, it is recommended that preparation of the SER 1 and SER 2 should begin about one year prior to the date of the Visitation.
- The SER should be drafted by the Establishment concerned. The SER must be prepared in English, which is the only language used for the Evaluation and the site Visitation.
- Any SER should be as brief, concise and complete as possible. The use of unnecessary abbreviations, acronyms and unusual technical or administrative terms should be avoided.
- The SER 1 is the result of an in-depth review of the institution, its departments and their activities. Each Establishment should obtain an outside opinion as to whether it is achieving its objectives.
- The SER 2 should describe the policies and procedures that the Establishment uses with the intention of assuring academic standards and the promotion of quality of learning for the veterinary students. It should provide a view of how the Establishment develops, executes and monitors the effectiveness of their quality assurance systems concerning the veterinary study programme, research and research education. The SER 2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance and how the public (stakeholders) is informed of the Establishment's academic achievements and excellence.
- Minority opinions at all levels may be indicated. Recommendations for improvements should be included under each heading. A SER which fails to highlight weaknesses or areas for improvement will be viewed with concern.
- Brevity is essential! Long, unnecessary lists of explanatory material are to be excluded from the SER 1 and SER 2. If found necessary, details can be systematically included as appendices. Care should be taken not to include excessive extracts from official texts (especially if they are in a language other than English).

### 2. REPORT LAYOUT

#### SER 1

The Self Evaluation Report should begin with an introductory chapter describing the main events in the institution's recent history. This chapter must cover the period that has elapsed since the last Visitation or, if there has been no previous Visitation, a period of about ten years. In this chapter, the institution should highlight major organisational changes, new teaching regulations, new equipment or buildings, curricular changes, major decisions made by the Establishment administration or the competent/responsible authority and the major problems encountered and/or resolved, etc.

The chapters below must be drafted in line with the requirements listed in Annex Ia and the guidelines provided in **Annex IIIa**.

Chapter 1	Objectives
Chapter 2	Organisation
Chapter 3	Finances
Chapter 4	Curriculum
Chapter 5	Teaching, Quality and Evaluation
Chapter 6	Facilities and Equipment
Chapter 7	Animals and Teaching Material of Animal Origin
Chapter 8	Library and Learning Resources
Chapter 9	Admission and Enrolment
Chapter 10	Academic and Support Staff
Chapter 11	Continuing education
Chapter 12	Postgraduate education
Chapter 13	Research
Supplement A	List of Ratios (Indicators)

Each chapter or sub-chapter should set out providing:

- Factual information (whenever possible Annex IIIa should be used as a template to provide this information)
- Comments
- Suggestions for improvement.

The information should be provided in the same order and under the same headings.

All chapters required for SER 1 should be addressed in the report and all the questions of **Annex III** must receive a response. If there is no activity in the Establishment which corresponds to the paragraph or the question, please state “not applicable”.

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Annex III, Chapter 1 (Objectives) must include the institution's general objectives (teaching, research, service, continuing and postgraduate education), not detailed objectives, which are to be dealt with in Annex III, Chapter 4 (Curriculum).

In Annex III, Chapter 5.1.1, evidence and data should be collected to confirm that students are equipped with essential competences at graduation (Day One Competences), these should be analysed and given as a summary.

Annex III, Chapter 7 (Animals and teaching material) and Chapter 8 (Library and learning resources), in particular, should contain only basic data, and with the complete documentation provided by each service placed in the appendices.

In Annex III, Chapter 13 (Research), the information should cover in particular the involvement of undergraduate students in research.

*It is important that:*

- Any appendices should follow the outline of the basic SER,
- The core SER should always contain a cross-reference to the exact place in the relevant appendix.
- The information to be contained in the appendices must be carefully selected so that the SER is not excessively lengthy and useful information is not swamped by large amounts of unnecessary detail.

A map of the Establishment should be attached to the SER in order to facilitate the preparation of, and to lay the groundwork for, the Visitation.

### SER 2

**The SER 2 can only be drawn up following at least two (2) year's implementation, together with the supporting documentation.**

The SER should begin with an introduction providing an outline of the main features of the Establishment in the period since the last evaluation or, if there has not been a previous Visitation, in the last ten (10) years. It must clearly be stated when implementation of assessment procedures for quality control was started and when the complete programme was first implemented. Evaluation according to SER 2 requires a minimum of two (2) year's documentation.

The chapters below must be drafted in line with the guidelines and requirements described in **Annex Ib**.

Chapter 1.	Policy statement
Chapter 2.	Assessment of students, post graduate education and student welfare
Chapter 3.	Assessment of teaching staff
Chapter 4.	Assessment of learning opportunities
Chapter 5.	Assessment of training programme and the award of the title of Veterinarian
Chapter 6.	Assessment of quality assurance systems for clinics, laboratories and farm
Chapter 7.	Assessment of continuing education
Chapter 8.	Assessment of research

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Chapter 9.	Assessment of internationalisation of education and research
Chapter 10.	Assessment of cooperation with stakeholders and society

Each chapter or sub-chapter should provide:

- Factual information
- Comments
- Suggestions for improvement.

The Establishment must present its policy statement including all associated formal procedures and mechanisms designed for the Approval, monitoring and periodic review of their veterinary training programme. The Establishment must also present a strategy for the continuous enhancement of quality of training leading to the development of a culture which recognises the importance of quality and quality assurance in their work. This should include not only the assessment of the students (measure the achievement of the intended learning outcomes and other programme objectives) but also include the mechanisms employed for quality assurance of the teaching staff. The SER 2 should also present the way the Establishment collects, analyses and uses relevant information for the effective management of its study programme and other relevant activities, particularly, clinics, research, research education and continuing education. How the public (stakeholders) is informed should also be included.

The description of strategy, policy and procedures should have a formal status and be publicly available. The SER 2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance.

All the chapters required for the SER 2 should be responded to in the SER and all the questions of **Annex III** must receive a response. If there is no activity in the Establishment which corresponds to the paragraph or the question, please state “not applicable”.

### **3. RECOMMENDATIONS FOR THE DISSEMINATION OF THE SER**

The SER/s (electronic copy, the latter compatible with Microsoft Office applications) must be sent by the administration of the institution to the team members **AT LEAST TWO MONTHS PRIOR TO THE START OF THE VISITATION**. Two hard copies should be sent directly to the EAEVE Office; hard copies should be sent to each member of the Visitation Team upon request.

This SER is confidential until the final decision of ECOVE.

It is strongly recommended that the SER be made available to the various categories of persons working in the Establishment.

The administration should urge the various persons scheduled to meet the Visitation Team to take cognisance of at least those parts of the SER which directly concern them.

### ANNEX III

## INFORMATION TO BE PROVIDED IN THE SELF EVALUATION REPORT

This annex contains the instructions defining the information that must be provided in the Self Evaluation Report (SER) for Stage 1 (SER 1) and Stage 2 (SER 2).

It is suggested that the information should be provided only after careful study of **Annexes I, II** and **IV** of this SOP -manual.

The aim of this annex is to provide the information necessary for the evaluation process.

Each chapter or section follows the same organisation in three parts, with the aim of sequentially obtaining different information:

- factual information (lists, numerical data, descriptions, policies and formal documentation),
- comments,
- suggestions for improvements. Please add any suggestions for improvement in sequential order of importance as well as commenting on specific areas as indicated.

Information in response to each question has been requested. In some instances, the reply might be “not applicable”.

In the event of difficulty in a replying to an enquiry that is unclear, it is recommended that the Establishment consults with the responsible secretariat.

A Establishment may have certain unusual features, which require explanation appropriately placed in the SER.

**The Ratios (R1-R20) must be listed in one single table at the end of the SER and completed in agreement with the template provided in Annex IX**

**The maximum length of the SER 1 is 70 pages, excluding the appendices.**

**The maximum length of the SER 2 is 50 pages, excluding the appendices.**

**ANNEX IIIa:**

**CONTENTS of the SER 1**

The contents of the Self Evaluation Report (SER 1) should be:

Introduction

Chapter 1.	Objectives
Chapter 2.	Organisation
Chapter 3.	Finances
Chapter 4.	Curriculum
Chapter 5.	Teaching: quality and evaluation
Chapter 6.	Facilities and equipment
Chapter 7.	Animals and teaching material of animal origin
Chapter 8.	Library and learning resources
Chapter 9.	Admission and enrolment
Chapter 10.	Academic and support staff
Chapter 11.	Continuing education
Chapter 12.	Postgraduate education
Chapter 13.	Research
Supplement A	List of Ratios (Indicators)

**INTRODUCTION**

Please provide an outline of the main features of the history of the Establishment in the period since the last evaluation Visitation or, if there has not been a previous Visitation, in the last ten (10) years.

It should cover,

- the main organisational changes
- new regulations relating to teaching
- new buildings or major items of equipment
- main changes to the study programme
- important decisions made by the management of the Establishment, or by the authorities responsible for it
- major problems encountered by the Establishment, whether resolved or not

## **Chapter 1. OBJECTIVES**

### **1.1 FACTUAL INFORMATION**

Indicate whether there is an **official list of the overall objectives** of the Establishment.

If this is the case; please indicate these.

- Who determines the official list of objectives of the Establishment?
- By what procedure is this list revised?
- Do you have a permanent system for assessing the achievement of the Establishment's general objectives? If so, please describe it.

If there is no official list, please indicate the objectives that guide the Establishment's operation.

### **1.2 COMMENTS**

In your view, to what extent are the objectives achieved?

What, in your view, are the main strengths and weaknesses of the Establishment?

### **1.3 SUGGESTIONS**

If you are not satisfied with the situation, please list your suggestions for change in order of importance and describe any factors which are limiting the further development of your Establishment.

## **Chapter 2. ORGANISATION**

### **2.1 FACTUAL INFORMATION**

#### **Details of the Establishment**

Name of the Establishment:

Address:

Telephone:

Fax:

Website:

E-Mail:

Title and name of head of the Establishment:

- Is the Establishment within a university? If so, please give address of the university.
- Details of the competent authority overseeing the Establishment.
- Indicate the rules concerning the appointment of the elected officials of the Establishment (e.g. Dean, Vice-Dean, Heads of Department, etc)

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- Provide a diagram of the administrative structures showing the Establishment in relation to the university and ministerial structure of which it is part.
- Provide a diagram of the internal administrative structure of the Establishment itself (councils, committees, departments, etc.)
- Describe, briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees etc.)
- Indicate the involvement of the veterinary profession and general public in the running of the Establishment.

### 2.2 COMMENTS

Add any comments on the organisation and functioning of the Establishment that you feel useful for completing the description.

### 2.3 SUGGESTIONS

If you are not satisfied with the situation, please list your suggestions for change in order of importance and describe any factors which are limiting the further development of your Establishment.

## Chapter 3. FINANCES

### 3.1 FACTUAL INFORMATION

#### 3.1.1 GENERAL INFORMATION

Indicate whether the Establishment's current financial model (system) meets the Establishment's mission.

**In addition please specify:**

- How the allocation of funding (including public funding) to the Establishment is determined, and by what body.
- If the allocation of funds, or any significant proportion of it, is linked to a particular factor (e.g. student numbers, research output), please describe this.
- How the basis for funding the Establishment compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines). How the allocation of funds within the Establishment is decided.
- What are the mechanisms for funding major equipment and its replacement?
- The mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment) and how decisions are taken in this matter.
- The mechanism(s) to provide the necessary support for building maintenance and how decisions are taken in this matter.

### 3.1.2 INFORMATION ON EXTRA INCOME

What percentage of income from the following sources does the veterinary teaching Establishment have to give to other bodies (university, etc.)?

- clinical or diagnostic work:
- research grants:
- other (please explain):

Please indicate whether students:

- pay tuition/registration fees,
- How much these are,
- How they are decided,
- How the funds are distributed.

### 3.1.3 OVERVIEW INCOME (REVENUE) AND EXPENDITURE

Table 3.1: Income/Revenue

	State (government)		Income generated by the Establishment		Total
Year	To university administered outside the Establishment	Direct to Establishment	Income from services provide	Research	
N*					
N-1					
N-2					

\*year prior to Visitation

Table 3.2: Expenditure

Year	Pay	Non Pay				Total
	Salaries	Teaching support	Research support	Clinical support	Other <sup>1)</sup>	
N*						
N-1						
N-2						

\*year prior to Visitation, <sup>1)</sup>please specify

Please note that some of the information requested might not be available to all Establishments; in these cases indicate “not applicable” with some explanatory remarks.

### 3.2 COMMENTS

- Teaching establishments never have enough finance. Please comment on any of the “Guidelines and Requirements” that are particularly difficult to fulfil in the present financial situa-

tion. Please make any comments that you feel would help the Visitors concerning the Establishment's finances.

- What is your number one priority for the use of any increased funding?
- Comment on the degree of autonomy and flexibility available to the Establishment in financial matters.
- Comment on the percentage of income from services that the Establishment is allowed to retain for its own use, and in particular on the extent to which loss of this income acts as a disincentive for the services concerned.
- Please make any other general comments that you feel would help the Visitors concerning the Establishment's finances.

### **3.3 SUGGESTIONS**

If you are not satisfied with the situation, please list any shortcomings and provide suggestions -in order of importance and describe any factors which are limiting the further development of your Establishment.

## **Chapter 4. CURRICULUM**

### **4.1 FACTUAL INFORMATION**

- Indicate whether there is a defined national curriculum and (if applicable) how and by what body decisions are taken on this.
- Describe the degree of freedom that the Establishment has to change the curriculum.
- Outline how decisions on curriculum matters and course content are taken within the Establishment.
- Outline how decisions are taken on the allocation of hours between the various subjects and on the balance between theoretical and practical teaching (Tables 4.1, 4.2 and 4.3).
- Indicate the presence and disposition of an integrated curriculum. Describe the degree of integration present and the amount of time devoted for EU- and non-EU-listed subjects (Table 4.4)

#### **4.1.1 POWER OF SUBJECTS AND TYPES OF TRAINING**

##### **4.1.1.1 POWER OF SUBJECT**

- "core" subjects taken by every student;
- "electives" which each student must select from a list of permissible subjects;
- obligatory extramural work.

### 4.1.1.2 TYPES OF TRAINING

There cannot be absolute distinction between the terms used to distinguish between different types of training. Overlap is inevitable. The following descriptions are derived from the definitions presented in the section 'Main Indicators' of **Annex I**.

#### 4.1.1.2.1 Theoretical training

- **Lectures** convey theoretical knowledge. Lectures are given to an entire or partial annual intake of students. Teaching may be with or without the use of teaching aids or of demonstration animals or specimens. The essential characteristic is that there is no active involvement of the students in the material discussed. They listen and do not handle.
- **Seminars** (sometimes called tutorials or supervised group work) are teaching sessions directed towards a smaller group of students during which they work on their own, or as a team, on part of the theory, prepared from manuscript notes, photocopied documents, articles and bibliographic references. Information is illustrated and knowledge extended by the presentation of audio-visual material, exercises, discussions and, if possible, case work.
- **Self directed learning** are sessions of individual students making use of defined teaching material provided by the Establishment (eg e-learning)

#### 4.1.1.2.2 Supervised practical training

- **Laboratory and desk based work.** Includes teaching sessions where students themselves actively perform laboratory experiments, use microscopes for the examination of histological or pathological specimens. It also includes work on documents and idea-formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).
- **Non-clinical animal work.** These are teaching sessions where students themselves work on normal animals, on objects, products, carcasses etc. (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection or necropsy.
- **Clinical work.** These are strictly hands-on procedures by students which include work on normal animals in a clinical environment, on organs and clinical subjects including individual patients and herds, making use of the relevant diagnostic data. Surgery or propaedeutical hands-on work on organ systems on cadavers to practice clinical techniques are also classified as clinical work.

### 4.1.2- UNDERGRADUATE CURRICULUM FOLLOWED BY ALL STUDENTS

#### 4.1.2.1 CURRICULUM HOURS

This section makes a distinction between curriculum hours to be taken by every student and those offered as electives or within a given track. Specific information is also requested on subjects other than those specified in table 4.2.

## Amended in May 2012 – GA Budapest

**Table 4.1: General table of curriculum hours taken by all students**

Year	Hours of training							Total
	Theoretical training		Self-directed learning (C)	Supervised practical training			Other (G)	
	Lectures (A)	Seminars (B)		Laboratory and desk based work (D)	Non-clinical animal work (E)	Clinical work (F)		
First								
Second								
Third								
Fourth								
Fifth								
Sixth								
<b>Total</b>								

**Table 4.2: Curriculum hours in EU-listed subjects taken by each student**

Subject	Theoretical training			Supervised practical training			Other (G)	Total
	Lectures (A)	Seminars (B)	Self directed learning (C)	Laboratory and desk based work (D)	Non-clinical animal work (E)	Clinical training (F)		
<b>1. Basic Subjects</b>								
a) Physics								
b) Chemistry								
c) Animal biology								
d) Plant biology								
e) Biomathematics								
<i>1- Total number of hours</i>								
<b>2. Basic Sciences</b>								
a) Anatomy (incl. histology and embryology)								
b) Physiology								
c) Biochemistry, cellular and molecular biology								
d) Genetics (including molecular genetics)								
e) Pharmacology and pharmacy								
f) Toxicology (including environmental pollution)								
g) Microbiology (including virology, bacteriology and mycology)								
h) Immunology								
i) Epidemiology (including scientific and technical information and documentation methods)								
j) Professional ethics								
<i>2- Total number of hours</i>								
<b>3. Clinical Sciences</b>								
a) obstetrics								
b) pathology (including pathological anatomy)								
c) parasitology								
d) clinical medicine and a surgery (including anaesthetics)								
e) clinical lectures on various domestic animal, poultry and other animal species including								
f) Field veterinary medicine (ambulatory clinics)								
g) preventive Medicine								
h) Diagnostic imaging (including radiology)								

## Amended in May 2012 – GA Budapest

i) Reproduction and reproductive disorders								
j) Veterinary state medicine and public health								
k) Veterinary legislation and forensic medicine								
l) Therapeutics								
m) Propaedeutics (including laboratory diagnostic methods)								
3- Total number of hours								

**Table 4.2: Curriculum hours in EU-listed subjects taken by each student (continued)**

Subject	Theoretical training			Supervised practical training			Other	Total
	Lectures	Seminars	Self directed learning	Laboratory and desk based work	Non-clinical animal work	Clinical training		
	A	B	C	D	E	F	G	
<b>4. Animal Production</b>								
a) Animal production								
b) Animal nutrition								
c) Agronomy								
d) Rural economics								
e) Animal husbandry								
f) Veterinary hygiene								
g) Animal ethology and protection								
4- Total number of hours								
<b>5. Food Hygiene/ Public Health</b>								
a) Inspection, and control of animal foodstuffs or foodstuffs of animal origin and the respective feedstuff production unit								
b) Food hygiene and technology								
c) Food science including legislation								
d) Practical work (including practical work in places where slaughtering and processing of foodstuffs takes place)								
5- Total number of hours								
<b>6. Professional Knowledge</b>								
a) Practice management								
b) Veterinary certification and report writing								
c) Career planning and opportunities								
6- Total number of hours								

**Please note:**

Establishments, which due to the character of their curriculum feel unable to complete Table 4.2 may – alternatively – provide a detailed outlay of their curriculum. This should allow conclusions to be drawn about the extent to which the requirements laid down in directive 2005/36/EC are met.

*Table 4.3: Curriculum hours in EU-listed subjects offered and to be taken as electives*

Subject	Theoretical training		Supervised practical training			Other	Hours to be taken by each student per subject group
	Seminars	Self directed learning	Laboratory and desk based work	Non-clinical animal work	Clinical work		
Basic subjects	A	B	C	D	E	F	
Basic sciences							
Clinical sciences							
Animal production							
Food hygiene/ Public health							
Professional knowledge							

The inherent nature of an elective is, that students make a distinction and select. However, the total number of hours to be taken by each student out of the various subject groups should be stated.

Where a Establishment runs a “Tracking system” this should be indicated when completing Table 4.3. Separate tables should be provided for each track, e.g. Table 4.3a: Curriculum hours in EU-listed subjects to be taken in the “equine medicine track”.

Tab. 4.4 requests information concerning curriculum hours in subjects not listed in Table 4.2 to be taken by every student. If offered as electives or within a special track, please develop separate tables (e.g. 4.4a, b...).

*Table 4.4: Curriculum hours in subjects not listed in Table 4.2 to be taken by each student, including Diploma work (final graduation thesis, or final graduation work).*

Subject	Theoretical training			Supervised practical training			Other	Total
	Lectures	Seminars	Self directed learning	Laboratory and desk based work	Non-clinical animal work	Clinical work		
	A	B	C	D	E	F	G	

### 4.1.3 FURTHER INFORMATION ON THE CURRICULUM

- Provide the Visitation Team with highlights and any unusual or innovative aspects of the teaching programme, e.g. tracking and orientation programmes.
- State the parts of the programme that must be attended as obligatory by the students and how the attendance is verified.
- Please provide **specific information on the practical clinical training**;  
If clinical training is be provided through obligatory clinical rotations in different areas, please give an outline description of how this is structured, in terms of:
  - are such rotations a structured part of the training given to all undergraduate students?
  - the total number of days or weeks of such rotations;
  - the year(s) in which they occur;
  - the different areas covered and the time spent in each area;
  - whether attendance is full-time, for part of the day, and/or other (e.g. based on case needs);
  - the activities and case responsibilities that students are expected to undertake.
  - the group sizes in the clinical rotations
- Describe clinical exercises in which students are involved prior to the commencement of clinical rotations.
- Outline the student involvement in the emergency and hospitalisation activities of the clinics.
- Specify student participation in the activities of the mobile clinic and indicate whether or not the hours spent in the mobile (ambulatory) clinic are included in those in Table 4.2.

### 4.1.4 OBLIGATORY EXTRAMURAL WORK

These are training periods that are an integral part of the curriculum, but which are taken outside the Establishment. Please make a distinction in respect to the nature of the work, for instance work on farms, training in a veterinary practice or in Food Hygiene/Public Health with a commercial or government organisation.

## Amended in May 2012 – GA Budapest

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Please indicate the guidelines pertaining to this activity, and the manner by which it is assessed.

*Table 4.5: Obligatory extramural work that students must undertake as part of their course*

Nature of work	Minimum period <sup>2)</sup>		Maximum period <sup>2)</sup>		Year in which <sup>1)</sup> work is carried out
	hours	% of total study time	hours	% of total study time	

<sup>1)</sup>If these periods of extramural work take place during vacations, then the preceding academic year should be entered in the last column of Table 4.5

<sup>2)</sup>Where applicable

### 4.1.5 SPECIFIC INFORMATION ON THE PRACTICAL TRAINING IN FOOD HYGIENE/PUBLIC HEALTH

- Describe arrangements for teaching in a slaughterhouse and/or in premises for the production, processing, distribution/sale or consumption of food of animal origin.
- Indicate the distance to slaughterhouses where students undergo training, and the species covered. Outline the structure and the frequency of these Visitations (group size, number of trainers, duration, etc.).

### 4.2 COMMENTS

Please comment on:

- the way in which the veterinary curriculum prepares the graduate for the various parts of the veterinary profession, especially under the specific conditions prevailing in your country/region.
- the way the curriculum is structured and reviewed.
- the major developments in the curriculum, now and in the near future.
- the local conditions or circumstances that might influence the ratios.

### 4.3 SUGGESTIONS

If the values in 4.1.6 for your Establishment are not meeting the range as indicated in **Annex IX**, what can be done to improve the ratios?

## **Chapter 5. TEACHING AND LEARNING: QUALITY AND EVALUATION**

### **5.1 FACTUAL INFORMATION**

#### **5.1.1 THE TEACHING PROGRAMME**

Describe the measures taken to ensure co-ordination of teaching between different departments, sections, institutes and services.

Describe the pedagogical approach of the institution. In particular, describe the use of newer approaches, such as problem-based learning, interactive computer-assisted learning, etc.

Indicate the extent to which course notes are used to supplement or substitute for the use of standard veterinary textbooks.

Describe (if applicable) any established or contractual arrangements that support undergraduate teaching between the Establishment and outside bodies, e.g. farms, breeding centres, practitioners, state veterinary services, factories/processing plants, outside laboratories, etc. Briefly describe how these arrangements work out in practice in terms of the contact this provides for all students or for selected students.

Describe the general learning objectives underlying the veterinary curriculum and how this is ensured.

Describe how the Establishment collects the data required to ensure students are equipped with these Day One Competences (evidence of learning).

#### **5.1.2 THE TEACHING ENVIRONMENT**

Describe the available staff development facilities, particularly in relation to teaching skills.

Describe the available systems for reward of teaching excellence (e.g., accelerated promotion, prizes, etc).

Describe other measures taken to improve the quality of teaching and of learning opportunities.

#### **5.1.3 THE EXAMINATION SYSTEM**

Describe the examination system of the Establishment, in particular:

- Is there a central examination policy for the Establishment as a whole? If 'yes', by whom is it decided?
- Are there special periods (without teaching) during the year for examinations?
- What form(s) of examination are used (written papers, multiple-choice questions, oral, practical, clinical examination, continuous assessment, etc.)?
- Is use made of external examiners?
- How many retakes of an examination are allowed?

- Do students have to pass the examination within a certain time?
- Do students have to pass an examination before they can start other courses?

### **5.1.4 EVALUATION OF TEACHING AND LEARNING**

Describe the method(s) used to assess the quality of teaching and learning in the Establishment.

Indicate whether the evaluation is a Establishment procedure, or one set up by individual departments, by students or by individuals.

Indicate the use of external evaluators.

Describe the role of students in the evaluation of teaching and teachers.

Describe the follow-up given to the evaluation.

### **5.1.5 STUDENT WELFARE**

Describe any measures taken to protect students from zoonoses (e.g. rabies) and physical hazards.

Describe the facilities (not related to the teaching programme) which the establishment provides for students.

Describe the guidance offered by the Establishment (or its parent institution) for students with problems (social problems, study problems) as well as for future career development or job selection.

## **5.2. COMMENTS**

Please give general comments about the quality of the teaching programme under the above headings.

## **5.3 SUGGESTIONS**

## **Chapter 6. FACILITIES AND EQUIPMENT**

### **6.1 FACTUAL INFORMATION**

#### **6.1.1 PREMISES IN GENERAL**

Please give a general description of the site(s) and buildings occupied by the Establishment and include a map.

#### **6.1.2 PREMISES USED FOR CLINICS AND HOSPITALISATION**

## Amended in May 2012 – GA Budapest

The information to be entered in Table 6.1 is the number of animals that can be accommodated, not the number of animals used. Certain premises may be used to accommodate different species of animal. If so, the same premises should be entered only once.

**Table 6.1: Places available for hospitalisation and animals to be accommodated**

	Species	No. places
regular hospitalisation	cattle	
	horses	
	small ruminants	
	pigs	
	dogs	
	cats	
	other <sup>1</sup>	
	Isolation facilities	farm animals and horses
small animals		
other <sup>1</sup>		

<sup>1</sup>) please specify

### 6.1.3 PREMISES FOR ANIMALS

Give a description of the facilities for rearing and maintaining normal animals for teaching purposes.

*If the Establishment has no farm of its own, please explain in the SER the practical arrangements made for teaching such subjects as animal husbandry, herd health, and the techniques of handling production animals.*

### 6.1.4 PREMISES USED FOR THEORETICAL, PRACTICAL AND SUPERVISED TEACHING

*The same room should not be entered under two or more headings, even if it is used, for example, for both practical and supervised work.*

Table 6.2: Premises for clinical work and student training

small animals	no. consulting rooms no. surgical suits	
equine and food animals	no. examination areas no. surgical suites	
other <sup>1</sup>		

<sup>1</sup>) please specify

**Table 6.3: Premises for lecturing**

Number of places per lecture hall								
Hall	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in lecture halls:								

**Table 6.4: Premises for group work** (Number of rooms that can be used for supervised group work)

Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....
Room	no. 9	no. 10	no. 11	no. 12	no. 13	no. 14	no. 15	no. 16
Places	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in rooms for group work:								

**Table 6.5: Premises for practical work** (Number of laboratories for practical work by students)

Laboratory	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in laboratories:								

Please give a brief description of health and safety measures in place in the premises for practical work and in the laboratories to which undergraduate students have access.

### 6.1.5 DIAGNOSTIC LABORATORIES AND CLINICAL SUPPORT SERVICES

- **Diagnostic laboratories**  
Briefly describe the facilities available for clinical diagnostic work.
- **Central clinical support services**  
Indicate the nature of these services and how they are organised (e.g. diagnostic imaging, anaesthesia, etc.)

### 6.1.6 SLAUGHTERHOUSE FACILITIES

Describe briefly the slaughterhouse facility to which the Establishment has access, including distances from the Establishment and level of activity.

### 6.1.7 FOODSTUFF PROCESSING UNIT

Describe briefly any access that the Establishment has to foodstuff processing units.

### 6.1.8 WASTE MANAGEMENT

Briefly describe the systems and equipment used for disposing of waste material; cadavers, carcasses, biological waste of different types, excreta, etc.

### 6.1.9 FUTURE CHANGES

Outline any proposed changes in the premises that will have a substantial effect on the Establishment, and indicate the Stage which these have reached.

### 6.2 COMMENTS

- Comment on the adequacy of the buildings in general for undergraduate teaching.
- Comment on the adequacy of the equipment in general for undergraduate teaching.
- Comment on the maintenance of buildings and equipment.

### 6.3 SUGGESTIONS

If you are unhappy with any situation, please list any improvements you would make in order of preference.

## Chapter 7. ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

### 7.1 FACTUAL INFORMATION

#### 7.1.1 ANATOMY

Indicate the materials that are used in practical anatomical training, and how these are obtained and stored.

Table 7.1: Material used in practical anatomical training

	dog		ruminant		equine		other	
	Year N*	Year N-1	Year N*	Year N-1	Year N*	Year N-1	Year N*	Year N-1
live animals <sup>1)</sup>								
cadavers <sup>1)</sup>								
specimen <sup>1)</sup>								
other <sup>2)</sup>								
eg ultrasound								
computer assisted teaching								

<sup>1)</sup> give figures, <sup>2)</sup> indicate, \*year prior to Visitation

### 7.1.2 PATHOLOGY

Table 7.2: Number of necropsies over the past 3 years

	species	Number of necropsies			Average
		year N*	year N-1	year N-2	
Food-producing animals;	cattle				}
	small ruminants				
	pigs				
	other farm animals				
Equine					
Poultry					}
Rabbits					
Companion animals/exotic	dogs				}
	cats				
	other**				

\*year prior to Visitation, \*\*Indicate species

Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material.

### 7.1.3 ANIMAL PRODUCTION

Indicate the availability of food-producing animals for the practical teaching of students

- a) on the site of the institution;
- b) on other sites to which the institution has access.

### 7.1.4 FOOD HYGIENE/PUBLIC HEALTH

Indicate the availability of farm animals and products of animal origin for the practical teaching of students in veterinary public health, food hygiene, inspection and technology.

### 7.1.5 CONSULTATIONS AND PATIENT FLOW SERVICES

#### 7.1.5.1 CONSULTATION

- State the number of weeks, in the course of the year, during which the clinics are open.
- State the number of consultation days each week.
- State the consultation hours.

### 7.1.5.2 PATIENT FLOW

The number of animals to be stated are for all disciplines combined (medicine, surgery, reproduction, etc.). In Table 7.3 only animals coming into the Establishment should be included. Animals studied in practical teaching outside the Establishment should be entered in the section entitled "Ambulatory Clinic" (Table 7.4).

The term "consultation" refers to those patients which come in and go out during daily consultation hours. "Hospitalisation" refers to those patients which are retained in the clinic as "in patients" following presentation.

**Table 7.3: Number of cases: a) received for consultation, and b) hospitalised in the Establishment clinics, in the past three years.**

Species		Number of cases						Average
		Year N*		Year N-1		Year N-2		
		a	b	a	b	a	b	
Food producing	Bovine							}
	Ovine, caprine							
	Porcine							
	Other farm animals**							
Poultry								}
Rabbits								
Equine								
Companion animals/exotics	Canine							}
	Feline							
	other**							

\*year prior to evaluation, \*\*Indicate species

### 7.1.6 VEHICLES FOR ANIMAL TRANSPORT

State the number and nature of the Establishment vehicles that can be used to bring sick animals to the clinics.

### 7.1.7 ON-CALL EMERGENCY SERVICE

Outline what emergency service is available (full-time, 24 h service, ON-CALL or 8-22 h duty) and discriminate for species.

### 7.1.8 ON FARM TEACHING AND OUTSIDE PATIENT CARE

#### 7.1.8.1 AMBULATORY (MOBILE) CLINIC

The Ambulatory (Mobile) Clinic is defined as a unit which provides on-call outside services to farms and other Establishments and is generally operated on a commercial basis.

## Amended in May 2012 – GA Budapest

- State the number of hours of operation per week. Is emergency service provided 24 h/day, 365 days per year? What is the degree of student participation (include duties)?
- State the number, the type and the seating capacity of the vehicles used to transport students working in the ambulatory (mobile) clinic.
- State the approximate number of sick animals (specify cattle, swine, equine, poultry or small ruminants, others) seen by the ambulatory clinic per year during the past three years (Table 7.4).
- State the average number of visits in a year made by the ambulatory clinic to farms and other Establishments.

Table 7.4a: **Number of cases seen by the Ambulatory (mobile clinics) in the past three years.**

	Species	Number of patients			Average
		year N*	year N-1	year N-2	
Food-producing animals	cattle				}
	small ruminants				
	pigs				
	other farm animals**				
Poultry (no of flocks)					}
Rabbits (no production units)					
Equine					
other					

\*year prior to Visitation, \*\*Indicate species

### 7.1.8.2 OTHER ON FARM SERVICES AND OUTSIDE TEACHING

If there is no on duty Ambulatory (Mobile) clinic, a Establishment may have defined contracts with farms or other Establishments to allow for outside teaching and patient care. Similarly, a Establishment may provide herd-health services.

Please indicate if and to what extent this applies to your Establishment. If applicable please provide no. of patients seen on outside teaching

Table 7.4b: **Number of patients seen on outside teaching in the past three years.**

	Species	Number of patients			Average
		year N*	year N-1	year N-2	
Food-producing animals	cattle				}
	small ruminants				
	pigs				
	other farm animals**				
Equine					
other					

\*year prior to Visitation, \*\*Indicate species

### 7.1.9 OTHER INFORMATION

Indicate any notable additional outside sources of material for clinical training purposes, such as animal charities, animals awaiting slaughter, etc. Indicate how the level of clinical service that is offered by the Establishment (in small companion animals, equines and production animals) compares with outside practices in terms of facilities, hours of service, equipment, expertise, responsiveness, etc.

Provide an indication in percentage terms of the proportion of cases that are primary (i.e. first opinion), and referrals (provide a breakdown by species, if helpful). If the Establishment has a particular aim or policy as regards this mix, describe it.

Indicate what areas of clinical specialisation are covered, and the extent of the coverage (for example, a veterinarian with a particular specialisation may see patients in the clinic for one day a week, 3 afternoons, etc.).

Indicate the relationship the Establishment has with outside practitioners (in small companion animals, equines and production animals) in terms of matters such as referral work, providing diagnostic or advisory services for private practitioners, practitioners participating in teaching, holiday or 'seeing practice' work for students, feedback on the level of clinical training. Describe (if applicable) any other relationships with outside organisations that are routinely used to provide students with training (in particular practical training) in other clinical subjects (e.g. pathology work, interaction with state veterinary work).

Provide an outline of the administrative system(s) used for the patients, *e.g.* in terms of how case records are kept, how data are retrieved, whether systems are centralised, etc.

### 7.1.10 OTHER SPECIES

Indicate how the Establishment deals with fish and other food producing species.

## 7.2 COMMENTS

Feel free to comment on all data provided in this Chapter.

Comment on major developments in the clinical services, now and in the near future.

Comment on local conditions or circumstances that might influence the ratios in tables 7.5 and 7.6.

## 7.3 SUGGESTIONS

If the values in tables 7.5 and 7.6 for your Establishment are not meeting the range as indicated in **Annex IX**, what can be done to improve these ratios?

## Chapter 8. LIBRARY AND LEARNING RESOURCES

### 8.1 FACTUAL INFORMATION

### 8.1.1 LIBRARY AND OTHER INFORMATION TECHNOLOGY SERVICES

Give a general description of the library/libraries of the Establishment/university that are available to students. Indicate how the library/libraries are managed (e.g. library committee).

For each major library of the Establishment, please provide the following information, either in narrative or tabular form.

#### Main library:

- is this specific to the veterinary training establishment?
- is this common to two or more establishments?
- Full time equivalents of part time employees
- Number of full-time employees
- Number of journals received each year as hard copies,
- Numbers of full access electronic journals
- Availabilities for online literature search
- Availability of textbooks
- Number of student reading places
- Library opening hours:

	weekdays	weekends
• during term-time	.....	.....
• during vacations	.....	.....
- Indicate how the facilities are used by students

#### Subsidiary libraries of the Establishment

- Please describe the subsidiary (e.g. Departmental) libraries of the Establishment, and arrangements for student access.
- Indicate whether the main library holds a list of individual books of the subsidiary libraries.
- Describe any other information services and how are they are supported and how student access is regulated

### 8.2 COMMENTS

- Please comment on the adequacy of the books and accessible journals, of the opening hours and of the provision of reading spaces and support personnel.
- Please comment on the Establishment's provision of IT -facilities and the approach to self-learning, and on the further developments in this area.

### 8.3 SUGGESTIONS

## Chapter 9. STUDENT ADMISSION AND ENROLMENT

### 9.1 UNDERGRADUATE COURSES

#### 9.1.1 UNDERGRADUATE STUDENT NUMBERS

*Table 9.1 asks for numbers of undergraduate students in the veterinary training institution. This means students enrolled for undergraduate training and paying the corresponding tuition fees (if applicable), except for those students who do not participate in the teaching offered.*

Some veterinary curricula require students to successfully complete all courses presented in an academic year before they can start the subjects in the following year. In other establishments students have to complete all the subjects in the curriculum before graduating, but can do so in a more flexible way. In the latter instance, it may be difficult – perhaps impossible – to place some of the students in a specific year of the programme.

If this is so, table 9.1 may be omitted, or be an approximate figure, or be calculated by reference to the course of year that corresponds to the largest number of subjects taken.

In any case, please indicate the minimum no of years (MNY) allowed to successfully complete the curriculum.

*Table 9.1: Undergraduate student composition in year prior to Visitation*

	Total number of undergraduate students	
	Total number of male students	
	Total number of female students	
	Foreign students	
	- from EU countries	
	- from non-EU countries	

#### 9.1.2 STUDENT ADMISSION

- State the minimum admission requirements.
- Indicate whether there is a limit to the number of students admitted each year.
- Describe how the number of government-funded student places is determined.
- Outline any selection process (or criteria) used in addition to the minimum admission requirements.
- Describe whether students applying for and/or starting veterinary training have an equal or very variable knowledge base in scientific disciplines from their previous studies.
- Describe any circumstances under which extra students may be admitted to the undergraduate veterinary course.
- Outline any changes foreseen in the number of students admitted annually. If applicable, describe how the Establishment plans to adjust to these changes.

Table 9.2 asks for the numbers of undergraduate students admitted to the Establishment over the last five years. Apart from the ‘standard’ intake, the Establishment may also be taking in students as transfers from other courses, privately funded students, etc. Please indicate any supplementary intake of this kind in the last column of the table.

**TABLE 9.2: INTAKE OF VETERINARY STUDENTS IN THE PAST FIVE YEARS**

Year	number applying for admission	number admitted	
		'standard' intake	other entry mode (describe)
N*			
N - 1			
N - 2			
N - 3			
N - 4			
Average			

\*year prior to evaluation

### 9.1.3 STUDENT FLOW

Table 9.3 establishes to what extent students make progress in their studies. To this end, we look at the students who were admitted initially and which year they have reached after the MNY (see page 63) has elapsed.

**TABLE 9.3: STUDENT FLOW AND TOTAL NUMBER OF UNDERGRADUATE VETERINARY STUDENTS**

Number of students present after admitted year 1			Number of additionally admitted students
	1st year <sup>1)</sup>		
	2nd year		
	3rd year		
	4th year		
	5th year		
	6th year		
	>6th year		
	number undergraduate veterinary students		

<sup>1)</sup>mark year matching MNY

**Table 9.4: Number of students graduating annually over the past five years:**

Year	Number graduating
N*	
N - 1	
N - 2	
N - 3	
N - 4	
average	

\*year prior to Visitation

**Table 9.5: Average duration of studies (distribution of students in years)\***

Duration of attendance	number
-years 0 <sup>1)</sup>	
years 1	

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years 2	
years 3	
years 4	
years 5	
years > 5	

<sup>1)</sup>Year matching MNY allotted to the veterinary curriculum

\*year prior to Visitation

- Describe the requirements (in terms of completing subjects and examinations) for progression to a subsequent year of the course.
- Describe the academic circumstances under which the Establishment would oblige students to leave the course.

### 9.2 COMMENTS

- Comment on standard of the students starting the course.
- Comment on the ability of the Establishment to satisfactorily decide the number of students it can accept.
- Comment on the factors that determine the number of students admitted.
- Comment on the adequacy of the facilities and teaching programme to train the existing number of students.
- Comment on the progress made by students in their studies, and the Establishment's ability to ensure that satisfactory progress is maintained.
- Comment on the percentage of students that will eventually graduate.

### 9.3 SUGGESTIONS

If you are not satisfied with the situation, please state in order of importance any suggestions that you may have concerning this Chapter if you feel unhappy about:

- The number of students admitted;
- The drop-out percentage and reasons , if known
- The average duration of studies;
- Other aspects.

## Chapter 10. ACADEMIC AND SUPPORT STAFF

### 10.1 FACTUAL INFORMATION

#### Definitions:

For definitions, also see the section “Main indicators” in **Annex I**.

**Budgeted and non-budgeted posts:** A distinction is drawn between:

- posts that are allocated to the Establishment and financed by the university or ministry responsible for the Establishment. These posts can be regarded as more or less permanent. They are termed "budgeted posts".
- posts that depend upon finance in addition to the allocation of budgeted posts from public money. These posts can fluctuate in number. They are termed “non-budgeted posts”.

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**Full-time equivalents (FTE):** Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). For instance 10 full-time posts plus two part-time posts at 50% plus 1 part-time posts at 80% should be given as a total of 11.8 FTE.

**VS versus NVS academic personnel:** A distinction has to be made between teaching staff holding the degree of veterinarian (VS) and non veterinarian (NVS) teaching staff.

**Teaching staff:** It is understood fact that “teaching” staff will also do research.

**Research staff:** This category includes academic personnel whose main task is to do research work, even though they may from time to time participate in undergraduate teaching.

**Support staff:** This includes all posts, regardless of the work undertaken; secretaries, administrators, technicians, animal caretakers, cleaners, etc.

**Interns, residents, doctoral (Ph.D.) students** are not included in the staff numbers unless they perform regular, paid, teaching activities for at least 20% of their workload.

If you find that the distinctions made between different groups of staff do not fit your situation, make the best distribution you can of your personnel between the headings we use. Add an explanatory note if you wish.

Table 10.1: **Personnel in the establishment provided for veterinary training**

	Budgeted posts (FTE)		Non-budgeted posts (FTE)		Total (FTE)	
	VS	NVS	VS	NVS	VS	NVS
<b>1. Academic staff</b>						
Teaching staff (total FTE)						
Research staff (total FTE)						
Others (please specify) (FTE)						
Total FTE						
Total FTE (VS + NVS)						
FTE providing last year teaching						
<b>2. Support staff</b>						
a) responsible for the care and treatment of animals						
b) responsible for the preparation of practical and clinical teaching.						
c) responsible for administration, general services, maintenance, etc.						
d) engaged in research work						
e) others (please specify)						
Total support staff						
<b>3. Total staff</b>						

In table 10.2 supply information on the allocation of personnel to the various departments. The technical term ‘Departments’ refers to the component academic units of the veterinary Establishment and may have another name (e.g. ‘Institute’). The titles of the academic staff grades in the table may differ from country to country, and should be modified to suit your particular situation

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**Table 10.2: Allocation of academic (veterinarian and non veterinarian) teaching staff – expressed as FTE – and support staff to the various departments**

Department name	Academic teaching staff										Support staff (see table 10.1)		
	Full prof.		Associate prof.		Assistant prof.		Assistant		Other <sup>1)</sup>		Technical/ (b + d + e)	animal carers (a)	Admin./ (c)
	VS <sup>2)</sup>	NVS <sup>3)</sup>	VS	NVS	VS	NVS	VS	NVS	VS	NVS			

<sup>1)</sup> please specify;

<sup>2)</sup> veterinarian;

<sup>3)</sup> non veterinarian

- Outline how the allocation of staff to the Establishment is determined.
- Outline how the allocation of staff to the departments (or other units) within the Establishment is determined.
- Indicate whether there are difficulties in recruiting or retaining staff.
- Describe (if appropriate) any relevant trends or changes in staff levels or the ability to fill vacancies over the past decade.
- Indicate whether it is easy to employ additional staff from service income (*e.g.* from revenues of clinical or diagnostic work).
- Describe the regulations governing outside work, including consultation and private practice, by staff working at the establishment.
- Describe the possibilities and financial provisions for the academic staff to:
  - a) attend scientific meetings;
  - b) go on a sabbatical leave.

### 10.2 COMMENTS

- Comment on the numbers of personnel in the various categories.
- Comment on the salary levels, especially those of academic staff in relation to the level of income in the private sector.
- Comment on the ease or difficulty of recruiting and retaining personnel.
- Comment on the percentage of veterinarians in the academic staff.

### 10.3 SUGGESTIONS

## Chapter 11. CONTINUING EDUCATION

### 11.1 FACTUAL INFORMATION

Please describe the role of the Establishment in providing continuing education.

### 11.2 COMMENTS

- Comment on the quality of the continuing education programmes in which the Establishment is involved.
- Comment on the degree of participation of veterinarians in the continuing education programmes in which the Establishment is involved.

### 11.3 SUGGESTIONS

## Chapter 12. POSTGRADUATE EDUCATION

This heading covers all further training leading to a diploma - special postgraduate studies, Ph.D. courses, research training programmes, and national or European College specialised qualifications. Please provide details of all postgraduate training opportunities in tabular form under “Factual Information”.

### 12.1 FACTUAL INFORMATION

#### 12.1.1 CLINICAL SPECIALTY TRAINING (INTERNS AND RESIDENTS)

*Table 12.1.1: Clinical specialty training*

Clinical discipline	No interns	No residents	
			Diploma or title anticipated
1.			
2.			
3.			
4.			
5.			

- Indicate whether students involved in this training receive a grant or a salary.
- Indicate any programmes that are certified by the European Board of Veterinary Specializations.

### 12.1.2 RESEARCH EDUCATION PROGRAMMES

Table 12.2: Number of research students enrolled in different programmes

Type of degree	Fulltime	Part time	Duration
PhD			
Other doctoral level <sup>1)</sup>			

1) please specify

Please indicate-when and where and whether the students require a grant or salary.

### 12.2 COMMENTS

Comment on the number of postgraduate diplomas/titles awarded annually.

Comment on the percentage of veterinarians participating in postgraduate research training programmes.

### 12.3 SUGGESTIONS

## Chapter 13. RESEARCH

*The details requested under this heading relate only to research experience offered to students during their undergraduate training, for example through project work.*

### 13.1 FACTUAL INFORMATION

Indicate the involvement of undergraduate students in research, including the time spent, percentage of students involved and outcome required.

### 13.2 COMMENTS

Comment on the opportunities for students to participate in active research work.

### 13.3 SUGGESTIONS

Will students be given more opportunity to participate in research activities?  
If so, how will this be done?

### **Supplement A of the SER 1: Ratios (Indicators)**

The Establishment must provide the numerator, denominator and value for each Ratio (R1 to R20) calculated from the mean values of the last 3 academic years.

The template list of the Ratios is given in **Annex IX**.

The Ratios must not be interpreted in a strictly mathematical and isolated sense, but in the light of all other indicators and data.

The list of Ratios (Indicators) provided at the SER 1 and rechecked during the Visitation are to be placed at the end of the Visitation Report.

**ANNEX III b:**

**CONTENTS of the SER 2**

The contents of the Self Evaluation Report two (SER 2) should be:

Introduction

- Chapter 1. Policy statement (AP1)
- Chapter 2. Assessment of students (AP 2), post-graduate education (AP 3) student welfare (AP 4)
- Chapter 3. Assessment of teaching staff (AP 5)
- Chapter 4. Assessment of learning opportunities (AP 6)
- Chapter 5. Assessment of training programme and the award of the title of Veterinary Surgeon (AP 7)
- Chapter 6. Assessment of quality for clinics, laboratories and farm (AP 8)
- Chapter 7. Assessment of continuing education (AP 9)
- Chapter 8. Assessment of research (AP 10)
- Chapter 9. Assessment of internationalisation of education and research (AP 11)
- Chapter 10. Assessment of cooperation with stakeholders and society (AP 12)

In order to derive the necessary information, the Establishment must develop twelve (12) assessment procedures (AP 1 – 12).

**INTRODUCTION**

The frame for establishing the SER 2 is much more open for styling by the Establishment than SER 1. Description of processes and – in some cases – also the results of assessments are required rather than figures. In order to allow evaluation for Stage-2, the processes of assessing quality should have been in operation for a minimum of two years.

A **flow chart** should be provided for each assessment procedure with examples of documentation. Unless the documentation is in English, a one page summary must be provided.

Full documentation of the assessment procedures must be made available at the Visitation on day one, the person responsible for quality assurance for each assessment procedure must be available on call for the Visitation Team. Communication in English must be guaranteed.

Please identify the way unexpected events are handled and documented.

The minimum period of 2 years is considered necessary in order to adequately judge the results of assessment and – where appropriate – any measures taken by the Establishment.

As Stage-1 and -2 are separate evaluation procedures, all information required should be provided in the SER 2 and not by reference to SER 1, even when the relevant information had already been given there.

## Chapter 1. POLICY STATEMENT

Please address the following points:

- the relationship between teaching and research so that research education and research quality can be distinguished
- Establishment's strategy for quality and standards
- organisation of the quality assurance system
- responsibilities of organisational units and individuals for the assurance of quality
- involvement of students in quality assurance
- ways in which the policy is implemented, monitored and revised

## Chapter 2. ASSESSMENT OF STUDENTS, POST GRADUATE EDUCATION AND STUDENT WELFARE

Please address the following points:

### 2.1 UNDERGRADUATE EDUCATION

- a) How are students assessed when applying to study veterinary medicine and to what extent is the system open for foreign students?

How and by whom are the assessment procedures developed and by what means is the result validated?

**Table1: Assessment admission of students**

Number of students applying	Year <sup>1)</sup> n	Year n-1
Number of students admitted based on criterion <sup>2)</sup>		
_____		
Number of students admitted based on criterion <sup>2)</sup>		
_____		
% foreign students		
Assessment of selection criteria <sup>3)</sup> :	good	
	acceptable	
	need improvement	

<sup>1)</sup>year n: year preceding evaluation <sup>2)</sup>depending on the country and Establishment, student-cohorts may be admitted based on different selection criteria <sup>3)</sup>please specify when different criteria had been used

- b) Assessment procedures of the performance of enrolled undergraduates. (see also Annex III, Contents SER 1, chapter 5)

Student performance must be assessed regularly. Please describe the underlying systems(s), its adequacy, system validation and results of the past two years (Year n, Year n-1). Please provide records of the process and include examples of formative and summative assessment (Flow chart from learning objectives to examination results, including the way students are informed).

What are the means to cope with problems in the student assessment system?

In respect of examinations; do students have to pass them within a certain time; how many retakes are allowed and to what extent have students to pass examinations before they can start other courses?

How is student assessment communicated to the students and what, if applicable, is the student involvement e.g. is there participation in a joint committee?

### 2.2 POST-GRADUATE STUDENT EDUCATION; ACADEMIC TRACK

Postgraduate education may be performed at different levels, e.g. master or PhD-programme. Please specify the specific admission procedures for national and foreign students separately for each programme and how these procedures are developed and advanced.

Describe the financial basis securing these programmes, the involvement of Establishment, the type of training provided, the course work required and the procedures for assessment of the underlying scientific programme(s) (see also Annex III b, chapter 7).

How are post graduate students assessed, how is assessment communicated to the students and what are the results of the past 2 years?

Please give data in table 2.

**Tables 2: figures for post-graduate academic education**

Year	Type of programme	Number students enrolled	Number students passed	Mean number paper per student	Mean number impact factor obtained per student
n <sup>1)</sup>	PhD				
n	Master <sup>2)</sup>				
n	other <sup>3)</sup>				
n-1	PhD				
n-1	Master <sup>2)</sup>				
n-1	other <sup>3)</sup>				

<sup>1)</sup> year n: year preceding evaluation    <sup>2)</sup> make a distinction between a taught master`s and a master`s by research

<sup>3)</sup> please specify

### 2.3 POST-GRADUATE STUDENT EDUCATION; PROFESSIONAL TRACK

In taking into account that professional specialisation may follow a national and/or international (e.g. European) track, information must be provided to the following points:

- types of programmes offered and admission procedures for national and foreign students
- cooperation with other Establishments
- student assessment procedures and results

Please supplement the information given by providing the data requested in table 3.

**Table 3: figures postgraduate professional specialisation**

Diplomate title offered	Number of diplomates on staff	Number of interns		Number of residents		Success rate	
		N <sup>1)</sup>	n-1	n	n-1	n	n-1
National track specialisation	Number of specialists on staff	Number of trainees				Success rate	

<sup>1)</sup>n: year proceeding evaluation

### Chapter 3. ASSESSMENT OF TEACHING STAFF

Assessment of teaching staff involves

- evaluation by students
  - evaluation by teaching success
  - evaluation by scientific merit.
- a) Evaluation by students relates to teaching engagement, the didactic qualities, provision of support/learning material and the raising of student interest in respect to life long learning.

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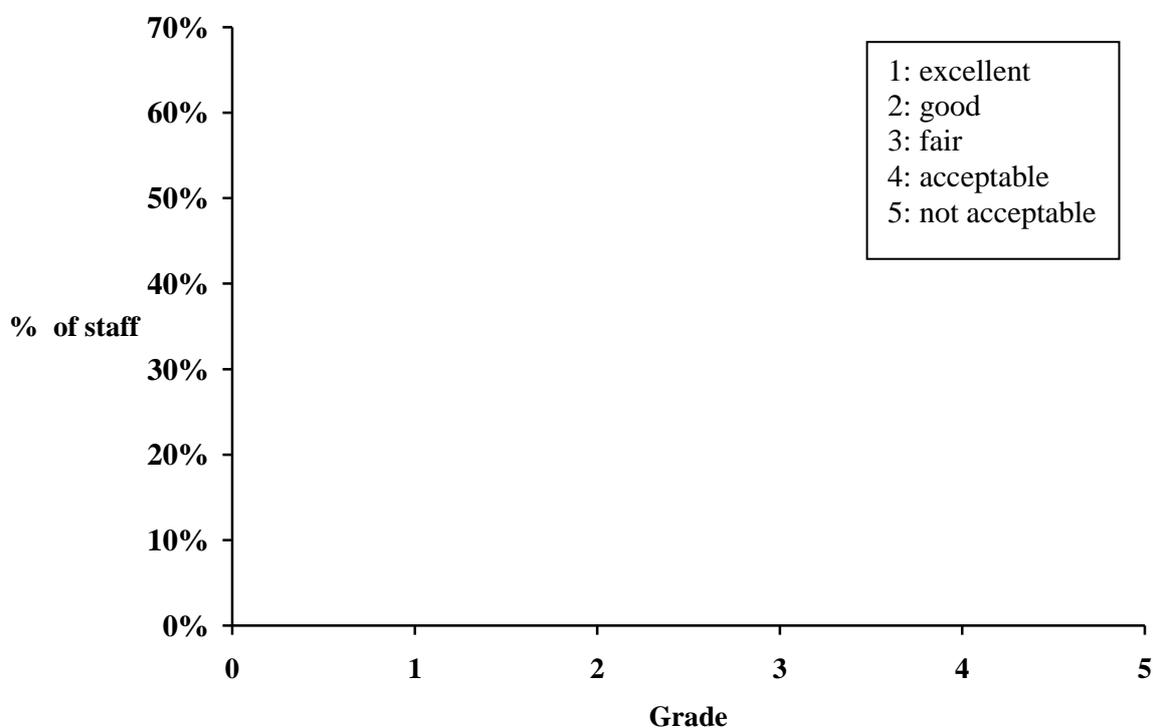
The Establishment should provide its policy on the evaluation of the teaching staff by students and indicate when and how students are asked to record their impressions and how they are involved in preparing the questionnaires.

In addition to evaluation by students the Establishment should lay out its policy to assess teaching success and scientific merits and how the whole system of assessing teaching staff is managed and further developed.

Is there an award policy or are other consequences taken and what are the measures taken/offered to improve individual teaching qualifications.

If assessment of individual teaching staff results in a single grade, please provide a graph showing the distribution.

Example:



### **Chapter 4. ASSESSMENT OF LEARNING OPPORTUNITIES**

The technical term “Learning opportunities” encompasses a number of aspects, beginning with the provision of and advice on learning material to individual teachers, the provision of IT and library facilities at the Establishment level and the creation of the academic environment that provides adequate opportunities for self studies and interactions with the teaching staff beyond regularly scheduled lectures. Regular control and updating is necessary.

The SER on this topic must include how such a system is managed at the Establishment level, how critical control point analysis is executed, who is responsible and to whom they have to report and to what extent are students involved.

### **Chapter 5. ASSESSMENT OF TRAINING PROGRAMMES AND THE AWARD OF THE TITLE OF VETERINARIAN (or equivalent title)**

Information is request on the following points

- development and publication of explicit intended learning outcomes, including a description of essential competences required at graduation (the so-called “Day One Competences”) as listed in **Annex IV**.
- procedures for formal curriculum and teaching programme Approval and regular reviews
- application of the ECTS to your programme and evidence for its use
- procedures for monitoring delivery of the curriculum and the teaching programme
- assurance concerning the participation of students in quality assessment activities
- parameters assessed and procedures to monitor regular feedback from stakeholders and graduates
- provision of a structure that promotes life-long learning

It is accepted that statements given to the above points can-not be in a standardised form due to the (legal) differences between countries and also Establishments.

In order to avoid duplication it is possible to refer to previous or following chapters in case the respective information has already been provided.

### **Chapter 6. ASSESSMENT OF QUALITY ASSURANCE FOR CLINICS, LABORATORIES AND FARM**

Provide information on the system(s) of quality assurance in the clinical area, laboratory diagnostic services and farm facilities. List any existing accreditation from external quality assurance bodies.

### **Chapter 7. ASSESSMENT OF CONTINUING EDUCATION**

The Establishment should describe the system of quality assurance it possesses to monitor and promote the design, implementation and quality control of its own, or joint Continuing Professional Development (CPD) programmes in specific areas of practical veterinary medicine and whether there is a legal basis or other official requirement for continuing education.

This documentation should be accompanied by a list of courses offered in the preceding year (year n) and their assessment by the participants.

## **Chapter 8. ASSESSMENT OF RESEARCH**

The institution should describe the system of quality assurance it possesses to develop and maintain and audit research programmes. Of particular interest is how research provides opportunities for student training, staff promotion, how research methods and results are conveyed into basic veterinary training and to what extent bibliometric methods are applied.

A list of publications of year n (prior to evaluation) and year n-1 should be added to the SER 2, supplemented with the respective bibliometric data. Following implementation and adoption of Stage 2 evaluation, information on year n-2 will be required.

## **Chapter 9. ASSESSMENT OF INTERNATIONALISATION OF EDUCATION AND RESEARCH**

The institution should describe the system it possesses to promote and assess the development of international post-graduate education and of co-operating research projects with other countries, including developing countries (see also chapter 2).

Of particular importance is the description of the measures of encouragement applied to engage veterinary students and newly graduated in international mobility of training (e.g. EU programmes such as Erasmus, Socrates, Tempus, Marie Curie etc) as well as the effectiveness of the activities.

## **Chapter 10. ASSESSMENT OF COOPERATION WITH STAKEHOLDERS AND SOCIETY**

The institution should provide proof that it regularly publishes up to date, objective and accurate information, both quantitative and qualitative, about the study programme. This information should be readily accessible and should not be used simply as a marketing opportunity. The institution should describe to what extent it meets its own expectations. Published information might also include the views and employment destinations of past students and the profile of the current student population.

Is there an alumnus association and how does the Establishment maintain communication with former students?

## ANNEX IV

### LIST OF RECOMMENDED ESSENTIAL COMPETENCES AT GRADUATION: “DAY ONE COMPETENCES”

#### 1 INTRODUCTION

The quality of veterinary training is achieved by the concerted action of a series of steps during learning by the students. Very often quality of learning (and, indirectly, of teaching) is translated into the concept of the competence of the graduate, e.g. the graduate is sufficiently qualified to properly perform the tasks associated to the degree awarded by the educating Establishment. This concept is clearly embraced by the Directive 2005/36/EC when establishing the requirements for knowledge and skills to “enable veterinarians to perform **all their duties** (Annex V: Veterinarian, 5.4.2.)”. The Directive is also very clear in establishing (Article 38, point 3) that the “Training as a veterinarian **shall provide an assurance** that the person in question has acquired the following knowledge and skills”.

The essential competences have been broken down into three main areas; they are:

- **A General professional skills and attributes**  
describing the distinguishing characteristics of a veterinarian.
- **B Underpinning knowledge and understanding**  
describing in general terms the breadth of knowledge and understanding needed for a career as a veterinarian, and for subsequent professional development in whatever sphere of veterinary science the individual wishes to pursue
- **C Practically-based veterinary competences**  
describing the basic practical competences that are expected A) at the point of graduation, and B) following an extended period of further professional training in practice.

#### 2 DAY ONE COMPETENCES

##### 2.1 GENERAL PROFESSIONAL SKILLS AND ATTRIBUTES

*The new veterinary graduate should be able to:*

- 2.1.1 Communicate effectively with clients, the lay public, professional colleagues and responsible authorities; listen effectively and respond sympathetically to them, using language in a form appropriate to the audience and the context
- 2.1.2 Prepare clear case reports and maintain patient records in a form satisfactory to colleagues and understandable by the public
- 2.1.3 Work effectively as a member of a multi-disciplinary team
- 2.1.4 Be aware of the ethical responsibilities of the veterinarian in relation to individual animal care and client relations, and also more generally in the community in relation to their possible impact on the environment and society as a whole

- 2.1.5 Be aware of the economic and emotional climate in which the veterinarian operates, and respond appropriately to the influence of such pressures
- 2.1.6 Be willing to use one's professional capabilities to contribute as far as possible to the advancement of veterinary knowledge in order to benefit veterinary practice and further improve the quality of animal care, animal welfare, and veterinary public health (evidence based medicine).
- 2.1.7 Have an elementary knowledge of the organisation and management of a veterinary practice, including:
- awareness of own and employer's responsibilities in relation to employment and health
  - and safety legislation, and the position relating to lay staff and public liability
  - awareness of how fees are calculated and invoices drawn up, and the importance of following the practice's systems for record keeping and book-keeping, including
  - computer records and case reports
  - ability to use information technology effectively to communicate, share, collect, manipulate and analyse information
  - importance of complying with professional standards and policies of the practice
- 2.1.8 Understand the need and professional obligation for a commitment to continuing education and training, and professional development, throughout one's professional life
- 2.1.9 Act in a professional manner with regard to the veterinarian's professional and legal responsibilities and understand and apply the ethical codes of the appropriate regulatory bodies.
- 2.1.10 Be able to cope with uncertainty and adapt to change
- 2.1.11 Be aware of personal limitations, and demonstrate awareness of when and from where to seek professional advice, assistance and support.
- 2.1.12 Have a basic knowledge of the veterinary service

## **2.2 UNDERPINNING KNOWLEDGE AND UNDERSTANDING**

*The new veterinary graduate will need to have acquired a thorough knowledge and understanding of the following:*

- 2.2.1 The sciences on which the activities of veterinarians are based
- 2.2.2 Research methods and the contribution of basic and applied research to all aspects of veterinary science
- 2.2.3 How to evaluate evidence
- 2.2.4 The structure and functions of healthy animals and their husbandry

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- 2.2.5 The aetiology, pathogenesis, clinical signs, diagnosis and treatment of the common diseases and disorders that occur in the common domestic species in the EU
- 2.2.6 Legislation relating to the welfare (including transport) of animals and notifiable diseases
- 2.2.7 Medicines legislation and guidelines on responsible use of medicines as applied in the member states.
- 2.2.8 The principles of disease prevention and the promotion of health and welfare
- 2.2.9 Veterinary public health issues including zoonoses.

### **2.3 PRACTICAL COMPETENCES**

*The new veterinary graduate should be able to undertake the following:*

- 2.3.1 Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment
- 2.3.2 Handle and restrain an animal safely and humanely, and instruct others in performing these Techniques
- 2.3.3 Perform a complete clinical examination
- 2.3.4 Attend all common domestic animal species in an emergency and perform basic first aid (*Commentary: problems to be handled for any species include first aid management of haemorrhage, wounds, breathing difficulties, eye & ear injuries, unconsciousness, clinical deterioration, burns, tissue damage, internal organ damage and cardiac arrest. First aid to be applied includes bandaging, cleaning, immobilising limbs, resuscitation procedures, haemorrhage control.*)
- 2.3.5 Assess correctly the nutritional status of an animal and be able to advise the client on principles of husbandry and feeding
- 2.3.6 Collect, preserve and transport samples, perform standard laboratory tests, and interpret the results of those generated in-house, as well as those generated by other laboratories
- 2.3.7 Use radiographic, ultrasonic, and other technical equipment which can be used as a diagnostic aid, safely and in accordance with current regulations
- 2.3.8 Follow correct procedures after diagnosing notifiable, reportable and zoonotic diseases
- 2.3.9 Carry out Certification correctly
- 2.3.10 Access the appropriate sources of data on licensed medicines; prescribe and dispense medicines correctly and responsibly in accordance with relevant legislation and ensure that medicines and waste are safely stored and/or disposed of
- 2.3.11 Correctly apply principles of sterilisation of surgical equipment
- 2.3.12 Correctly apply principles of aseptic surgery

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- 2.3.13 Safely perform sedation, general and regional anaesthesia, and assess and control pain
- 2.3.14 Advise on, and administer appropriate treatment
- 2.3.15 Recognise when euthanasia is necessary and perform it humanely, using an appropriate method, whilst showing sensitivity to the feelings of owners and others, and with due regard to the safety of those present; advise on disposal of the carcase
- 2.3.16 Perform a basic gross post mortem examination, record details, sample tissues, store and transport them
- 2.3.17 Perform ante and post mortem inspection of food animals and correctly identify conditions affecting the quality and safety of products of animal origin
- 2.3.18 Assess and implement basic health and welfare records (and production records where appropriate)
- 2.3.19 Advise on, and design of preventive and prophylactic programmes appropriate to the species (herd health management) and commensurate with accepted animal health, welfare and public health standards, seeking advice and assistance where necessary from professional colleagues
- 2.3.20 Minimise the risks of contamination, cross infection and accumulation of pathogens in the veterinary premises and in the field.

## ANNEX V

### GUIDE TO THE ESTABLISHMENT FOR THE ORGANISATION OF THE VISITATION

This document gives, in chronological order, information relating to the preparation and execution of the Visitation by the Visitation Team for the attention of the administrative officers of the Establishment to be visited.

#### ANNEX Va

#### STAGE 1 VISITATION

##### 1. DATE, DURATION AND SCHEDULE OF THE VISITATION

The date of the Visitation should be fixed at least one year in advance. The date is agreed between the head of the Establishment and the EAEVE Office. The Visitation must take place in a period of normal teaching activity of the Establishment. It should not clash with an important event in the Establishment which might seriously impede the preparations for the Visitation, e.g. the election of a new Establishment's Head/rector.

When the data of the Visitation has been agreed on, the EAEVE Office provides the Establishment with an electronic version of the EAEVE evaluation guidelines (Principles and Process of Evaluation and Manuals of Standard Operating Procedures, Annex I, II, III, IV, V, VI, VII, VIII and IX).

In accepting the Visitation, the Establishment undertakes to meet the costs of the Visitation, as estimated by the office of the EAEVE.

The Visitation to the premises of the Establishment should take the majority of the first two days of the evaluation. Unless otherwise arranged the normal plan of a Visitation for Stage1-Visitation is as follows:

- The actual Visitation to the Establishment may last three (3) to four (4) days. All working days of a week (Monday through Friday) can be used for the Visitation to the premises and the interviews.
- The Visitation Team meets in private on the evening (normally between 18:00 and 20:00) prior to the official onset of the Visitation.
- The Visitation Team starts working on the report parallel to the actual Visitation. The schedule should allow for enough time to prepare the exit interview.
- Return home of the Visitors is arranged to take place, in the morning of the last day of the Visitation.

It is the responsibility of the EAEVE Office and especially the EAEVE-Coordinator to organise this Visitation in cooperation with the Liaison Office (LO) (see Annex VII) in a way that this rather tight schedule can be met.

The respective information has to be passed for agreement to the Chairperson of the Visitation Team who also may request changes.

### **2. INFORMATION FOR THE ESTABLISHMENT TO BE VISITED**

When the date of the Visitation is fixed, the head of the Establishment should inform academic and support staff and the student body of the aims and principles of the Visitation. It should be made clear that the Visitation is not a penalising investigation, but that it serves to verify and to supplement the information provided in the SER 1. Moreover, the EAEVE utilises this Visitation system to let establishments profit from the experience of others.

The Visitation and its aims must be communicated to the head of the parent institution (if any) and, where adequate and applicable, also to the competent authority, the relevant national professional associations and the alumnus association.

The distribution of this information should ensure the support of and active cooperation of all parties during the preparation of the SER 1 and of the Visitation.

Information about the Visitation should be updated in the days immediately prior to the Visitation.

### **3. PREPARATION AND ORGANISATION OF THE VISITATION**

#### **3.1 GENERAL POINTS**

The Visitation is intended to verify and supplement the information contained in the SER 1. The programme is established according to local circumstances of the Establishment by the EAEVE Office in cooperation with the head of the Establishment and the Chairperson of the Visitation Team and should be finalised not less than two months before the start of the Visitation. In order to prepare and execute this Visitation, a detailed map of the Establishment must be provided to the EAEVE - Office.

Care should be taken that the Visitation Team is allowed sufficient time between the end of the actual Visitation programme and the final meeting with the head of the Establishment and his/her senior colleagues to prepare their draft Visitation Report.

The head of the Establishment appoints someone to act as "Liaison Officer (LO)". The tasks and functions of the LO are described in Annex VII.

The Visitation Team will need a room to meet privately, equipped with a computer and printer and access to the internet, and one larger meeting room for the discussions with groups of persons. The details of these – in particular access – will be arranged between the head of the Establishment, LO and the EAEVE Office respectively the Coordinator.

If the Visitation Team requires more information during the Visitation, this request is channelled through the LO, and the head of the Establishment is asked to ensure a timely response.

Badges should be worn by all persons met during the Visitation and by the Visitors themselves. Badges should be legible at a distance.

If media coverage of the Visitation is planned, care must be taken to ensure that it does not interfere with the conduct of the Visitation.

Whilst the Visitation Team is always grateful for hospitality offered, the programme must not be overloaded with elaborate social functions, dinners, etc. Meals organized for the group should be regarded as working meetings, providing an opportunity for useful informal contacts and for obtaining further information. Details are to be arranged with the Coordinator.

### 3.2 MEETINGS TO BE ARRANGED

The programme of the Visitation should include, apart from the Visitation of the premises, meetings of the Visitation Team with various groups of persons, if possible in the following order:

- Each evaluation Visitation starts with a private meeting of the Visitation Team to discuss unresolved matters, also in respect to the schedule of the Visitation. The head of the Establishment and the LO should be available at the beginning of this meeting. Whenever possible this meeting should be held on the evening preceding the day of the Visitation.
- The head of the Establishment and his/her senior colleagues (First meeting). This meeting about the Establishment and its management must take place at the start of the Visitation. It is intended to provide the group in addition to the SER with general information. Questions in relation to the SER 1 may be asked and last minute changes or supplements to the programme of the Visitation may be arranged.
- Representatives of the students (First meeting). This first meeting with students, which should take place during the first day of the Visitation, usually involves their official representatives (student union, student representatives on governing bodies of the Establishment, etc.).
- The heads of the basic science units/institutes/departments.
- The heads of the animal production units/institutes/departments.
- The heads of the clinical units/institutes/departments.
- The heads of the veterinary public health/food hygiene units/institutes/departments.
- Other Representatives of the teaching staff. Since separate meetings are held with the heads, it would be appreciated if predominantly representatives of the younger teaching staff would attend this meeting.
- Representatives of the support staff.
- The librarian.
- The (head of the) group for e-learning, informatics, computer-aided instruction.
- Representatives of postgraduate students, interns and residents.
- The (head of the) research committee and other relevant committees if needed (student affairs, farm, curriculum)
- The (head of the) continuing education group.
- Representatives of the alumni. For this meeting, former students should be invited who left the Establishment less than five years ago and who can, therefore, compare their training received in the Establishment with the needs encountered in practice. Where applicable also those former students should be invited who, as professional veterinarians, are involved regularly in the teaching of the Establishment.
- (Local) practitioners who regularly refer their clients to the clinics of the Establishment and other stakeholders (industry, research) who cooperate with the Establishment on other matters.
- Representatives of the regulatory veterinary authorities.
- Representatives of the students (Second meeting). This second meeting with students, which should take place towards the end of the Visitation, should involve two students of each year of the course. It should enable the Visitation Team to make a review of the Visitation and to clarify, if necessary, any residual questions.

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- The head of the Establishment and his/her senior colleagues and the President or Rector of the university or otherwise the head of the parent institution. This meeting will conclude the Visitation. In this exit interview, the Chairperson of the Visitation Team orally presents -very briefly- the main observations and conclusion. The oral report of the Chairperson is not open for discussion during this final meeting but the Establishment may be advised that draft A Visitation Report is subject to a factual scrutiny by the Establishment.

### Note:

It is of critical importance that all persons participating in meetings with the Visitors should have read (at least the relevant parts of) the SER 1.

The number of people attending each meeting should be sufficient so that varied contributions can be made, but not too many as this will slow down the discussion (maximum around ten).

The Chairperson of the Visitation Team leads the discussions in all meetings.

The head of the Establishment is not normally required to attend the meetings, except where his/her presence is specifically requested.

The Visitation Team may wish to meet a given group of representatives more than once.

### **3.3 "OPEN HOUR"**

In the programme for each Visitation one hour should be set aside for an open meeting, where anyone wishing to discuss a matter privately with the Visitation Team can do so. This "open hour" should be widely announced within the Establishment, so that everyone at the Establishment should be aware of this opportunity.

Room facilities should be available for face-to-face discussions. If possible, translators from outside should be present.

### **3.4 VISITATION TO THE PREMISES**

The schedule of the Visitation must have been communicated to the responsible persons prior to the Visitation.

Where possible, the whole Visitation Team should visit all the facilities related to teaching. However, if necessary the Visitation Team may also split when visiting the facilities according to their specialisation.

It is important that the three parties concerned (Liaison Officer, Visitation Team and the people who are met) should be well aware of the objective of the Visitation to the various facilities. These Visitations are made to see the premises and the equipment and not to enter into the detail of either the teaching or the research of each service.

All staff and students should be informed in advance that they will be looking around, possibly raising specific questions, but that they do not have the time to greet everybody personally. Staff members sometimes are disappointed if they have drastically modified their normal programme to make themselves available, and then do not meet the expert group. They should be informed in advance that the Visitation Team lacks time, not politeness.

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The heads of the various units/institutes/departments visited must have been notified in time of the schedule of the Visitation. They should be present to receive the Visitation Team and must be aware that there is no time for long oral introductions or audiovisual presentations. However, books, scripts and other material used for teaching may be on display, as well as information on research activities

#### **4. TRAVEL ARRANGEMENTS**

At least two months before the Visitation the Establishment should contact each expert about the travel arrangements to be made. The aim is that all details should be finalized and the flight tickets booked at least one month before the start of the Visitation.

There are two options for making the arrangements:

- the members of the team book and pay for their own tickets and are reimbursed by the Establishment, or
- the Establishment plans the journey in consultation with the Visitors. It books and pays for the tickets, which are then either sent directly to the Visitors or are collected by the Visitors at their points of departure.

The second option is generally preferred.

If the first option is chosen, the Visitors should be reimbursed before the end of the Visitation. Even when the second option is chosen, the need may arise for reimbursement of small items of expenditure, such as travel to and from the home airport, airport parking or necessary taxis. Establishments should agree *ad hoc* arrangements for such reimbursements with the Visitors concerned. The latter will be asked to provide receipts.

If a group member is accompanied, the travel expenses and the hotel accommodation for the accompanying person(s) are the responsibility of the expert and not of the Establishment.

## **ANNEX Vb**

### **STAGE 2 VISITATION**

#### **1. DATE, DURATION AND SCHEDULE OF THE VISITATION**

The date of the Visitation must be fixed at least one year in advance. The date is agreed between the head of the Establishment and the EAEVE Office. The Visitation must take place in a period of normal teaching activity of the Establishment. It should not clash with an important event in the Establishment which might seriously impede the preparations for the Visitation, e.g. the election of a new Establishment's Head/director.

In accepting the Visitation, the Establishment undertakes to meet the costs of the Visitation, as estimated by the office of the EAEVE.

The Visitation should not exceed three (3) days with a maximum of three Visitors.

#### **2. INFORMATION FOR THE ESTABLISHMENT TO BE VISITED**

When the date of the Visitation is fixed, the head of the Establishment should inform academic and support staff and the student body of the aims and principles of the Visitation.

The Visitation and its aims must be communicated to the head of the parent institution (if any) and, where adequate and applicable, also to the competent authority, the relevant national professional associations and the alumnus association.

The distribution of this information should ensure the support of and active cooperation of all parties during the preparation of the SER 2 and of the Visitation and should be updated in the days immediately prior to the Visitation.

#### **3. PREPARATION AND ORGANISATION OF THE VISITATION**

##### **3.1 GENERAL POINTS**

The Visitation is intended to verify and supplement the information contained in the SER 2. The programme is established by the EAEVE Office in cooperation with the head of the Establishment and the Chairperson of the Visitation Team and should be finalized not less than two months before the start of the Visitation.

Care should be taken that the Visitation Team is allowed sufficient time to prepare their oral report to the head of the Establishment, his senior colleagues and the rector/president (representatives of other categories of staff may be present).

The head of the Establishment appoints someone to act as "Liaison Officer (LO)", preferably the Quality Assurance Officer. The tasks and functions of the LO are described in Annex VII

The Visitation Team will need a room to meet privately, equipped with a computer and printer and access to the internet, a room where all documents are on display and one larger meeting room for the discussions with groups of persons. The details of these – in particular access – will be arranged between the head of the Establishment, the LO and the EAEVE Office, usually the Coordinator.

If the Visitation Team requires more information during the Visitation, this request is channelled through the LO, and the head of the Establishment is asked to ensure a timely response.

Badges should be worn by all persons met during the Visitation and by the Visitors themselves. Badges should be legible at a distance.

Whilst the Visitation Team is always grateful for hospitality offered, the programme must not be overloaded with elaborate social functions, dinners, etc. Meals organised for the group should be regarded as working meetings, providing an opportunity for useful informal contacts and for obtaining further information. Details are to be arranged with the Coordinator.

### 3.2 MEETINGS TO BE ARRANGED

The core of the Visitation is a series of meetings with various members of the Establishment. Depending on the situation of the Establishment the following meetings may be held with the first and last being mandatory. The respective decisions are made by the Chairperson of the Visitation Team:

- The head of the Establishment (Dean, Vice Dean) and hi/her senior colleagues and/or other people responsible for the general quality assessment procedures of the Establishment. *Topic of meeting:* outline of the general approach on quality assessment by the Establishment.
- Chairperson of examination committee and other persons responsible for student assessment with representatives of students (student union, student representatives on governing bodies of the Establishment etc.). *Topic of meeting:* enrolment and assessment of students, examination system.
- Chairperson and other persons, including students, responsible for development and implementation of the veterinary curriculum, the assessment of the training programmes as well as Day 1 competences (see Annex IV). *Topic of meeting:* Assessment of training programmes and learning opportunities and of the reaching of Day 1 competences; international aspects.
- Chairperson research committee and others responsible for post-graduate education (academic track). *Topic of meeting:* assessment of research, post-graduate education academic track and internationalisation.
- Head(s) departments/institutes offering post-graduate education, professional track. *Topic of meeting:* Assessment of post-graduate education, professional track and assessment of quality assurance systems for clinics, laboratories and farm.
- Chairperson and other persons, including students, responsible for assessment of teaching staff. *Topic of meeting:* based on information provided by SER 2 outline of assessment procedures and likely consequences.
- Chairperson and other persons responsible for continuing education, alumni, practitioners, former students. *Topic of meeting:* assessment continuing education and of cooperation with stakeholders and society.
- Graduate (last 2 years) and postgraduate (academic-, professional track) students. *Topic of meeting:* general involvement of students in assessment procedures.
- The head of the Establishment and his/her senior colleagues and the President/Rector of the university or others responsible for quality assurance within the parent institute. This meeting will conclude the Visitation. In the exit interview, the Chairperson of the Visitation Team orally presents – very briefly – the main observations and conclusions. The oral report of the

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Chairperson is not open for discussion during this final meeting but the Establishment may be advised that draft A Visitation Report is subject to factual scrutiny by the Establishment.

### **3.3 VISITATION TO THE PREMISES**

Stage 2 evaluation does not require an “a priori” scheduled Visitation to premises of the Establishment. However, depending on the information provided by the SER 2, the Visitation Team might consider it necessary to get additional information by viewing certain matters related to the contents of SER 2.

These Visitations should be arranged through the LO during the Visitation, possibly on day one.

### **4. TRAVEL ARRANGEMENTS**

(see above Annex Va, 4)

## ANNEX VI

### GUIDE FOR THE VISITORS

#### STAGE 1 AND 2 VISITATION

This document gives, in chronological order, for the attention of the Visitors, information relating to the preparation and execution of the Visitation/s to the veterinary training Establishment and to the preparation of their Visitation Report/s.

#### 1 STUDY OF THE SELF EVALUATION REPORT/S

Each expert should receive the Self Evaluation Report (SER 1, SER 2) in English at least two months before the date of the Visitation. It is essential that the Visitors should allow for enough time to study the whole SER. Therefore, if the SER is not received in time, the team should seriously consider cancelling the Visitation.

The Visitors should be aware that the SER remains confidential at all Stages of their work.

Each expert studies the SER in order to familiarise him/herself with the various aspects of the veterinary teaching establishment.

In a **Stage 1** Visitation the Chairperson of the expert group assigns to each expert responsibility for chapters of the SER 1, which fall within her/his more specific area of competence. Three weeks before the Visitation each expert should send to the other Visitors and to the programme Coordinator of the EAEVE a draft report upon the sections of the SER 1 which have been assigned to him/her. This draft report should include the expert's initial "Findings and Comments" based on the study of the SER 1

In case of a **Stage 2** Visitation each expert should develop an opinion on the SER 2 in writing and make it available to the other expert(s) about three weeks before the Visitation.

Each expert should also set down in writing all the questions which in his/her view are sufficiently important to require an answer during the site Visitation.

If the reply to certain questions requires investigations, or if an expert needs more information on certain aspects before the start of the Visitation, questions may be sent to the Establishment in writing ahead of the Visitation via the EAEVE-Coordinator and in information of the Chairperson. During the first meeting of the team these questions and the answers obtained must be arranged in the order in which they will be raised during the Visitation.

#### 2 TRAVEL ARRANGEMENTS

At least two months before the Visitation the Establishment will contact each expert and the EAEVE Coordinator about the travel arrangements. The Establishment can choose one of two options for making these arrangements:

- either the members of the Visitation Team are asked to book and pay for their own tickets and are reimbursed by the Establishment, or

- the Establishment plans the journey in consultation with each expert, books and pays for the tickets, which are then sent directly to the Visitors or are collected by the Visitors at their points of departure.

Even when the second option is chosen, the need may arise for reimbursement of small items of expenditure, such as travel to and from the home airport, airport parking or necessary taxis. In both options, the Visitors are asked to provide receipts of all expenses.

If team members are accompanied, the travel expenses and the hotel accommodation for the accompanying persons are the sole responsibility of the expert and not of the Establishment. Visitors should ensure that their personal travel insurance is appropriate for the country to be visited, especially in the case of non-EU countries.

### **3 THE VISITATION**

#### **3.1 STAGE 1 VISITATION**

The Visitation to the premises of the Establishment should take the majority of the first two days of the evaluation. Unless otherwise arranged the normal plan of a Visitation for Stage 1 Visitation is as follows:

- The actual Visitation to the Establishment may last three (3) to four (4) days. All working days of a week (Monday through Friday) can be used for the Visitation to the premises and the interviews.
- The Visitation Team meets in private on the evening (normally between 18:00 and 20:00) prior to the official onset of the Visitation.
- The Visitation Team starts working on the Draft Visitation Report parallel to the actual Visitation. The schedule should allow for enough time to prepare the exit interview.
- The return home of the Visitors is as arranged, in the morning of the last day of the Visitation.

It is the responsibility of the EAEVE Office, usually the EAEVE-Coordinator to organise this Visitation in cooperation with the Liaison Office (LO) (see Annex VII) in a way that this rather tight schedule can be met.

The Visitation is intended to check and supplement the information provided in the SER 1 and to assess the extent to which the "Guidelines, Requirements and Main Indicators" (**Annex I**) are met. The Visitors must ask themselves - among others - the following fundamental questions:

- Are the objectives and standards of the Establishment appropriate to the needs of the profession in each area of study?
- Are the resources adequate for attaining these objectives?
- Are the resources allocated and used efficiently?
- Can it be considered that the Establishment will continue to have the necessary resources at its disposal?
- Does the Establishment ensure that its educational provision operates with appropriate academic standards as well as it offers its students with learning opportunities of acceptable quality?

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- Does the Establishment provide confidence -towards stakeholders- that the quality of learning of the trainees is acceptable and deserves certification?

In order to better deal with these questions and to judge on the ratios R1 – R20 delineated by the Establishment and presented in the SER 1, the EAEVE Office will provide the Visitors prior to the Visitation with an updated list of ranges of R1 – R20, derived from positively evaluated Establishments.

The Visitors must be aware of the fact, that the main Ratios (Indicators) cannot be interpreted in a strictly mathematical isolated sense, but in the light of all other Ratios, data and observations.

Preceding the start of the Visitation the Visitors should meet informally to exchange their impressions, to define further their questions and to – if necessary - .finalize the programme.

The Coordinator of the EAEVE is responsible, in cooperation with the Chairperson of the Visitation Team, for compiling the first draft Visitation Report.

During the interviews the Chairperson will lead the discussions, whilst ensuring that all Visitors are given the opportunity to introduce discussions related to their assigned areas. The Chairperson with the EAEVE-Coordinator and the LO have also to ensure that the timetable is respected to prevent any significant build-up of delay. As the time available is always too short, a hard line must be taken if the answers are too long or stray off the point.

The Visitors are quite free to interview persons who were not included in the original programme. They can also ask to meet with a certain person or group for a second time. The head of the Establishment does not normally attend the meetings, except where his presence is specifically requested

This also applies to the LO, however, arrangements must be made that he/she can be reached by the group at any time. In case communication depends on a translator, confidentiality has to be guaranteed.

The Visitors must always try to obtain precise answers which contain figures and can be verified. It may be interesting in some cases to check specific information by cross-checking details from different sources (e.g. details of the teaching and examination procedures supplied by teachers and students).

If media coverage occurs, Visitors should refrain from any comments regarding the Establishment. The principles of the evaluation system or general veterinary matters alone should be discussed.

The Visitation Team should meet every day, as often as possible and in the evenings, to discuss the information obtained during the day, to supplement the draft Visitation Report and to prepare for the following day.

The Chairperson of the expert group should communicate during the final meeting (also called the exit interview) with the head of the Establishment, some senior staff and the President/Rector present -very briefly- the main observations and conclusions of the team. This exit interview is not open for discussion and no written text is given to the Establishment at this Stage.

Although this oral report is of a preliminary nature, it should be considered carefully by the Visitation Team, since the main conclusions should not be altered in any subsequent processing of the written Visitation Report. In case of disagreement amongst the Visitation Team about a comment, the latter is retained for the specific attention of the ECOVE.

The exit interview must confirm the positive points noted and spell out the relative importance of the negative findings. Nevertheless the group should not express an opinion on the question whether the deficiencies noted fall into the first or the second category (see below).

### 3.2 STAGE 2 VISITATION

The normal plan of a Visitation is as follows:

- The actual Visitation may take two full days and may take place on Monday through Friday as arranged.
- On the evening of the day preceding the official start of the Visitation the Visitors should meet informally to exchange their impressions, to define their questions and to – if necessary – finalise the programme.
- The first day and the morning of the second day should be used for meeting the different groups and, when arranged, Visitation of selected premises of the Establishment. The afternoon of day two should be used to prepare for the final meeting with the head of the Establishment, some senior staff and the President/Rector to present – very briefly – the main observations and conclusions of the Visitation Team. This oral report of the Chairperson (exit interview) is not open for discussion and no written text is given to the Establishment at that Stage.

The Visitation is intended to check and supplement the information provided in SER 2. The Visitors must be aware that “assessment” may be approached in different ways, also depending on the target to be assessed. However, clearly the frame provided in Annex Ib and Annex III, contents Stage 2, must be observed.

During the interviews the Chairperson will lead the discussions and – where appropriate – the same principles as in Stage 1 Visitation (see above 3.1) apply. The various assessment methods applied may be judged as *satisfactory*, *less satisfactory* or *non satisfactory*, allowing the Establishment to be classified as holding the status of *Accreditation*, *Conditional Accreditation* and *Non Accreditation*.

Concerning the weighing of the various targets to be assessed (chapter 10, Annex III, Stage 2), it is suggested that a distinction be made so that the outcome of the assessment of procedures AP 1, 2, 4, 5, 6, 7, 10 and 12 into category one (1) and of AP 3,8 and 11 into category two (2).

The oral report given during the exit interview is of a preliminary nature and should only address assessment of the procedures for quality control applied by the Establishment and no hint of a final classification should be given as this is the clear responsibility of ECOVE.

The exit interview must be considered very carefully since the main conclusions should not be altered in any subsequent processing of the Visitation Report. In case of disagreement amongst the Visitation Team about a comment, the latter is retained for specific attention to the ECOVE.

## 4 THE VISITATION REPORT OF THE VISITATION TEAM

Before a Visitation, all Visitors will receive a template for a site-Visitation report from the EAEVE-Coordinator. Inexperienced Visitors may request a copy of an existing Visitation Report (in confidence) from the evaluation programme Coordinator, to illustrate what is needed in terms of content, length and presentation. The Visitation Report is prepared in English.

The Visitation Report must be seen as a document, supplementing the SER and reference can be made to the SER.

Consequently the chapters of the Visitation Report have the same titles as the chapters in the SER. Each chapter is subdivided into “Findings”, “Comments” and “Suggestions”, accounting for the positive or negative features of the Establishment visited or some special peculiarities.

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The rationale for “Comments” and “Suggestions” should be deducible from “Findings”. Excessive length of the Visitation Report must be avoided and it should be clear to all parties involved. The Visitation Report must contain an executive summary.

In addition the following points must be observed:

- The Visitation Report describes the situation as observed at the time of the Visitation. Although the Establishment may present the most wonderful plans for future changes, the team is not obliged to mention them in their Visitation Report.
- If a Visitation takes place when a change of the curriculum or assessment procedures is in progress, the juxtaposition of two courses /procedures should be clearly described.

### **Stage 1 Visitation:**

- The Visitation Report should present an assessment of the extent to which the "Guidelines, Requirements and Main Indicators" (**Annex Ia**) are met and it should group its negative conclusions under one or the other of the following headings:
  - On the one hand, deficiencies which, were they to persist, would mean that in the opinion of the ECOVE, the training given could not be regarded as satisfying the requirements laid down in Directive 2005/36/EC.
  - On the other hand, suggestions which, in the opinion of the Visitors, should be followed up in order to bring about desirable improvements, but which, if not followed up, would not result in the training being regarded as not fulfilling the requirements mentioned above.

The distinction of these two headings in the draft Visitation Report must be regarded as a proposal by the expert group to the ECOVE. It is up to the ECOVE to make a final decision.

### **Stage 2 Visitation:**

The Visitation Report should present an assessment to what extent the procedures applied by the Establishment for quality control can be judged as satisfactory, less satisfactory or non satisfactory in respect to the various targets assessed (**Annex Ib**).

In case of deficiencies an opinion should also be expressed if the status Conditional Accreditation or Non Accreditation should be granted.

## **5 FINAL VISITATION REPORT**

The EAEVE-Coordinator completes the first draft version of the Visitation Report within a reasonable time of the Visitation. This is sent to the Visitors for comments. After consultation with the Chairperson of the expert group, the Draft A is sent the head of the Establishment for factual corrections.

In taking into account the comments made, the EAEVE Coordinator then prepares Draft B Visitation Report which is, after having been accepted by the Chairperson of the evaluation team, sent to the ECOVE.

Furthermore, this Draft B Visitation Report must include a self-explanatory, albeit preliminary Executive Summary.

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The ECOVE *in plenum* discusses Draft B Visitation Report with the Chairperson of Visitation Team, asks for clarifications, draws conclusions and may suggest editorial changes, making it the **Final Visitation Report**.

This discussion is a definitive Stage in the evaluation process. When the ECOVE has adopted the Final Visitation Report, the outcome is communicated to the Establishment's Head, informing her/him of the Appeal procedure (**Annex VIII**) and of the transparency up on which the system of evaluation is based.

The ECOVE is then responsible for the production of a Final Visitation Report, which is sent by the EAEVE Office to the head of the Establishment visited.

The List of Evaluated Establishments, including not only the name of the Establishment but also the year of evaluation, the date of ECOVE-decision, the status achieved and the Final Visitation Report of the Evaluation/s is/are made public to eventual stakeholders by publication on the homepages of the EAEVE.

## ANNEX VII

### GUIDE FOR THE LIAISON OFFICER

The Liaison Officer (LO) should be a senior member of the Establishment familiar with Establishment matters, including organisation.

It is further essential that the LO is entirely familiar with the principles and procedures of the evaluation system laid down in the EAEVE/FVE SOP.

#### **PRIOR TO THE VISITATION**

The fundamental task of the LO is to ensure that the preparations for the Visitation and the Visitation itself proceed smoothly and on time.

The core of an evaluation Visitation are the Self Evaluation Reports (SER 1 and SER 2). The LO should ensure that the Establishment starts working on the SER in good time allowing for contributions from academic and non-academic staff and from students. It is particularly important that the LO ensures that the Establishment dispatches the SER to the Visitors at least 2 months before the Visitation.

The LO should also ensure that about 2 months before the Visitation the Establishment sends a draft programme to the Chairperson of the Visitation Team and to the Coordinator.

Other matters for joint action by the LO and the Establishment:

- group travel arrangements;
- choice and reservation of accommodation (hotel or alternative accommodation), with notice to the Visitors and the Coordinator in due time, including phone, fax numbers and e-mail address;
- select a room in the Establishment adequate for group meetings, and a room for the Visitation Team to work privately with access to the internet, a computer and printer. Sometimes, a meeting room in the hotel may also be necessary for part of the Visitation;
- lunch and dinner arrangements as agreed with the Coordinator;
- badges for the Visitors and for all persons they will meet;
- ensure that the "Open hour", at which individual Establishment members meet privately with the Visitation Team is well advertised.
- ensure wide information about the Visitation for all staff and students, and outside groups/bodies that the group will meet.

### **DURING THE VISITATION**

The LO is the main link between the Visitation Team and the Establishment throughout the Visitation. She/he should therefore be available for the full period that the group is there. The LO's specific functions at this time are to:

- ensure that any additional information requested by the Visitation Team is supplied by the Establishment;
- ensure that the timetable for the Visitation is adhered to. This includes ensuring that all institutes/departments are ready to receive the Visitation Team at the times stated in the programme;
- accompany or arrange for company of the Visitation Team on its tour of the facilities.
- arrange with the Establishment any changes of the programme requested by the Visitation Team;
- resolve any queries that arise with regard to the hotel, daily travel to/from the Establishment, etc.;

#### **Please note:**

All discussions and interviews between the Visitation Team with the various groups (Establishment, students non academic staff, farmer students, practitioners etc.) are confidential and – unless otherwise arranged – strictly restricted to the respective group members.

### **AFTER THE VISITATION**

Normally very little is required from the LO, although while the team is finalising its Visitation Report queries may arise on which the LO can be of help.

## ANNEX VIII

### APPEAL MECHANISM

If the Final Visitation Report issued by the ECOVE refers to any major deficiency (Stage1 evaluation) or serious shortcoming (Stage2 evaluation) of the Establishment evaluated, the Establishment has the right to notify the EAEVE-Coordinator and the Chairperson of the ECOVE of its intention to appeal the classification. That notification and the basis for the appeal should be made in writing within eight (8) weeks of the receipt of the Final Visitation Report.

The first Stage of the appeal process involves reconsideration by the ECOVE. The Visitation Team or individual members of the Visitation Team may be asked to participate in the reconsideration process. The appeal may be accepted or dismissed.

If the ECOVE dismisses the appeal, it is then considered formally by an Appeal Panel. The Panel comprises three members, all of whom should preferably have chaired an evaluation Visitation. The appointment of the Panel is coordinated by the President of the EAEVE or his nominee in the event that s/he is ineligible through other considerations. One member each is appointed by the EAEVE and the FVE, with the appealing Establishment having the right to nominate the third member. At least one member, but not all three, should have expertise relating to the subject area(s) under dispute. The Panel selects its own Chairperson.

None of the three members shall be nationals of, or working in the country of the Establishment in question.

The appeal and the discussion of it shall first be carried out by correspondence. If a decision cannot be reached by this means, the Chairperson of the Appeal Panel may consider that a meeting is necessary, at the Establishment or elsewhere, between the members of the Panel, representatives of the Establishment and the Chairperson of the Visitation Team. In this case all expenses shall be paid by the Establishment.

Once the Appeal Panel has reached a decision, by majority if necessary, its Chairperson will inform the ECOVE of its decision by submitting a respective statement. The EAEVE Office is responsible for informing the Establishment of the Appeal Panel's decision in writing.

**ANNEX IX**

**“LIST OF THE RATIOS (INDICATORS)”**

[Link to the LIST OF THE RATIOS \(INDICATORS\)](#)

**ANNEX X**

**“GUIDELINES FOR A CONSULTATIVE VISITATION”**

[Link to the GUIDELINES FOR A CONSULTATIVE VISITATION](#)

## **GLOSSARY**

CIQA: Committee on Internal Quality Assurance (of EAEVE)

CSER : Consultative SER

EAEVE: European Association of Establishments for Veterinary Education

EBVS: European Board of Veterinary Specialisation

ECCVT: European Coordination Committee on Veterinary Training

ECOVE: European Committee on Veterinary Education

EMS: Extra Mural Studies

ENQA: European Association for Quality Assurance in Higher Education

ESEVT: European System of Evaluation of Veterinary Training

ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area.

FSQ: Food Safety and Quality

FVE: Federation of Veterinarians of Europe

OIE: World Organisation for Animal Health

QA: Quality Assurance

RSER: Re-visitation SER

SER: Self Evaluation Report

SOP: Standard Operating Procedures

SWOT: Strengths, Weaknesses, Opportunities, Threats

VPH: Veterinary Public Health

VTH: Veterinary Teaching Hospital