# Annex 6. Template and guidelines for the writing of the SER

*(as approved by the EAEVE Executive Committee on 11 May 2016)*

***Forewords (to be read before the writing of the SER)***

*The SER is the cornerstone of the evaluation process. It must be the result of an in-depth review of the Establishment and the education and training it provides to prepare its students to qualify to join the veterinary profession.*

*It is strongly recommended that the preparation of the SER begins about one year before the Visitation at the latest, involves key members of staff in its preparation and is approved by the Establishment’s governing body.* ***Not less than 2 months before the Visitation, the SER (and the appendices) must be sent by the Establishment to all members of the Visitation Team and to the EAEVE Office, both by surface-mail (hard copy) and by e-mail (electronic version in a pdf and Word format).***

*The SER must be concise* ***(maximum 70 pages without the appendices),*** *complete, accurate and written in English (UK) in agreement with the ESEVT template. An inadequate SER may be considered by ECOVE as a Major Deficiency, e.g. lack of compliance with Standard 11.8.*

*All standards must be addressed with Factual Information, Comments (e.g. subjective information, current limiting factors of improvement) and Suggestions of Improvement (e.g. list of desired/planned/on-going changes in descending order of importance). All the questions in the template must be answered. If there is no activity in the Establishment which corresponds to the question, ‘not applicable’ must be stated.* ***The term ‘student’ used alone means undergraduate students.***

***The texts in italic in this template must be deleted in the final copy of the SER.***

*Long lists of explanatory material and extracts of official texts must be excluded from the core SER and provided as appendices (with cross-reference in the core SER) or provided during the Visitation in the Team room.*

* *The SER and the Visitation Report, which are considered confidential until the final decision of ECOVE, are eventually published on the Establishment and EAEVE websites.*
* **Contents of the SER**

**Introduction**

1. Objectives and Organisation

2. Finances

3. Curriculum

4. Facilities and equipment

5. Animal resources and teaching material of animal origin

6. Learning resources

7. Student admission, progression and welfare

8. Student assessment

9. Academic and support staff

10. Research programmes, continuing and postgraduate education

11. Outcome Assessment and Quality Assurance

List of ESEVT Indicators

Glossary

List of appendices

Introduction

Brief history of the Establishment and of its previous ESEVT Visitations *(if any)*

Main features of the Establishment

Main developments since the last Visitation

*(or, if there has not been a previous one, in the period since the veterinary degree programme began); it must cover the response to the recommendations of the last Visitation and a summary of the main changes e.g. in organisation, finances, curriculum, facilities and equipment, number of staff and students*

Major problems encountered by the Establishment (*whether resolved or not)*

Version and date of the ESEVT SOP which is valid for the Visitation

**1. Objectives and Organisation (**[**see Standards 1.1 to 1.6 in Chapter 3**](#_Standard_1:_Objectives)**)**

**1.1. Factual information**

1.1.1. Details of the Establishment, i.e. official name, address, phone number, Email and website addresses, Establishment’s Head, name and degrees of the person(s) responsible for the professional, ethical, and academic affairs of the VTH, official authority overseeing the Establishment

1.1.2. Summary of the Establishment Strategic Plan with an updated SWOT analysis *(Strengths, Weaknesses, Opportunities and Threats),* the mission and the objectives

1.1.3. Summary of the Establishment Operating Plan with timeframe and indicators of achievement of its objectives

1.1.4. Organisational chart *(diagram)* of the Establishment

1.1.5. List of departments/units/clinics and councils/boards/committees with a very brief description of their composition/function/responsibilities *(further information may be provided in the appendices)*

1.1.6. Description of how *(procedures)* and by who *(description of the committee structure)* the strategic plan and the organisation of the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**1.2. Comments**

**1.3. Suggestions for improvement**

2. Finances ([see Standards 2.1 to 2.5 in Chapter 3](#_Standard_2:_Finances))

**2.1. Factual Information**

2.1.1. Description of the global financial process of the Establishment

2.1.2. Degree of autonomy of the Establishment on the financial process

2.1.3. % of overhead to be paid to the official authority overseeing the Establishment on revenues from services and research grants

2.1.4. Annual tuition fee for national and international students

2.1.5. Estimation of the utilities *(e.g. water, electricity, gas, fuel)* and other expenditures directly paid by the official authority and not included in the expenditure tables

2.1.6. List of the on-going and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding

2.1.7. Prospected expenditures and revenues for the next 3 academic years

2.1.8. Description of how *(procedures)* and by who *(description of the committee structure)* expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**Table 2.1.1. Annual expenditures during the last 3 academic years (in Euros)**

**Area of expenditure AY\* AY-1 AY-2 Mean**

Personnel

Operating costs

Maintenance costs

Equipment

Total expenditure

\* The last full academic year prior the Visitation

**Table 2.1.2. Annual revenues during the last 3 academic years (in Euros)**

**Revenues source AY\* AY-1 AY-2 Mean**

Public authorities

Tuition fee (standard students)

Tuition fee (full fee students)

Clinical services

Diagnostic services

Other services

Research grants

Continuing Education

Donations

Other sources\*\*

Total revenues

\*\* Please specify

**Table 2.1.3. Annual balance between expenditures and revenues (in Euros)**

**Academic year Total expenditures Total revenues Balance\*\*\***

AY-2

AY-1

AY\*

\*\*\* Total revenues minus total expenditures

PS Tables 2.1.1., 2.1.2. and 2.1.3. may be replaced by the official financial reports of the Establishment (translated in English) for the last three academic years

**2.2. Comments**

**2.3. Suggestions for improvement**

3. Curriculum ([see Standards 3.1 to 3.10 in Chapter 3](#_Standard_3:_Curriculum))

**3.1. Factual information**

***Definitions***

***Core subject****: subject taken by every student*

***Electives****: each student must select from a list of permissible subjects; 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*

***EPT****: External Practical Training. These are training periods that are an integral part of the curriculum, but which are taken outside the Establishment and under the supervision of a non academic teacher (e.g. a practitioner)*

***Lectures:*** *theoretical teaching 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): 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.*

***Supervised self learning:*** *it includes sessions of individual students making use of defined teaching material provided by the Establishment with a support from staff if requested by the students and with an assessment (e.g. e-learning)*

***Laboratory and desk based work:*** *it 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, dummies, products, carcasses etc. (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection.*

***Clinical work.*** *These are strictly hands-on procedures by students both in the intramural clinical rotations and in the ambulatory clinics under the supervision of an academic teacher; it includes 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 and propaedeutical hands-on work on organ systems and on cadavers to practice clinical techniques, and diagnostic pathology are also classified as clinical work.*

3.1.1. Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome

3.1.2. Description of the legal constrains imposed on curriculum by national/regional legislations and the degree of autonomy that the Establishment has to change the curriculum

3.1.3. Description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected.

3.1.4. Description of the core clinical exercises/practicals/seminars prior to the start of the clinical rotations

3.1.5. Description *(timing, group size per teacher, ..)* of the core clinical rotations and emergency services *(both intramural VTH and ambulatory clinics)* and the direct involvement of undergraduate students in it *(responsibilities, hands-on versus observation, report writing, ..)*

3.1.6. Description *(timing, group size per teacher,..)* of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

3.1.7. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice *(e.g. what happens when too many students select one specific track)*

3.1.8. Description of the organisation, selection procedures and supervision of the EPT

3.1.9. Description of the procedures *(e.g. logbooks)* used to ascertain the achievement of each core practical/clinical activity *(pre-clinical, clinical, ambulatory clinics, EPT)* by each student

3.1.10. Description of how *(procedures)* and by who *(description of the committee structure)* the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**Table 3.1.1. Curriculum hours in each academic year taken by each student**

**Academic years\* A B C D E F G H**

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

A: lectures; B: seminars; C: supervised self learning; D: laboratory and desk based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

\* An academic year may be subdivided into 2 semesters

**Table 3.1.2. Curriculum hours in EU-listed subjects taken by each student**

**Subjects A B C D E F G H**

**Basic subjects**

Medical physics

Chemistry (inorganic and organic sections)

Animal biology, zoology and cell biology

Feed plant biology and toxic plants

Biomedical statistics

**Basic Sciences**

Anatomy, histology and embryology

Physiology

Biochemistry

General and molecular genetics

Pharmacology, pharmacy and pharmacotherapy

Pathology

Toxicology

Parasitology

Microbiology

Immunology

Epidemiology

Professional communication

Professional ethics

Animal ethology

Animal welfare

Animal nutrition

**Clinical Sciences**

Obstetrics, reproduction and reproductive disorders

Diagnostic pathology

Medicine and surgery including anaesthesiology

Clinical practical training in all common domestic animal species

Preventive medicine

Diagnostic imaging

State veterinary services and public health

Veterinary legislation, forensic medicine and certification

Therapy in all common domestic animal species

Propaedeutics of all common domestic animal species

**Animal Production**

Animal Production and breeding

Economics

Animal husbandry

Herd health management

**Food Safety and Quality**

Inspection and control of food and feed

Food hygiene and food microbiology

Practical work in places for slaughtering and food processing plants

Food technology including analytical chemistry

**Professional Knowledge**

Professional ethics & behaviour

Veterinary legislation

Veterinary certification and report writing

Communication skills

Practice management & business

Information literacy & data management

A: lectures; B: seminars; C: supervised self learning; D: laboratory and desk based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

**Table 3.1.3. Curriculum hours taken as electives for each student**

**Electives A B C D E F G H**

**Basic Sciences**

**Clinical Sciences**

**Animal Production**

**Food Safety and Quality**

**Professional Knowledge**

A: lectures; B: seminars; C: supervised self learning; D: laboratory and desk based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: hours to be taken by each student per subject group

**Table 3.1.4. Curriculum days of External Practical Training (EPT) for each student**

**Subjects Minimum duration (weeks) Year of programme**

Production animals (pre-clinical)

Companion animals (pre-clinical)

Production animals (clinical)

Companion animals (clinical)

FSQ & VPH

Others (specify)

**Table 3.1.5. Clinical rotations under academic staff supervision (excluding EPT)**

**Types List of clinical rotations Duration Year of**

 **(Disciplines/Species) (weeks) programme**

**Intra-mural (VTH)**

**Ambulatory clinics**

**FSQ & VPH**

**Electives**

**Other (specify)**

**Table 3.1.6. Optional courses proposed to students (not compulsory)**

**Subjects A B C D E F G H**

A: lectures; B: seminars; C: supervised self learning; D: laboratory and desk based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

**3.2. Comments**

**3.3. Suggestions of improvement**

4. Facilities and equipment ([see Standards 4.1 to 4.15 in Chapter 3](#_Standard_4:_Facilities))

**4.1. Factual information**

4.1.1. Description of the location and organisation of the facilities used for the veterinary curriculum *(surface area, distance from the main campus for extramural facilities, ..) (maps to be provided as appendices)*

4.1.2. Description *(number, size, equipment, ..)* of the premises for:

-) lecturing

-) group work *(seminars, tutorials, ..)*

-) practical work *(laboratories, rooms for clinical skills room on dummies, ..)*

4.1.3. Description *(number, size, species, ..)* of the premises for housing:

-) healthy animals

-) hospitalised animals

-) isolated animals

4.1.4. Description *(number, size, equipment, species, disciplines, ..)* of the premises for:

-) clinical activities

-) diagnostic services including necropsy

-) FSQ & VPH *(slaughterhouses, foodstuff processing units, ..)*

-) others *(specify)*

4.1.5. Description *(number of rooms and places, ..)* of the premises for:

-) study and self-learning

-) catering

-) locker rooms

-) accommodation for on call students

-) leisure

4.1.6. Description *(number, size, equipment, ..)* of the vehicles used for:

-) students transportation *(e.g. to extramural facilities)*

-) ambulatory clinics

-) live animals transportation

-) cadavers transportation

4.1.7. Description of the equipment used for

-) teaching purposes

-) clinical services *(diagnostic, treatment, prevention, surgery, anaesthesia, physiotherapy,*

4.1.8. Description of the strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones.

4.1.9. Description of how *(procedures)* and by who *(description of the committee structure)* changes in facilities, equipment and biosecurity procedures *(health & safety management for people and animals, including waste management)* are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**4.2. Comments**

**4.3 Suggestions for improvement**

5. Animal resources and teaching material of animal origin ([see Standards 5.1 to 5.6 in Chapter 3](#_Standard_5:_Animal))

**5.1. Factual information**

5.1.1. Description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences *(see Annex 2)*

5.1.2. Description of the specific strategy of the Establishment in order to ensure that each student receives the relevant core clinical training before graduation, e.g. numbers of patients examined/treated by each student, balance between species, balance between clinical disciplines, balance between first opinion and referral cases, balance between acute and chronic cases, balance between consultations (one-day clinic) and hospitalisations, balance between individual medicine and population medicine

5.1.3. Description of the organisation and management of the teaching farm(s) and the involvement of students in its running *(e.g. births, milking, feeding, ..)*

5.1.4. Description of the organisation and management of the VTH and ambulatory clinics *(opening hours and days, on-duty and on-call services, general consultations, list of specialised consultations, hospitalisations, emergencies and intensive care, ..)*

5.1.5. Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed

5.1.6. Description of the group size for the different types of clinical training (both intra-murally and extra-murally)

5.1.7. Description of the hands-on involvement of students in clinical procedures in the different species, i.e. clinical examination, diagnostic tests, blood sampling, treatment, nursing and critical care, anaesthesia, routine surgery, euthanasia, necropsy, report writing, client communication, biosecurity procedures, .. (both intra-murally and extra-murally)

5.1.8. Description of the procedures used to allow the students to spend extended periods in discussion, thinking and reading to deepen their understanding of the case and its management

5.1.9. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment.

5.1.10. Description of the procedures developed to ensure the welfare of animals used for educational and research activities

5.1.11. Description of how *(procedures)* and by who *(description of the committee structure)* the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training**

**Species AY\* AY-1 AY-2 Mean**

Cattle

Small ruminants

Pigs

Companion animals

Equine

Poultry & rabbits

Exotic pets

Others (specify)

\* The last full academic year prior the Visitation

**Table 5.1.2. Healthy live animals used for pre-clinical training** *(animal handling, physiology, animal production, propaedeutic, ..)*

**Species AY\* AY-1 AY-2 Mean**

Cattle

Small ruminants

Pigs

Companion animals

Equine

Poultry & rabbits

Exotic pets

Others *(specify)*

**Table 5.1.3. Number of patients\*\* seen intra-murally** *(in the VTH)*

**Species AY\* AY-1 AY-2 Mean**

Cattle

Small ruminants

Pigs

Companion animals

Equine

Poultry & rabbits

Exotic pets

Others *(specify)*

\*\* Each patient has to be officially recorded in the electronic patient record system of the Establishment and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as 1 single patient, even if it has been examined/treated by several departments/units/clinics.

**Table 5.1.4. Number of patients\*\* seen extra-murally** *(in the ambulatory clinics)*

**Species AY\* AY-1 AY-2 Mean**

Cattle

Small ruminants

Pigs

Companion animals

Equine

Poultry & rabbits

Exotic pets

Others *(specify)*

\*\* Each patient has to be officially recorded and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as 1 single patient.

**Table 5.1.5. Percentage (%) of first opinion patients used for clinical training** *(both in VTH and ambulatory clinics, i.e. tables 5.1.3 & 5.1.4)*

**Species AY\* AY-1 AY-2 Mean**

Cattle

Small ruminants

Pigs

Companion animals

Equine

Poultry & rabbits

Exotic pets

Others *(specify)*

**Table 5.1.6. Cadavers used in necropsy**

**Species AY\* AY-1 AY-2 Mean**

Cattle

Small ruminants

Pigs

Companion animals

Equine

Poultry & rabbits

Exotic pets

Others (specify)

**Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management**

**Species AY\* AY-1 AY-2 Mean**

Cattle

Small ruminants

Pigs

Poultry

Rabbits

Others *(specify)*

**Table 5.1.8. Number of visits in slaughterhouses and related premises for training in FSQ**

**Species AY\* AY-1 AY-2 Mean**

Ruminant’s slaughterhouses

Pig’s slaughterhouses

Poultry slaughterhouses

Related premises \*\*

Others *(specify)*

\*\* Premises for the production, processing, distribution or consumption of food of animal origin

**5.2. Comments**

**5.3. Suggestions for improvement**

6. Learning resources ([see Standards 6.1 to 6.4 in Chapter 3](#_Standard_6:_Learning))

**6.1 Factual information**

6.1.1. Description of the main library of the Establishment:

-) staff (FTE) and qualifications

-) opening hours and days

-) annual budget

-) facilities: location in the campus, global space, number of rooms, number of seats

-) equipment: number of computers, number of electrical connections for portable PC

available software’s for bibliographical search

-) number of veterinary books and periodicals

-) number of veterinary e-books and e-periodicals

-) number of other (e)books and (e)periodicals

6.1.2. Description of the subsidiary libraries *(if any)*

6.1.3. Description of the IT facilities and of the e-learning platform *(dedicated staff, hardware, software, available support for the development by staff and the use by students of instructional materials)*

6.1.4. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum

6.1.5. Description of the accessibility for staff and students to electronic learning resources both on and off campus *(Wi-Fi coverage in the Establishment and access to Virtual Private Network (VPN))*

6.1.6. Description of how the procedures for access to and use of learning resources are taught to students.

6.1.7. Description of how *(procedures)* and by who *(description of the committee structure)* the learning resources *(books, periodicals, databases, e-learning, new technologies, ..)* provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**6.2. Comments**

**6.3. Suggestions for improvement**

7. Student admission, progression and welfare ([see Standards 7.1 to 7.15 in Chapter 3](#_Standard_7:_Student))

**7.1. Factual information**

7.1.1. Description of how the educational programme proposed by the Establishment is advertised to prospective students

7.1.2. Description of the admission procedures for standard students:

-) selection criteria

-) policy for disable and ill students

-) composition and training of the selection committee

-) appeal process

-) advertisement of the criteria and transparency of the procedures

7.1.3. Description of the admission procedures for full fee students *(if different from standard students)*

7.1.4. Description of how the Establishment adapts the number of admitted students to the available educational resources *(facilities and equipment, staff, healthy and diseased animals, material of animal origin)* and the biosecurity and welfare requirements

7.1.5. Description of:

-) the progression criteria and procedures for all students;

-) the remediation and support for students who do not perform adequately;

-) the rate and main causes of attrition;

-) the exclusion and appeal procedures;

-) the advertisement to students and transparency of these criteria/procedures

7.1.6. Description of the services available for students (i.e. registration, teaching administration, mentoring and tutoring, careers advice, listening and counselling, assistance in case of illness, impairment and disability, clubs and organisations, ..).

7.1.7. Prospected number of new students admitted by the Establishment for the next 3 academic years

7.1.8. Description of how *(procedures)* and by who *(description of the committee structure)* the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**Table 7.1.1. Number of new veterinary students admitted by the Establishment**

**Type of students AY\* AY-1 AY-2 Mean**

Standard students

Full fee students

Total

\* The last full academic year prior the Visitation

**Table 7.1.2. Number of veterinary undergraduate students registered at the Establishment**

**Year of programme AY\* AY-1 AY-2 Mean**

First year

Second year

Third year

Fourth year

Fifth year

Sixth year

Total

**Table 7.1.3. Number of veterinary students graduating annually**

**Type of students AY\* AY-1 AY-2 Mean**

Standard students

Full fee students

Total

**Table 7.1.4. Average duration of veterinary studies**

**Duration % of the students who graduated on AY\***

+ 0\*\*

+ 1 year

+ 2 years

+ 3 years or more

\*\* The total duration of the studies matches the minimum number of years of the programme (e.g. 5 or 6 years)

**Table 7.1.5. Number of postgraduate students registered at the Establishment**

**Programmes AY\* AY-1 AY-2 Mean**

Interns

Residents

PhD students

Others *(specify)*

**7.2. Comments**

**7.3. Suggestions for improvement**

8. Student assessment ([see Standards 8.1 to 8.9 in Chapter 3](#_Standard_8:_Student))

**8.1. Factual information**

8.1.1. Description of the global student’s assessment strategy of the Establishment

8.1.2. Description of the specific methodologies for assessing:

-) theoretical knowledge;

-) pre-clinical practical skills;

-) clinical practical skills

8.1.3. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences *(see Annex 2)*

8.1.4. Description of the processes for:

-) ensuring the advertising and transparency of the assessment criteria/procedures;

-) awarding grades, including explicit requirements for barrier assessments;

-) providing to students a feedback post-assessment and a guidance for requested improvement;

-) appealing

8.1.5. Description of how *(procedures)* and by who *(description of the committee structure)* the student’s assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

* 1. **Comments**
	2. **Suggestions for improvement**

9. Academic and support staff ([see Standards 9.1 to 9.6 in Chapter 3](#_Standard_9:_Academic))

**9.1. Factual information**

***Definitions***

***Academic staff****: This category includes staff who have been granted of a veterinary degree (or another university degree), who has acquired the relevant expertise in their respective disciplines, who have been formally trained to teach and assess students, and who provide up-to-date, evidence-based and research-based education. Usually permanent academic staff have a PhD (or equivalent degree) and are also involved with research and administrative activities.*

*Post-graduate students who are registered for a specialised or doctoral degree (i.e. interns, residents, PhD students or equivalent postgraduate students) and practitioners are not included in the figures unless they are* ***paid and trained*** *to regularly perform structured practical and/or clinical training (for a minimal of 10% and for a maximum of 50% of their annual workload) and are supervised by permanent academic staff (e.g. 10 residents employed half-time (50%) for clinical training of undergraduate students + 8 PhD students employed quarter-time (25%) for practical training of undergraduate students = 7 FTEs).*

* *Researchers, invited speakers, unpaid lecturers, practitioners supervising the EPT and other persons who only occasionally contribute to the training of students* ***are not included in the tables*** *but must be reported for information in the SER.*

***Research staff****: This category includes academic personnel whose main task is to conduct research work, although they may occasionally participate in some teaching.*

***Support staff****: This category includes staff who are dedicated to administrative, teaching or research tasks related to students, and to care of facilities, equipment or animals in the Establishment.*

***Permanent staff****: staff who have a permanent contract and are paid by the Establishment’s core funding (public funding and/or tuition fees) (budgeted posts)*

***Temporary staff****: staff who have a fixed-term contract and are paid by service income, research grants, contract research, .. (non-budgeted posts)*

9.1.1. Description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles *(e.g. good teaching and assessing practices, knowledge of up-to-date (e-)learning resources, biosecurity and QA procedures)*

9.1.2. Description of the formal programme for the selection, recruitment and training to teach and assess students (including continuing education) of the academic staff

9.1.3. Description of the formal programme for the selection, recruitment and training to perform their specific duties (including continuing education) of the support staff

9.1.4. Description of the formal programme for the appraisal, development, promotion criteria and procedures, supporting and mentoring of both academic and support staff

9.1.5. Description of the formal rules governing outside work, including consultation and private practice, by staff working at the Establishment

9.1.6. Description of the formal programme of the Establishment for the assessment of teachers by students and its outcome

9.1.7. Prospected number of FTE academic and support staff of the veterinary programme for the next 3 academic years

9.1.8. Description of how *(procedures)* and by who *(description of the committee structure)* the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**Table 9.1.1. Academic staff\*\* of the veterinary programme**

**Type of contract AY\* AY-1 AY-2 Mean**

Permanent (FTE)

Temporary:

Interns (FTE)

Residents (FTE)

PhD students (FTE)

Practitioners (FTE)

Others *(specify)* (FTE)

Total (FTE)

\* The last full academic year prior the Visitation

\*\* All staff included in this table must have received a training to teach and to assess undergraduate students. Practioners involved with EPT are not included in this table.

**Table 9.1.2. Percentage (%) of veterinarians in academic staff**

**Type of contract AY\* AY-1 AY-2 Mean**

Permanent (FTE)

Temporary (FTE)

**Table 9.1.3. Support staff of the veterinary programme**

**Type of contract AY\* AY-1 AY-2 Mean**

Permanent (FTE)

Temporary (FTE)

Total (FTE)

**Table 9.1.4. Research staff of the Establishment**

**Type of contract AY\* AY-1 AY-2 Mean**

Permanent (FTE)

Temporary (FTE)

Total (FTE)

* 1. **Comments**

**9.3. Suggestions for improvement**

10. Research programmes, continuing and postgraduate education ([see Standards 10.1 to 10.4 in Chapter 3](#_Standard_10:_Research))

**10.1. Factual information**

10.1.1. Description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education

10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

10.1.3. Description of how undergraduate students:

-) are made aware of the importance of evidence-based medicine, scientific research and livelong learning;

-) are initiated to bibliographic search, scientific methods and research techniques, and writing of scientific papers *(e.g. through a graduation thesis)*;

-) are offered to participate to research programmes on a non-compulsory basis

10.1.4. Description of how the continuing education programmes provided by the Establishment are matched to the needs of the profession and the community

10.1.5. Prospected number of students registered at post-graduate programmes for the next 3 academic years

10.1.6. Description of how *(procedures)* and by who *(description of the committee structure)* research, continuing and postgraduate education programmes organised by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

**Table 10.1.1. Number of students registered at postgraduate clinical training**

**Training: AY\* AY-1 AY-2 Mean**

**Interns:**

Companion animals

Equine

Production animals

Others *(specify)*

..

Total

**Residents:**

EBVS disciplines *(specify)*

..

..

Total

**Others** *(specify)*

..

\* The last full academic year prior the Visitation

**Table 10.1.2. Number of students registered at postgraduate research training**

**Degrees: AY\* AY-1 AY-2 Mean**

PhD

Others *(specify)*

..

Total

**Table 10.1.3. Number of students registered at other postgraduate programmes (including any external/distance learning courses)**

**Programmes: AY\* AY-1 AY-2 Mean**

..

..

**Table 10.1.4. Number of attendees to continuing education courses provided by the Establishment**

**Courses: AY\* AY-1 AY-2 Mean**

..

..

**Table 10.1.5. List of the major funded research programmes in the Establishment which were on-going during the last full academic year prior the Visitation (AY\*)**

**Scientific topics: grant/year (€) Duration (Yrs)**

..

..

**10.2. Comments**

**10.3. Suggestions for improvement**

11. Outcome Assessment and Quality Assurance ([see Standards 11.1 to 11.10 in Chapter 3](#_Standard_11:_Outcome))

**11.1. Factual information**

11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:

-) has a culture of QA and continued enhancement of quality;

-) operates *ad hoc*, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;

-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities *(teaching, research, services);*

-) informs regularly staff, students and stakeholders and involves them in the QA processes;

-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;

-) is compliant with ESG Standards.

11.1.2. Description of the form by which the strategy, policy and procedures are made formal and are publicly available *(website, paper documents, ..).*

11.1.3 Description of the regular publication of up to date, impartial and objective information, both quantitative and qualitative, about the educational programmes and awards the Establishment is offering.

11.1.4. Description of the QA processes not yet described in the other 10 Standards *(with information on how (procedures), when (periodicity) and by who (committee structure) they are completed)*

11.1.5. Description of how *(procedures)* and by who *(description of the committee structure)* the QA strategy of the Establishment is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

* 1. **Comments**

**11.3. Suggestions for improvement**

**12. ESEVT Indicators** *(see Annex 4)*

**12.1. Factual information**

*(Complete the raw data in the Excel file and include here the calculated Indicators)*

**12.2. Comments**

**12.3. Suggestions for improvement**

**Glossary**

*(Please use the same terminology and abbreviations as in the ESEVT SOP when possible)*

**List of appendices** *(which are provided in a separate document)*

-) Current academic staff, qualifications, their FTE, teaching responsibilities and departmental affiliations

-) Units of study of the core veterinary programme (including clinical rotations, EPT and graduation thesis): title, reference number, ECTS value, position in curriculum (year, semester), whether it is compulsory or elective, hours and modes of instruction, learning outcomes and their alignment with the ESEVT Day One Competences

-) Maps of the Establishment and the intra-mural and extra-mural facilities used in the core veterinary programme

-) Written assessment procedures for QA

-) List of scientific publications from the Establishment’s academic staff in peer reviewed journals during the last three academic years

-) Other relevant documents *(specify)*

*The information to be contained in the appendices must be carefully selected so that useful information is not swamped by large amounts of unnecessary detail. Hard copy of additional information may be provided on-site in the Team room.*