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

*(as approved by the EAEVE Executive Committee on 29 May 2019)*

***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 PDF and Word format).***

*The SER must be concise* ***(maximum 100 pages, without the appendices, written in Times New Roman font, size 12, single spacing),*** *complete, accurate and written in English in agreement with the ESEVT template. An inadequate SER may be considered by ECOVE as a Major Deficiency, e.g. lack of compliance with Substandard 1.5.*

*All Standards must be addressed with Factual Information, Comments (e.g. subjective information, current limiting factors of improvement) and Suggestions for Improvement (e.g. list of desired/planned/ongoing 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 student.***

***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’s and EAEVE’s websites.*

* **Contents of the SER**

Introduction

Standard 1. Objectives, Organisation and QA Policy

Standard 2. Finances

Standard 3. Curriculum

Standard 4. Facilities and equipment

Standard 5. Animal resources and teaching material of animal origin

Standard 6. Learning resources

Standard 7. Student admission, progression and welfare

Standard 8. Student assessment

Standard 9. Academic and support staff

Standard 10. Research programmes, continuing and postgraduate education

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*

*Brief summary of the main developments since the last Visitation (or, if there has not been a previous one, in the period since the veterinary degree programme began)*

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

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

**Standard 1: Objectives, Organisation and QA Policy**

**1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.**

**The Establishment must develop and follow its mission statement which must embrace all the ESEVT Substandards.**

*Description of the mission statement and the objectives*

*Description of how the Establishment ensures that the provided core curriculum enables all new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession*

**1.2 The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.**

**The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.**

**The decision-making process of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Substandards.**

*Details of the Establishment, i.e. official name, address, phone number, E-mail and website addresses, Establishment’s Head, official authority overseeing the Establishment*

*Organisational chart (diagram) of the Establishment with a brief description of the decision-making process*

*List of departments/units/clinics with a very brief description of their composition and management (further information may be provided in the appendices)*

*List of the councils/boards/committees with a very brief description of their composition/function/responsibilities and implication of staff, students and stakeholders (further information may be provided in the appendices)*

*Description of the formal collaborations with other establishments*

*Name and degrees of the person(s) responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH*

**1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.**

*Summary of the Establishment strategic plan with an updated SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) (the full Strategic Plan may be provided in the appendices)*

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

**1.4 The Establishment must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment’s strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.**

*Description of the global policy and 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 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 any QA Plan-Do-Check-Adjust (PDCA) cycles;*

*-) is compliant with ESG Standards.*

**1.5 The Establishment must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.**

**The Establishment’s website must mention the ESEVT Establishment’s status and its last Self Evaluation Report and Visitation Report must be easily available for the public.**

*Description of how the Establishment informs stakeholders and the public on:*

*-) its objectives,*

*-) its education, research and teaching activities,*

*-) employment destinations of past students*

*-) profile of the current student population*

*Description of how to access to the ESEVT Establishment’s status and to the last ESEVT Self Evaluation Report and Visitation Report on the Establishment’s website*

**1.6 The Establishment must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The Establishment must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data.**

**Any action planned or taken as a result of this data analysis must be communicated to all those concerned.**

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

**1.7 The Establishment must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.**

*Date of the last ESEVT Visitation and description on how the deficiencies have been corrected and how it has been used to enhance quality*

Comments on Standard 1

Suggestions for improvement on Standard 1

**Standard 2. Finances**

**2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).**

*Description of the global financial process of the Establishment*

*% of margin paid as overhead to the official authority overseeing the Establishment on revenues from services and research grants*

*Annual tuition fee for national and international students*

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 to 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*

*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*

**2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.**

**The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Substandards.**

*Description of the modus operandi for the financial management of the clinical and field services*

*Degree of autonomy of the Establishment on the financial process*

**2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.**

*List of the ongoing and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding*

*Prospected expenditures and revenues for the next 3 academic years*

*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*

Comments on Standard 2

Suggestions for improvement on Standard 2

**Standard 3. Curriculum**

***Definitions***

***Student****: undergraduate student.*

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

***Curriculum:*** *a detailed description of the study programme including theoretical, practical and clinical training.*

***Electives****: each student must select from a list of possible subjects; the inherent nature of an elective is that students make a decision 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 group 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 hands-on involvement of the students in the material discussed.*

***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 theoretical aspects, 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.*

***Study programme:*** *an undergraduate programme leading to the degree of veterinarian.*

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

***Laboratory and desk-based work:*** *it includes teaching sessions where students themselves actively perform laboratory experiments, and use microscopes for the examination of 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. The use of a clinical studies labs (skill labs) with the inclusion of models and equipment designed to realistically mimic surgical and other “hands on” techniques, is included here.*

***Clinical work.*** *These are strictly hands-on procedures by students both in the intra- and extramural 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.*

**NB: If an Establishment offers more than one study programme to become veterinarian, e.g. in different languages or in collaboration with other Establishments, all study programmes and respective curricula must be described separately in this chapter 3.**

**3.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.**

*Description of the educational aims of the Establishment and the general strategy for the design, resources and management of the curriculum*

*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*

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

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 deskbased 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 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*

***Specific veterinary subjects***

***Basic Sciences***

*Anatomy, histology and embryology*

*Physiology*

*Biochemistry*

*General and molecular genetics*

*Pharmacology, pharmacy and pharmacotherapy*

*Pathology*

*Toxicology*

*Parasitology*

*Microbiology*

*Immunology*

*Epidemiology*

*Information literacy and data management*

*Professional ethics and communication*

*Animal health economics and practice management*

*Animal ethology*

*Animal welfare*

*Animal nutrition*

***Clinical Sciences***

*Obstetrics, reproduction and reproductive disorders*

*Diagnostic pathology*

*Medicine*

*Surgery*

*Anesthesiology*

*Clinical practical training in common animal species*

*Preventive medicine*

*Diagnostic imaging*

*Therapy in common animal species*

*Propaedeutics of common animal species*

***Animal Production***

*Animal Production, including breeding, husbandry and economics*

*Herd health management*

***Food Safety and Quality, Veterinary Public Health and One Health Concept***

*Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification*

*Control of food, feed and animal by-products*

*Zoonoses*

*Food hygiene and food microbiology*

*Food technology*

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

*NB: Subjects linked to* ***Professional Knowledge*** *are incorporated within the subcategories and include inter alia Information literacy and data management, Professional ethics and communication, Animal health economics and practice management, Clinical practical training in common animal species, Herd health management and Veterinary legislation.*

Table 3.1.3. Practical rotations under academic staff supervision (excluding EPT)

*Types List of practical rotations Duration Year of*

*(Disciplines/Species) (weeks) programme*

*Intra-mural clinics (VTH)*

*Ambulatory clinics*

*Herd Health Management*

*FSQ & VPH*

*Electives*

*Other (specify)*

Table 3.1.4. Curriculum hours taken as electives for each student

*Electives A B C D E F G H*

*Basic subjects*

*Basic Sciences*

*Clinical Sciences*

*Animal Production*

*Food Safety and Quality, Veterinary Public Health and One Health Concept*

*A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased 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 3.1.5. 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*

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

*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, ...)*

*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*

*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)*

*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 all students*

**3.2 Each study programme provided by the Establishment must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

**The Establishment must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.**

**The Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.**

*Description of how the Establishment:*

*-) ensures that the study programmes meet the objectives*

*-) promotes an academic environment conducive to learning*

*-) encourages and prepares students for self-learning and lifelong learning.*

**3.3 Programme learning outcomes must:**

* **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
* **include a description of Day One Competences**
* **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
* **be communicated to staff and students**
* **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

*Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes*

*Description of how the Establishment ensures that the learning outcomes fit with the ESEVT Day One Competences*

*Description of how (procedures) and by who (description of the committee structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised*

**3.4 The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:**

* **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
* **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
* **perform on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
* **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

*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*

**3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).**

**Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student’s professional knowledge.**

*Description of the organisation of the EPT and how it complements (but not replaces) the academic clinical training*

Table 3.5.1. Curriculum days of External Practical Training (EPT) for each student

*Fields of Practice Minimum duration (weeks) Year of programme*

*Production animals (pre-clinical)*

*Companion animals (pre-clinical)*

*Production animals (clinical)*

*Companion animals (clinical)*

*FSQ & VPH*

*Others (specify)*

**3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.**

**There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.**

*Description of how the EPT providers are linked to the Establishment (a copy of one of the agreements to be provided in the appendices), assess the students and provide feedback to the Establishment*

*Name of the academic person(s) responsible for the supervision of the EPT activities*

**3.7 Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.**

*Description of the implications of students in the preparation, recording and assessment of their EPT*

*Description of the complaint process in place concerning EPT*

Comments on Standard 3

Suggestions for improvement on Standard 3

**Standard 4. Facilities and equipment**

**4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.**

*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)*

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

*Description of how the Establishment ensures that all physical facilities comply with all relevant legislation*

**4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.**

**Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.**

*Short description (number, size, equipment, ...) of the premises for:*

*-) lecturing*

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

*-) practical work (laboratories, ...)*

*-) skill labs (preclinical stimulation-based training on dummies, ...)*

*Short description (number of rooms and places, ...) of the premises for:*

*-) study and self-learning*

*-) catering, canteens, ...*

*-) locker rooms*

*-) accommodation for on call students*

*-) leisure*

*-) sanitary (toilets, washing and/or shower facilities, ...)*

*Brief description of the staff offices and research laboratories*

**4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment for teaching purposes must:**

* **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
* **be of a high standard, well maintained and fit for the purpose**
* **promote best husbandry, welfare and management practices**
* **ensure relevant biosecurity and bio-containment**
* **be designed to enhance learning.**

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

*-) healthy animals*

*-) research animals*

*-) hospitalised animals*

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

*-) clinical activities*

*-) diagnostic services including necropsy*

*-) others (specify)*

*Description of the equipment used for clinical services (diagnostic, treatment, prevention, surgery, anaesthesia, physiotherapy, ...)*

*Brief description of the premises (both intra-mural and extra-mural) used for the practical teaching of FSQ & VPH (slaughterhouses, foodstuff processing units, ...)*

**4.4 Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Substandards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.**

**For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.**

**The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.**

**The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.**

*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, ...)*

*Description on how the VTH and ambulatory clinics are organised in order to maximise the hands-on training of all students*

*Statement that the Establishment meets the national Practice Standards*

**4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.**

*Description of how all students can have access to all relevant facilities*

**4.6 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.**

*Description (number, size, species, ...) of the premises for housing isolated animals and how these premises guarantee isolation and containment of infectious patients*

**4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.**

*Description of how and by who field veterinary medicine and Herd Health Management are taught to all students*

*Description of the vehicles and equipment used for the ambulatory clinic*

**4.8 The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.**

*Brief description (number, size, equipment, ...) of the vehicles used for:*

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

*-) transportation of live animals*

*-) transportation of cadavers/organs*

**4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.**

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

*The Establishment’s manual for biosecurity, health and safety must be provided as an appendix (with a summary in English).*

Comments on Standard 4

Suggestions for improvement on Standard 4

**Standard 5. Animal resources and teaching material of animal origin**

**5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.**

**Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.**

*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)*

*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 (day patients in the clinic) and hospitalisations, balance between individual medicine and population medicine*

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

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

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*

*Aquatic animals*

*Exotic pets*

*Others (specify)*

*\* The last full academic year prior to the Visitation*

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

*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*

*Aquatic animals*

*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*

*Aquatic animals*

*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 slaughterhouses*

*Pig slaughterhouses*

*Poultry slaughterhouses*

*Related premises \*\**

*Others (specify)*

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

*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*

**5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.**

*Description of the organisation and management of the external sites (teaching farms, ...) and the involvement of students in their running (e.g. births, milking, feeding, ...)*

**5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.**

*Description of how and by who the nursing care skills are implemented and taught to undergraduate students*

*Description of the group size for the different types of clinical training (both intra-murally and extra-murally) to guarantee hands-on training of all students*

*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)*

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

**5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.**

*Description of the patient record system, its completion, its availability to staff and students and how it is used to efficiently support the teaching, research, and service programmes of the Establishment*

Comments on Standard 5

Suggestions for improvement on Standard 5

**Standard 6. Learning resources**

**6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.**

*Description of the general strategy of the Establishment on learning resources*

*Description of how the procedures for access to and use of learning resources are taught to staff and students*

*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 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.**

**The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment’s core facilities via wireless connection (Wi-Fi) and from outside the Establishment through a hosted secured connection, e.g. Virtual Private Network (VPN).**

*Brief 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*

*-) softwares available for bibliographical search*

*Brief description of the subsidiary libraries (if any)*

*Brief 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)*

*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 resources through a hosted secured connection, e.g. Virtual Private Network (VPN))*

**6.3 The Establishment must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.**

*Brief description of:*

*-) the number of veterinary books and periodicals*

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

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

*-) the available learning resources to students, including electronic information and e-learning courses (and their role in supporting student learning and teaching in the core curriculum)*

*-) the organisation and supervision of the skill labs.*

Comments on Standard 6

Suggestions for improvement on Standard 6

**Standard 7. Student admission, progression and welfare**

**7.1 The Establishment must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.**

**In relation to enrolment, the Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.**

**Formal cooperations with other Establishments must also be clearly advertised.**

*Description of how the educational programmes, learning outcomes, admission procedures and requirements for national and foreign students, progression and certification, tuition fees, academic calendar, collaborations with other establishments, etc. are advertised to prospective students*

**7.2 The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.**

Table 7.2.1. 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 7.2.2. 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 7.2.3. Number of veterinary students graduating annually

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

*Standard students*

*Full fee students*

*Total*

Table 7.2.4. 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 7.2.5. Number of postgraduate students registered at the Establishment

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

*Interns*

*Residents*

*PhD students*

*Others (specify)*

**7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.**

**The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the Establishment.**

**Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**

*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*

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

*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*

*Description of the prospective number of new students admitted by the Establishment for the next 3 academic years*

**7.4 There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.**

*Description of the policies and procedures devoted to applicants with disabilities*

**7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.**

**The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.**

*Description of:*

*-) the progression criteria and procedures for all students*

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

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

*Description of the rate and main causes of attrition*

*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*

**7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit.**

**The Establishment’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**

*Description of the mechanisms for the exclusion of students*

*Description of the appeal processes*

**7.7 Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.**

**There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).**

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

*Description of the mechanisms for resolution of student grievances*

**7.8 Mechanisms must be in place by which students can convey their needs and wants to the Establishment. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with national and international legislation and the ESEVT Substandards.**

*Description of the mechanisms allowing students to provide their needs, complaints, comments and suggestions to the Establishment*

Comments on Standard 7

Suggestions for improvement on Standard 7

**Standard 8. Student assessment**

**8.1 The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.**

*Description of the general student’s assessment strategy of the Establishment*

*Description of the specific methodologies for assessing the acquisition of:*

*-) theoretical knowledge*

*-) pre-clinical practical skills*

*-) clinical practical skills*

*-) soft skills (e.g. communication skills, team player, dealing with pressure, strong work ethic, positive mental attitude, flexibility, time management, self-confidence, dealing with criticism, ...)*

**8.2 The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.**

**The Establishment must properly document the results of assessment and provide the students with timely feedback on their assessments.**

**Mechanisms for students to appeal against assessment outcomes must be explicit.**

*Description of the processes for ensuring the advertising and transparency of the assessment criteria/procedures*

*Description of the processes for awarding grades, including explicit requirements for barrier assessments*

*Description of the processes for providing to students a feedback post-assessment and a guidance for requested improvement*

*Description of the appeal processes against assessment outcomes*

**8.3 The Establishment must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.**

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

*Description of the link between learning outcomes and assessment design*

**8.4 Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.**

**The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**

*Description of the system to certify student achievement of learning outcomes in the different subjects, years of study, etc.*

*Description of the strategy to encourage students to take an active part in the learning process*

**8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.**

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

Comments on Standard 8

Suggestions for improvement on Standard 8

**Standard 9. Academic and support staff**

***Definitions***

***Academic staff****: This category includes staff who have been granted a veterinary degree (or another university degree) and have 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 staff whose main task is to conduct research work, although they may participate in 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 The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.**

**A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.**

**Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**

*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, …)*

**9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment’s mission.**

**A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.**

Table 9.2.1. 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. Practitioners involved with EPT are not included in this table.*

Table 9.2.2. Percentage (%) of veterinarians in academic staff

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

*Permanent (FTE)*

*Temporary (FTE)*

Table 9.2.3. Support staff of the veterinary programme

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

*Permanent (FTE)*

*Temporary (FTE)*

*Total (FTE)*

Table 9.2.4. Research staff of the Establishment

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

*Permanent (FTE)*

*Temporary (FTE)*

*Total (FTE)*

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

*Description of the formal programme for the selection and recruitment of the teaching staff and their training to teach and assess students (including continuing education)*

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

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

**9.3 Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The Establishment must clearly define any systems of reward for teaching excellence in operation.**

**Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**

*Description of the peculiarities of the work contract for academic staff (e.g. permanent versus temporary, balance between teaching, research and services, continuing education, ...)*

**9.4 The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.**

**Staff must have the opportunity to contribute to the Establishment’s direction and decision-making processes.**

**Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**

*Description of the programmes devoted to academic and support staff for:*

*-) their professional growth and development*

*-) the appraisal and promotion procedures*

*-) the mentoring and supporting procedures*

*-) their implication in the decision-making processes*

**9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.**

*Description of the formal system in place for assessing the teachers by the students*

*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*

Comments on Standard 9

Suggestions for improvement on Standard 9

**Standard 10. Research programmes, continuing and postgraduate education**

**10.1 The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.**

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

Table 10.1.1. List of the major funded research programmes in the Establishment which wereongoing during the last full academic year prior the Visitation (AY\*) (this table may be substituted by an Establishment list of ongoing research projects)

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

*..*

*..*

**10.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.**

*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*

*Description of how undergraduate students are offered to participate to research programmes on a non-compulsory or compulsory basis*

*Description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment*

**10.3 The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.**

Table 10.3.1. 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 (non-EBVS programmes) (specify)*

*..*

*\* The last full academic year prior the Visitation*

Table 10.3.2. Number of students registered at postgraduate research training

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

*PhD*

*Others (specify)*

*..*

*Total*

Table 10.3.3. Number of students registered at other postgraduate programmes in the Establishment but not related to either clinical or research work (including any external/distance learning courses)

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

*..*

*..*

Table 10.3.4. Number of attendees to continuing education courses provided by the Establishment

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

*..*

*..*

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

*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*

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

**10.4 The Establishment must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.**

*Description of the mechanism used by the Establishment to ensure that its research activities contribute to research-based education.*

*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*

Comments on Standard 10

Suggestions for improvement on Standard 10

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

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

Comments on Indicators

Suggestions for improvement on Indicators

**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.*