

2012

Self Evaluation Report



For External Review (type A)

in context with application

for ENQA Associate Membership

European Association of Establishments for Veterinary Education
Association Européenne des Etablissements d'Enseignement Vétérinaire

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1. Introduction

1.1. Regulated professions in Europe and principle of free movement

Veterinary medicine is one of the 7 regulated professions in the European Union (EU). Doctors, dentists, pharmacists, nurses, midwives, veterinary surgeons and architects benefit from the automatic recognition of their qualifications, on the basis of harmonised minimum training requirements. These requirements were developed over a long period and are now laid down in a single legislative document, the EU Professional Qualifications Directive 2005/36/EC. In the sectorial part of the Directive, training requirements for veterinary medicine are defined in §38 and Annex V. These provisions regulate the conditions for admission to the training, the minimum duration of the training, list elements of knowledge and skills veterinary graduates have to acquire in the course of training. The Directive is presently under revision and an amendment is expected for 2013.

Responsibility for compliance with the Directive rests with the competent authorities of individual Member States. The current EU legislation establishing automatic recognition of veterinary degrees delivered in the EU, assumes that an equivalent level of training is provided throughout the EU. EAEVE evaluations do show, however, that this assumption is not congruent with reality and that in fact, at the time of writing, 17 veterinary teaching establishments within 9 Member States deliver substandard training programs incompatible in one or more crucial areas with EU Directive 2005/36/EC.

Automatic recognition is the basis for free movement of professions and services within the EU. The health professions, in general, are the most mobile among the regulated professions in the EU. Between 2007 and 2010, automatic recognition of diplomas was granted to 3700 veterinary surgeons.

Evidence

- > http://ec.europa.eu/internal_market/qualifications/policy_developments/evaluation_en.htm

1.2. Veterinary degree structure and mutual recognition thereof within EU Member States

Although mutual recognition of veterinary diplomas is automatically granted between Member States, the degree structure and the way of how graduate degrees are linked to practising the profession differ substantially. In general, and after successfully fulfilling the 5 year minimum training requirement, the graduate degree of “veterinary surgeon” is issued. In some Member States this basic diploma is sufficient to practice (Austria); in others, a doctor degree (with thesis) is either optional (Austria, Italy) or mandatory (France, Hungary) for practising the profession, in some other countries a veterinary doctor degree is automatically awarded without a thesis (not unlike the human medicine doctor title is obtained in most countries); in other Member States (Scandinavia, Anglo-Saxony), the thesis requires additional studies of substantial length, ending with a PhD-like veterinary degree. In veterinary medicine, the Bologna principle of the academic degree structure (BSc, MS, PhD) is only applied by less than half of the approximately 80 EU veterinary training establishments. The basic veterinary graduate degree, including the above cited “short form” of the veterinary doctor degree is equivalent to the (Bologna) Master’s degree.

In addition to this diversity of the degree structure, the competent authorities responsible for the quality of training for and the issuing of the degrees differ from State to State. Governmental structures of which universities are in general part, usually oversee the delivery of the academic degrees; those governmental bodies may be ministries of science & research, of health, or agriculture. Permission to practice the profession, on the other hand, necessitates in most countries, registration with and acceptance by a national professional organisation (licensing bodies, veterinary chambers).

Communication, coordination and harmonisation between and among those two entities of competent authorities on the national and the European level is on occasion scarce, sometimes nearly inexistent.

Traditionally, European veterinary training establishments (universities, faculties, colleges, schools of higher learning) are largely autonomous in generating, applying and transmitting veterinary curricula. Although governmental authorities endorse and approve curricula in most Member States, feedback and external quality control mechanisms of veterinary curricula (and their compatibility with EU Directives) are infrequently applied; in fact, European legislation for establishing an academic quality assurance and control system is very recent and restricted to the national level.

On the other hand, international and transnational evaluation of nearly all European veterinary teaching establishments has been carried out regularly and with full transparency by EAEVE for more than 20 years (see Chapter 1.4).

1.3. Veterinary graduates in EU member states: minimum standards and EU Directive 2005/36/EC

Within the 27 Member States, there are presently 74 veterinary teaching establishments. All are members of the EAEVE. Those establishments enrol nearly 50.000 students and graduate every year approximately 7000 veterinary surgeons. Of those 74 establishments, 50 fulfil European minimum standards according to EU Directive 2005/36/EC, as established by EAEVE evaluation.

Directive 2005/36/EC is the legislative basis for automatic recognition of regulated professions, setting a common framework for knowledge, skills, competence and common minimum standards for training in veterinary medicine.

In short, minimum training requirement for veterinary surgeons is 5 years of full time study, corresponding to a minimum of 300 ECTS credits; further, the Directive lists required study subjects and defines minimum competencies and skills which students are expected to have acquired by the time they graduate; the concept of continued professional development and the Bologna concept are endorsed as well.

This Directive and its amendments are basis and core of the evaluation and accreditation criteria of EAEVE, as laid down and published in the EAEVE Standard Operating Procedures (SOP).

Although all European Veterinary Schools are members of EAEVE, membership and evaluation is voluntary and there is presently no efficient mechanism to ensure that recommendations of the team of expert visitors, and more critically, deficiencies concerning non-compliance with requirements of Directive 2005/36/EC are acted upon.

A revision of the Directive is currently under way with the majority of competent authorities in Member States agreeing that control mechanisms such as those applied by EAEVE/FVE must be recognised to guarantee that the level of the training is comparable throughout the EU to re-assure veterinary employers and the public at large about the quality of the veterinary training. The existing EAEVE evaluation system is thereby endorsed by many competent authorities; Directorate General Internal Market and Services (DG MARKT) and Directorate General for Health and Consumers (DG SANCO) of the European Commission, encourages networking of the national accreditation agencies with recognition of EAEVE-accreditation by national authorities and outcome reporting to EU regulatory bodies. It remains, however, unclear which effect these measures may have in the future on automatic

recognition and free movement of graduates from non-accredited (non-approved) teaching establishments.

Evidence

- > http://ec.europa.eu/internal_market/qualifications/policy_developments/legislation/index_en.htm
- > [Standard Operating Procedures](#)¹

¹ For EAEVE documents please log in first. Username: *member*; Password: *caracas*

1.4. Development of quality control in veterinary education in Europe: EAEVE, history and involvement

Veterinary Medicine was the first and remains today the only section of regulated professions with a Europe-wide quality assessment/evaluation and accreditation program, which has been running for more than 20 years by the EAEVE.

EAEVE was founded in 1988 in Paris, France, as a European Accrediting Organization and registered under French law. Offices were first in Paris, then in Brussels and since 2007 in Vienna, Austria. The formation of the Organisation was based on a 3-year cross-national peer assessment, which started in 1985 on the initiative of and financed by the EU Commission's Advisory Committee on Veterinary Training (ACVT). Consequently and upon recommendation of the study, ACVT installed a permanent evaluation system of European Veterinary Teaching Establishments and recognised EAEVE as the evaluating agency. In 1993 the EU Commission withdrew its financial support and ACVT mandated EAEVE and the Federation of Veterinarians of Europe (FVE) to continue managing the evaluation system independently and on its own budget. The EAEVE Member Establishments (European Veterinary Schools) decided to maintain the system by paying membership and evaluation fees because they recognised the benefits of a Europe-wide profession-specific evaluation system. In 2000, based on the EU-ACVT mandate, a Joint Educational Committee (now European Committee on Veterinary Education, ECOVE) was formed acting as independent decision making Evaluation/Accreditation-Board within EAEVE.

EAEVE is the only international or transnational non-governmental accrediting organisation for veterinary medicine in Europe. It is the largest one in this field in the world.

EAEVE membership is voluntary; EAEVE counts presently 98 member establishments (74 within the EU, the rest in Albania, Bosnia-Herzegovina, Croatia, Macedonia, Serbia, Switzerland, Norway, Turkey, Israel, Jordan). Admission for veterinary teaching establishments within the EU is based on a simple request; on the other hand, membership candidates from outside the EU have to undergo a screening procedure including a consultative on-site visit with positive outcome before being admitted. All new members are encouraged to undergo a full on-site visitation and evaluation within 3 years of admission.

In general, all visited and non-approved (non-accredited) veterinary establishments undertake every effort possible to correct deficiencies with the aim for quality improvement and for being re-visited to reach full approval/accreditation. However, these efforts are also

largely voluntary in most Member States as a negative outcome of an EAEVE evaluation has no legal effect; mutual recognition of veterinary degrees and free movement within the EU of graduates from non-approved/accredited establishments is not impeded. There are, however, legal consequences on the national level in some Member States (Italy for instance) where competent authorities have decided to close non-EAEVE approved/accredited establishments.

Competent national authorities within the veterinary profession, those being simultaneously accrediting agencies and licensing bodies are uncommon in Europe with the exception of the Anglo-Saxon area; examples are the Royal College of Veterinary surgeons (RCVS) in the UK and the Irish Veterinary Council. In overseas, such agencies are the American Veterinary Medical Association, the Australasian Veterinary Boards Council and the South African Veterinary Council. EAEVE is cooperating closely with these organisations striving for reciprocity. EAEVE also participates in the International Accreditors' Working Group, which is formed by these organisations aiming at harmonising global accreditation standards for veterinary medicine. Full joint evaluations are being already conducted regularly with the RCVS, and, EAEVE entertains an exchange program on the observer level with the aforementioned overseas organisations.

Although the EAEVE evaluation system is recognised world-wide and serves together with the US and UK systems as template for other accrediting agencies (South Africa, Hong-Kong Veterinary Board), reciprocity is impeded by the lack of a European-wide legal basis for the EAEVE evaluation and its outcome.

On the Member State level, however, cooperation with the national academic quality assurance agencies is developing and intensifying. In several Member States in which such agencies are already operative, EAEVE is closely collaborating (Austria, Italy, France, and Switzerland). However, national academic quality assurance agencies are not always specialised in the field of veterinary medicine. They also apply more general principles of academic quality assurance and management and do test less for professional competencies of veterinary graduates. In Austria, Hungary and Italy, for instance, EAEVE approval/accreditation of veterinary training establishments is being accepted in lieu of governmental quality assessment procedures. It is anticipated and this is endorsed by the DG MARKT and DG SANCO, that such agreements will be extended to all Member State authorities and that national veterinary licensing agencies will draw consequences of any non-approved/accredited status of veterinary training establishments under their jurisdiction.

2. EAEVE vision/ mission, objectives

The vision for EAEVE is to be the official accreditation authority for veterinary education establishments within Europe.

The mission of the EAEVE is to evaluate, promote and further develop the quality and standard of veterinary medical establishments and their teaching within, but not limited to, the member states of the European Union (EU).

The EAEVE/FVE evaluation system gives assurance to:

- The public – to know they can trust the quality of graduating veterinary surgeons and the service they deliver
- Veterinary students – to know their education reaches agreed and acceptable standards
- Veterinary establishments – to know that their curricula and school reach agreed benchmarked levels

Objectives:

The primary objective is to monitor the harmonization of the minimum standards set down in the study programme for veterinary surgeons in EU Directive 2005/36/EC.

This is enacted through the European System of Evaluation of Veterinary Training (ESEVT), which is managed by the EAEVE in cooperation with FVE. A list of Evaluated and Approved Institutions is maintained.

Other objectives are to reinforce cooperation between member establishments and to act as a forum for discussion in order to improve and harmonize veterinary education. Additional tasks are the facilitation of information exchange, staff exchange, student exchange and teaching materials exchange between members.

The latter objectives are effectuated especially during and around the General Assemblies (GA): these are held annually at a different European city at a veterinary school and offer a wide variety of educational and scientific topics in veterinary education. These annual conventions combined with the GA in which representatives of the member faculties (98) as well as students and other stockholders participate, are an excellent venue for information

exchange and updates in methods, standards and trends of veterinary training in Europe and beyond.

Evidence

- > [EAEVE mission and objectives](#)

3. Organisation and structure

3.1. Statutes

The [statutes](#) are the legislative body of the Association determining the permanent rules of governing all internal affairs.

Any modification of statutes (two-third majority required) becomes effective immediately in the General Assembly in which they are approved.

Evidence

> [Statutes](#)

3.2. Organs and members

3.2.1. Organs

The organs of EAEVE are

- The General Assembly (GA)
- The Executive Committee (ExCom)
- ECOVE (independent entity)

3.2.1.1. General Assembly

It is the supreme body of the Association which has at its disposal all powers necessary for running and governing the Association. Among its tasks are:

- Electing the President by secret ballot,
- Electing the Vice-President by secret ballot, after a proposal from the President,
- Defining the geographical groups within the association,
- Confirming the members of the ExCom (as nominated by the regional representatives),
- Defining the responsibilities of the ExCom,
- Defining and adopting its own rules of procedure and those of the ExCom,
- Adopting proposed modifications to the statutes by a two-thirds majority of member with voting right present,
- Creating or deactivating working groups in order to realize any of the objectives as stated in Article 3 of the statutes,
- Setting and adopting the budget and the annual membership fee.

The GA is composed of the deans or their nominated representatives of the member establishments. In case of vote, each member establishment with voting right has a single vote (details see Chapter 3.2.2). An ordinary session of the GA is called once a year, on the initiative of the President who Chairs and determines the agenda in collaboration with the ExCom; the date and place is decided by the GA (as a rule two years beforehand) by proposal from the floor or by approving a proposal by the ExCom.

The GA shall have a quorum if, at least, half of the number of the member establishments with voting right is represented including delegated votes.

At each session of the GA the following items have to be presented and approved:

- A President's report of the previous business year,
- A financial report and an auditors' report; both of them to be approved for relieving the ExCom and the President for the year under consideration,
- A budget plan reported for the next year.

With the exception of amendments to the statutes (two-third majority) decisions are adopted by a simple majority vote of those members with voting rights present or validly represented by delegation. In the case of a tied vote, the President's vote is decisive.

3.2.1.2. Executive Committee

It is responsible vis-à-vis the GA for the running of the Association. It is composed of the President and the representatives of the 8 geographical area groups which are as follows (as of 2012):

Group 1: Ireland, the Netherlands and UK

Group 2: Portugal and Spain

Group 3: Albania, Greece, Israel, Italy, Jordan and Romania

Group 4: Belgium and France

Group 5: Austria, Germany and Switzerland

Group 6: Denmark, Estonia, Finland, Latvia, Lithuania, Norway and Sweden

Group 7: Croatia, Czech Republic, Hungary, Poland, Slovak Republic and Slovenia

Group 8: Bosnia-Herzegovina, Bulgaria, Macedonia, Serbia and Turkey

The [ExCom members](#), each representing one of the 8 regions, are nominated by the members of the respective geographical groups; rotation amongst different countries is encouraged. Only representatives of approved or conditionally approved establishments are eligible for office in the ExCom.

All ExCom members of EAEVE must be veterinarians and still have a current employment at an EAEVE-evaluated veterinary teaching establishment. Any EAEVE committee office ends with retirement from academic employment and after completing the mandate at EAEVE.

One of the ExCom members is elected as Treasurer of the Association by the ExCom; one ExCom member is proposed by the President to be the Vice-President, and elected by the GA.

The role and responsibilities of the ExCom members (regional representatives):

- To represent the establishments of the region in the ExCom,
- To keep contact with the establishments, to keep an up-to-date database, to inform the EAEVE office on changes,
- To inform the establishments on matters discussed in the ExCom and to collect their opinion,
- To initiate discussions on the matters arisen by the member establishments,
- To attend the ExCom meetings and participate actively in its work, to comment the topics from a regional point of view:
 - To prepare the agenda for the sessions of the GA, the programme of activities and the budget,
 - To propose the annual membership fee,
 - To implement the decisions of the GA,
 - To ensure the smooth running of the Association between the sessions of the GA,
 - To nominate the EAEVE members of any working group,
 - To maintain the list of evaluated and approved institutions,
- Present proposals to the meetings of the ExCom,
- To participate in working groups,
- To promote the work of the ExCom and EAEVE.

ExCom meetings take place on average 3 to 4 times a year.

3.2.1.3. European Committee of Veterinary Education

The European Committee of Veterinary Education ([ECOVE](#)) is an independent entity within EAEVE. It is the decision making body in the framework of ESEVT.

The office of ECOVE operates under the umbrella of EAEVE. The ECOVE office site is the same as the office of the EAEVE, in Vienna, Austria; the Manual of Standard Operating Procedures (SOP) serves as decision making basis for the activities of ECOVE.

ECOVE consists of 7 members coming from 7 different countries; all have to have been experts of at least 2 on-site visits of veterinary teaching establishments within the past 5 years before taking office. Four members are appointed by the ExCom of EAEVE; 3 members are nominated by the Board of the FVE. The Chairman is elected by its members from among its members for a non-renewable 2-year term.

While serving on the Committee, members shall not act as team members in any full on-site visit. In case of re-visitations or consultative site visits, ECOVE members may act as visitors. EAEVE and FVE shall nominate one alternate member each, who will be called upon in case of conflict of interest of a full member. Where conflict of interest arise e.g. in discussions of Visitation Reports with one of the Members being a national of the country in which the establishment in question is located or currently working in that country or having worked or studied at the establishment in question for a significant period of time, the Member in question must not participate in the evaluation, has no voting rights and shall leave the room. He/she shall be replaced by an alternate member (www.eaeve.org).

The primary tasks of ECOVE are:

- Approve the Visitation Programs of Veterinary Educational Establishments for Evaluation and/or for Accreditation,
- Approve the selection of both Chairmen/persons and members of visiting teams,
- Make the final consideration of the visitation report, giving full justice to the suggestions made by the Chairman/person and his/her visiting team, and based thereupon, decide whether “Approval”, “Conditional Approval” or “Non-Approval” for Stage 1 or “Accreditation”, “Conditional Accreditation” or “Non-Accreditation” for Stage 2 should be assigned, or any other approval status, as defined in the SOP.

Decisions concerning the results of evaluations and accreditations are based uniquely on the suggestions made by the visiting team in the visitation report, the Self Evaluation Report (SER) and on the verbal report given by the Chairman. In the case of voting, each full member has one vote; a simple majority prevails; the Chairman has a casting vote.

Meetings are held as frequently as deemed necessary; however, a minimum of 2 meetings shall take place per year.

3.2.2. Members

The Association is composed of members which are establishments for higher education in veterinary sciences which lead to an academic degree, permitting application for a professional status allowing the exercise of veterinary medicine.

Establishments are eligible for membership on condition they adhere to the present statutes, pay the annual membership fee and comply with the Association’s evaluation system, as published in the SOP.

Establishments are to apply for membership through the ExCom and additionally schools from non-EU countries have to agree to undergo a preliminary on-site visit at the discretion of the Committee. After admittance by the ExCom, they are invited to present themselves in front of the GA.

The right to vote is restricted to establishments which have paid their annual membership fee before 1st of April of each year and have been approved or conditionally approved.

At the time of writing, EAEVE consists of 98 [members](#); 54 establishments of which are approved/ accredited; 3 are conditionally approved and 41 are not approved.

Membership ceases by written resignation or by exclusion as a result of non-payment of membership fees for more than one year or as pronounced by the GA, following a proposal of the ExCom as a result of non-compliance with the principles of the ESEVT.

Evidence

- > [Executive Committee](#)
- > [ECOVE](#)
- > [Member establishments](#)

3.3. Office

Since 2007 the office of EAEVE has been situated in Vienna, Austria, where EAEVE is duly registered, employing local staff. EAEVE has an Executive Director who handles the planning of the visits, the timetables, the selecting and proposing of visiting teams, accompanies most of the visiting teams as Coordinator and oversees the generation of the evaluation reports. With respect to the administrative tasks, he works hand in hand with an Office Manager as well as an Assistant to Management, both with an academic background in Business Administration.

In addition, the office executes the handling of payments/funds and the daily account keeping, quarterly budgeting, preparations for auditing, writing the Treasurer's report on behalf of and under supervision of the Treasurer.

Both the Office Manager and the Assistant to the Manager attend GA, ExCom, ECOVE, CIQA (Committee on Internal Quality Assessment) and working group meetings ex officio without voting rights, being responsible for arranging meetings, for generating the minutes and for the correspondence with the members of the different committees.

They also act as rapporteur for selected evaluation visitations, usually combined Stage 1 and Stage 2 ones, collaborating with the Coordinator/Chairman with respect to assembling and timely distribution of evaluation reports.

In addition, there are 3 part-time Deputy Coordinators in stand-by, who accompany on-site visits when the Executive Director is not available.

Evidence

- > [EAEVE Office Staff](#)

3.4. Internal Quality Control

3.4.1. Committee on Internal Quality Assessment

Being an association involved primarily in evaluating and assessing teaching quality and outcomes assessment of its member establishments the Association submits itself regularly to an internal quality assessment and assurance control. To that end, a standing Committee on Internal Quality Assurance ([CIQA](#)) was brought into existence in 2009.

CIQA consists of three members not involved in any other EAEVE governance bodies and is independent. CIQA's main responsibilities are:

- To direct the development, implementation, revision and improvement of quality in the ESEVT,
- To present to the EAEVE GA an annual report on the fulfilment of the policies and objectives of quality, the follow up the system and the proposals for improvement,
- To control the effective management of the office,
- To control the effective management of the post-on-site-visit questionnaire,
- To perform a critical review on the development, results and personnel involved in all the steps of the annual evaluation processes, including the final decisions taken by ECOVE, looking for the equal application of the system to all the members without any type of discrimination, and controlling absence of conflict of interest. The review should include as a minimum an evaluation of the procedures followed at
 - the site visits
 - the composition and quality of the site visit reports
 - the quality assurance feed-back from faculties and team members
- To meet at least 2 times a year,
- To inform the ExCom, the EAEVE Executive Director and the EAEVE President about the outcome of the meetings,
- To evaluate the composition of the visiting groups.

3.4.2. Post visit questionnaires

In addition, questionnaires to be filled in both by the visited establishment and the members of the team are designed to act as quality assurance tools. The questionnaire involves critique of the team, individuals and procedures, and invites the visited establishment to suggest improvements. All evaluation forms are forwarded to and collected by the EAEVE office for analysis (internal feedback mechanism) and final evaluation by CIQA. CIQA in turn reports outcomes and makes suggestions for changes and improvements and checks their effectuation (internal reflection mechanism). An online [feedback](#) evaluation system has been implemented and is used on a regular basis.

3.4.3. Follow up of internal quality assessment

Recommendations and statements of CIQA are thoroughly discussed by ExCom and at the GA. As a rule, the suggested improvements are implemented without delay.

Evidence

- > [CIQA](#)
- > [Online post-visit questionnaire](#)²

² For post-visit questionnaire please log in first. Username: *member*; Password: *caracas*

3.5. Standard Operating Procedures

The original ACVT evaluation system was governed by the EU Commission Document III/D/5056/5/89, which became the first working paper of EAEVE. Under ACVT it was amended and published as SOP in EU Doc XV/E/8488/2/98. Following the dissolution of ACVT in 2000, this SOP document was adopted by EAEVE and applied exclusively as of 2002. Since then, the SOP have been thoroughly revised and progressively updated under approval of the respective annual GAs. Important amendments to the SOP were the adaptation to EU Directive 2005/36/EC and the introduction of Stage 2 visitations that is quality assessment procedures in 2008; all EAEVE evaluations are fully based on the ENQA “Standards and Guidelines for Quality Assurance in the European Higher Education Area”.

The present [SOP](#) document governs an evolved, two-stage system for approval/accreditation of veterinary teaching establishments and provides a detailed description of the principles and methods of evaluation and includes a series of guidelines, requirements and instructions, described in Annexes I to VIII.

The SOP are supplemented by a collection of published Guidelines which are updated on a regular basis. They are available on the homepage (www.eaeve.org).

Evidence

> [SOP](#)

3.6. The evaluation process

3.6.1. Structure of the evaluation

The evaluation system consists of **two stages** of similar procedural steps, but with a different approach and intention.

The **Stage 1 evaluation** provides assurance that the establishment conforms to Directive 2005/36/EC, regarding the training of veterinary surgeons (Chapter III, Section 5, Article 38 and Annex V); a positive outcome renders an establishment “approved”; a partially positive outcome (one single deficiency) renders the “conditionally approved” status.

The **Stage 2 evaluation** provides “accreditation” and assures that the establishment is not only following generally accepted and appropriate academic standards but provides learning/teaching, services and administration on specified and high levels of quality.

The evaluation procedure for both stages comprises several steps, the broad lines of which are described below, in accordance with the guidelines and instructions set out in the SOP, Annexes I to VII. Establishments are free to choose whether they request evaluation for Stage 1 or Stage 2 or a combined visit for both stages provided that the establishment has passed stage one on a previous evaluation.

Before the visitation:

A provisional schedule of visits is drawn up by the EAEVE-office well in advance of the site visit in cooperation with the institution to be evaluated. As soon as a date is agreed upon, the establishment receives an agreement for an EAEVE evaluation/accreditation visitation, and pays a deposit (which is non-refundable in case of cancellation or unjustified postponement of the visit) and agrees to publish the SER as well as the entire evaluation report on the establishment’s website plus permit EAEVE to do likewise on its homepage.

As soon as the deposit arrives on the EAEVE account, the visitation date is published on the EAEVE website.

At approximately one year prior to the visit, an expert team (see Chapter 3.6.2) is assembled and a Coordinator designated; around the same time, the establishment ought to start working on the SER in line with a rigid protocol (SOP). The SER represents one of the core

elements of each visitation, providing basic data for the group of visiting experts, and, as a rule, takes a minimum of 10 months to be generated and edited.

Stage 1: The SER-1 describes the aims, structures, system of organization, methods, and resources, mode of operation and results of the institution concerned, as described in Annex Ia. The SER-1 must contain, in standardized form, quantitative and qualitative data to allow for a proper evaluation of the training of veterinary surgeons in conformity with Directive 2005/36/EC. In drawing up the report, the establishment must answer all the questions contained in Annex III.

The SER-1 must cover the following chapters (evaluation standards):

- 1 Objectives & Strategy
- 2 Organisation
- 3 Finances
- 4 Curriculum
 - 4.1 General Aspects
 - 4.2 Basic Subjects & Basic Sciences
 - 4.3 Animal Production
 - 4.4 Clinical Sciences
 - 4.5 Food Hygiene & Technology and Veterinary Public Health
 - 4.6 Electives, Optional Disciplines & Other Subjects
- 5 Teaching Quality & Evaluation
 - 5.1 Teaching Methodology
 - 5.2 Examinations
- 6 Physical Facilities & Equipment
 - 6.1 General Aspects
 - 6.2 Clinical Facilities & Organisation
- 7 Animals & Teaching Materials of Animal Origin
- 8 Library & Educational Resources
- 9 Admission & Enrolment
- 10 Academic Teaching & Support Staff
- 11 Continuing Education
- 12 Postgraduate Education
- 13 Research

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

The contents of SER-2 must comprise the 12 assessment procedures (AP):

- 1 Policy statement (AP1)
- 2 Assessment of students, post graduate education, student welfare
 - 2.1 Undergraduate education (AP2)
 - 2.2 Post-graduate student education (AP3); academic track
 - 2.3 Post-graduate student education (AP3); professional track
 - 2.4 Student welfare (AP4)
- 3 Assessment of teaching staff (AP5)
- 4 Assessment of learning opportunities (AP6)
- 5 Assessment of training programmes and the award of the title of Veterinary Surgeon (AP7)
- 6 Assessment of quality assurance for clinics, laboratories and farm (AP8)
- 7 Assessment of continuing education (AP9)
- 8 Assessment of research (AP10)
- 9 Assessment of internationalisation of education and research (AP11)
- 10 Assessment of cooperation with stakeholders and society (AP12)

At 6 months prior to the visit, the bill for the full evaluation/visitation fee (the outstanding balance) is sent out. The establishment communicates the name of the Internal Liaison Officer (LO) and the completed team list is sent to them.

At 3 months prior to the visit, the establishment (Liaison Officer) contacts team members and the Coordinator, giving general instructions and information such as arrangements and recommendations for travel, payment and reservations options or preferences, airport distances, hotel arrangements and other local particularities.

At 2 months prior to the visit, the SER is to be distributed by the establishment, by mail, on an USB stick or by means of a drop-box. In addition, two hard copies shall be sent to the EAEVE office.

As soon as the experts are provided with the SER by the establishment, the team Chair assigns individual chapters or groups thereof to team members in accordance with the experts' field of expertise.

During the visitation:

Experts should arrive at the on-site location with a set of written questions and remarks concerning assigned chapters; should any selected areas be identified in the SER which warrant clarification by the establishment prior to the visit, then team members shall forward such requests to the Chair, who will send those questions to the dean's office not later than 2 weeks prior to the visit.

Team members without previous experience will be provided with sample reports by the EAEVE office before the visitation for orientation and guidance. Teams will generally not be composed of more than two inexperienced expert visitors.

A timetable of the on-site visit, containing organization of each visiting day on an hourly basis will be sent to the Coordinator and the Chair. Distribution of this documentation shall be done through the Liaison Officer.

At 2 weeks prior to the visit, the Chair may contact the Dean asking for clarifications on any questions arisen from the SER. The Liaison Officer should contact each team member and the Coordinator, assuring effectuated travel arrangements, individual arrival times and giving information on airport transportation and hotel as well as indications in which room (in general at the hotel) and at what time the first team/dean/liaison officer meeting will take place on the day of arrival (Monday).

The visit to the institution by a group of experts lasts for 4 days for Stage 1 and two and a half days for Stage 2 (see Chapter 3.6.3). The objective of the group is to have a completed

written draft of all chapters of the report ready before departure the on-site location (draft Zero).

After the visitation:

The final report of the visiting team acts as decision making basis for ECOVE who determines if an establishment is approved/conditionally approved/non-approved (in the case of a Stage 1 visitation) or accredited/conditionally accredited/non-accredited (in the case of a Stage 2 visitation).

The final report must not only indicate the proposed status of the establishment, but must also identify deficiencies if any, especially those which are considered “major deficiencies”. For all deficiencies the report makes suggestions for correction.

A major deficiency is a considerable weakness preventing an establishment from complying with the guidelines and requirements of Annex Ia and with the agreed definition of graduate quality specified for Stage 1 and of Annex Ib for Stage 2.

Major deficiencies occur on account of:

- inadequate knowledge of EC Directive 2005/36/EC and EC regulation No 854/2004,
- inadequate knowledge of and application of the current EAEVE SOPs,
- traditions and specific cultural and/or regional factors,
- underestimation of critical parameter and in particular the ratios (specific requirements established in form of statistical values) in the SOPs.

EAEVE publishes in the member section of the homepage a list of [major deficiencies](#) which have been identified by the visiting teams and confirmed by the decision making board over the last years. This list is continuously updated. However, the identification of new major deficiencies other than the listed ones is at the discretion of the visiting experts.

Evaluation outcomes are the following:

Stage 1

Approval	<ul style="list-style-type: none">• An establishment with no major deficiency.
Conditional Approval	<ul style="list-style-type: none">• In case of one major deficiency ECOVE may assign conditional approval.• The final judgement of approval or non-approval must fall within 5 years of the original evaluation visit.
Non Approval	<ul style="list-style-type: none">• An establishment with 2 or more major deficiencies.
Non-EU limited Approval (Accreditation)	<ul style="list-style-type: none">• An establishment outside the EU with a curriculum differing in one or area significantly from EU-directives without compromising overall standards of acceptability can get limited approval. The limitation will be clearly identified and spelled out as reason for limitation.

Stage 2

Accreditation	<ul style="list-style-type: none">• The decision indicates that the Establishment has met the set of requirements (full confidence). However, the decision giving this status may include recommendations to eliminate minor shortcomings.
Conditional Accreditation	<ul style="list-style-type: none">• The decision indicates the establishment has one major shortcoming (limited confidence) in the set of requirements, and that this needs to be eliminated or addressed in agreement between the ECOVE and the establishment (for a non-renewable 5-year period).
Non Accreditation	<ul style="list-style-type: none">• The decision indicates that the establishment has serious shortcomings (no confidence) and has not met the requirements.

After the ECOVE decision, the final report as well as the SER and the acquired status of the establishment are published on the EAEVE's as well as on the establishment's homepage.

3.6.2. Visiting teams

ECOVE through proposal by the Executive Director appoints the members of the visiting groups of experts, including a student member. For this purpose, a continuously updated [list of experts](#) is maintained and published who have agreed to be involved in this task and, who have, if necessary, undergone training. Periodically, the ECOVE invites applications of individuals to be considered as visitors, through the EAEVE and FVE diffusion channels. The experts' personal files record, in particular, their area of expertise and knowledge of European languages and fluency in English.

Any visiting team consists of the following six members:

- Four experts should be selected from academic peers in the sectors:
 - Basic Subjects and Sciences
 - Clinical science subjects
 - Animal production
 - Food Hygiene
- One practicing veterinarian (FVE proposed),
- One student (final year undergraduate or graduated in the last 12 months at the maximum) will be added to the experts team,
- A Coordinator.

Every team is accompanied by a Coordinator who, during the entire on-site visit acts as consultant to the team, specifically to the Chair and as mediator between team and establishment's officials. The main task of the Coordinator is to ensure reasonable and just application of the 13 evaluation standards, the EU directive 2005/36/EC including amendments, all under strict observance of the SOP. It is therefore expected that the Coordinator participates actively in the entire on-site visit and in all internal discussions and meetings of the team. The Coordinator should not be directly involved in the decision making process of the evaluation (no voting rights). His/her involvement shall be indirect only by consulting, advising and assuring observance of rules. The lead in the evaluation process shall be taken by the Chair. Although it might be sometimes necessary for the Coordinator to guide the team in internal discussions; vis-à-vis the establishment and in all public meetings,

however, the Coordinator shall only be passively involved; active involvement should be the exception and only when procedural circumstances so require.

One member of the team is appointed Chair - the prerequisite is to have extensive experience in applying the evaluation system, and to have successfully participated in at least three visitations in the past (positive internal evaluation). The Chairperson is usually one who holds, or who has recently held, a senior academic position with documented and ample experience in undergraduate teaching.

In addition, the following criteria for the assembling of visiting teams as drawn up by CIQA ought to be taken into consideration:

- No expert from the same country as the visited establishment,
- Previous experience of the expert in the evaluation system, with positive/not negative post-visit feedback (based on questionnaires filled in by the Dean, the Chairman and the Coordinator),
- No more than two novel experts in any team, to guarantee sufficient cumulative experience,
- At least one female expert per team,
- Experts from at least 3 officially recognized geographical groups (see Chapter 3.1),
- At least one practitioner or official veterinarian as nominated by FVE,
- Rotation amongst listed experts, in general no more than one visit/year,
- Of the two experts in Clinical Sciences, one is to be expert in companion animals and the other one in farm animals or horses,
- No conflict of interest (no direct connection to personal interest in the establishment to be visited; not having studied at or having been employed by the establishment; none of the close family are studying at or being employed by the establishment; that the expert has neither received nor having been promised any gifts or benefits of any nature by the establishment; that the expert is not a citizen of the country where the school to be visited is situated in),
- The participating student shall be a final year undergraduate student or has graduated within the last 12 months.

Further criteria to become an expert: Applications from academia are only accepted from professionally active veterinarians who are employed at approved or conditionally approved teaching establishments and have acknowledged professional background verified by a curriculum vitae and a list of publications. For reasons of transparency and quality control,

applications have to be sent via the dean's office. Government, state or industry employed specialists shall have the application signed by the respective superior organs. Applications of veterinary practitioners, on the other hand, are to be sent to the FVE offices for initial approval and forwarded by FVE.

If a previously approved establishment loses approval status, any expert from such school will be removed from the expert list.

In the Stage 2 evaluation, the group of experts must comprise two quality management experts.

3.6.3. On-site visit

On-site visit dates are agreed with the establishments at least one year in advance. The Stage 1 visit takes 5 working days and involves meetings with senior and junior teaching staff, administrative and support staff and students, together with a detailed visitation/evaluation of all facilities and equipment.

Standardized EAEVE/FVE Visitation Schedule: Stage 1:

Monday

or Day 1

- Arr. by 16.30 Arrival of Team Members at the hotel
- 17.00 - 18.30 Initial Meeting of Team Members (alone) in the hotel meeting room
- 18.30 - 19.30 Team meets with Dean and Liaison Officer at the hotel
- 20.00 - 22.30 Dinner with Dean, Staff and Invited Guests (optional)

Tuesday

or Day 2

- 08.00 Pick up from hotel, drive to Establishment and establish in Team Room
- 08.30 - 09.30 Introduction to Staff, brief outline of the Establishment by the Dean and objectives of the visitation by the Chairperson or Coordinator
- 09.45 - 12.30 Visit of the Establishment campus by complete team with short introductions and explanations only.
- 12.45 - 13.45 Informal lunch with team alone (sandwiches)
- 14.00 - 16.45 Continuation of the Establishment campus visit by the complete team
- 17.00 - 20.00 Team meeting at Establishment team room or depart for meeting in hotel room
- 20.30 - 23.00 Informal dinner for Team alone (in hotel or nearby)

Wednesday

or Day 3

- 07.00 Normally, Food Hygienist is picked up for visit to slaughterhouse(s)
- 08.00 Rest of team pick up from hotel, drive to Establishment and establish in Team Room
- 08.30 - 12.30 Individual experts will visit the clinics/departments/hospitals/institutes and mobile clinic unit. Coordinator +/- Chairperson will usually meet with financial and administration managers and will also visit the library (with student member)
- 12.45 - 13.45 Informal lunch with team alone (sandwiches)
- 14.00 - 17.00 Visits to external clinical facilities and establishment farm(s)
- 17.30 Transfer to hotel, alternatively returning to establishment team room for team work
- 18.00 - 20.00 Meeting of Team in hotel meeting room or establishment team room (at the discretion of team and dependent on local facilities)
- 20.30 - 23.00 Informal dinner for Team alone

Thursday

or Day 4

- 08.00 Pick up from hotel, drive to Faculty and establish in Team Room
- 08.30 - 09.40 Meeting with Senior Academic Staff (professors)
- 09.45 - 10.25 Meeting with Junior Academic Staff (assistant professors, residents, junior lecturers and researchers, interns, PhD students if under contract and if teaching)
- 10.30 - 11.10 Meeting with Support Staff (technical, laboratory, administrative, nursing staff)
- 11.15 - 11.55 Meeting with Students (all semesters, all students invited, including thesis students)
- 12.00 - 12.45 Open Session in confidence for Individuals in Team Room
- 13.00 - 14.00 Informal lunch with alumni's (2 to 5 local veterinarians and/or representatives of professional organisations, stakeholders)
- 14.15 - 18.00 Final on-site visits by individual experts as necessary, work in Team Room.
- 18.15 Transport to hotel
- 20.00 - 23.00 Final Dinner with Rector/Dean/Staff/Students representatives

Friday

or Day 5

- 08.00 - 10.00 Team work in hotel on presentation to Rector/Dean and colleagues
- 10.30 - 11.30 Oral presentation of preliminary results by Chairperson to Rector/Dean and colleagues
- 12.00 Final Lunch (optional)
- Afternoon Departure of Team Members

For Stage 2 evaluations, the procedure is similar, but involves only 2 experts in quality assessment/management and a Coordinator visiting for two and half days.

Standardized EAEVE/FVE Visitation Schedule: Stage 2:

Monday or Day 1

- Arr. by 15.00 Arrival of Visiting Team Members
- 15.00 - 17.00 Initial meeting of team members in hotel, introduction, exchange of opinions, impressions based on SER
- 17.00 - 17.30 Team meets with Dean (and Liaison Officer)
- 17.30 - 19.00 Meeting of Team Members in hotel: distribution of responsibilities
- 20.00 - 23.00 Optional Dinner with Dean, Staff (and dean's guests)

Tuesday or Day 2

- 08.00 - 08.30 Pick up from hotel, drive to Faculty and establish in Team Room
- 08.30 - 09.30 Introduction to Staff, brief outline of the Faculty by the Dean and objectives of the visitation by the Chairperson or Coordinator
- 09.45 - 12.30 Visit of previously defined institutions on campus, review of documents supplied in Team Room
- 12.45 - 13.45 Informal lunch with team alone (sandwiches)
- 14.00 - 16.45 Continuation of the document review
- 17.00 - 20.00 Team meeting in hotel
- 20.30 - 23.00 Informal dinner with persons responsible for Quality Assurance from University, Faculty and or local Quality Assurance Authority

Wednesday or Day 3

- 08.00 - 08.30 Pick up from hotel, drive to Faculty and establish in Team Room
- 08.30 - 11.00 In order to make a Quality Assurance Assessment, meet Staff and Students responsible for Quality Assurance of: Undergraduate Education, Post-graduate Student Education, Academic & Professional Tracks, Student Welfare. Meet Staff and Students responsible for the quality assessment of Teaching Staff, Learning Opportunities, Veterinary Training Programme as well as Clinics, Laboratories and Farm. (Stage 2)
- 11.00 - 12.45 Continuation of the Quality Assurance and Transparency assessment by meeting Staff and Students involved in the Quality Assurance of Continuing Education, Research, International Contacts and Development as well as the Cooperation with Stakeholders.
- 12.45 - 13.45 Informal lunch with team alone (sandwiches)
- 14.00 - 16.45 Revision of documents and conclusions reached after meetings with persons responsible for Quality Assurance
- 17.00 - 18.30 Meeting of Team in Team Room to formulate preliminary conclusions
- 20.00 - 22.00 Informal dinner with dean and dean's invitees and oral (informal) disclosure of preliminary results

Thursday or Day 4

- Team Departure

Stage 1 and 2 visitation/evaluations may be done separately or in parallel, however, positive outcome of the Stage 1 evaluation ("approved status") is a prerequisite for a Stage 2.

The aim of the Stage 1 site visit is to obtain thorough information of all aspects of teaching, premises and operations of the evaluated establishment; the visit also serves to verify and, where appropriate to complete the information provided in the SER/s; special attention is given to scrutinize the level and quality of undergraduate education and the compatibility and fulfilment of all EU and EAEVE standards (EU Directive 2005/36/EC and SOP).

In order to better deal with this chore at hand and to judge the ratios R1-R20 delineated by the establishment and presented in the SER-1, the EAEVE office provides the experts prior to the visit with an updated list of [ratios of R1-R20](#) derived from positively evaluated faculties.

The aim of the Stage 2 visit is to check and supplement the information provided in SER-2, determining if the establishment follows generally accepted and appropriate academic standards and provides learning opportunities of acceptable quality. To verify this, the establishment shall prove that it has the relevant methods for monitoring quality of training, assessment and learning opportunities, a sustainable system for quality assurance and a plan for quality enhancement; thus providing confidence for all stakeholders (the state, the prospective and current students, the potential and current employers, the clients, the professional associations etc.) that the quality of learning of the training is acceptable.

The Liaison Officer has a vital role during the visit, acting as middleman between the establishment and the visiting team. One of the LO's main chores is to make sure that the establishment composes the SER according to schedule, allowing for contributions from the target groups in question (academic and non-academic staff; students). Annex VIII of the SOP provides further details as to the tasks of the LO.

On the last day of the visit, the Chair delivers an oral Exit Report to the establishment containing all major strengths and deficiencies (if applicable); despite the preliminary nature of the spoken report it shall leave no doubt as to the proposed outcome of the visit which will be transmitted as suggestion of the team to ECOVE. The Exit Report shall not be discussed and concludes the official part of the visit.

3.6.4. Reporting

The report is to be seen as a document supplementing the SER and reference can be made to the SER – consequently the chapters of the visit report have the same titles as the chapters in the SER. All three main parts of each chapter (Findings, Comments, and Suggestions) shall be completed, based on the information given in the SER and the observations during the site visit. Any repetition of the contents of the SER should be avoided – clear reference to the page/paragraph in question in the SER is perfectly sufficient. Excessive length of the report must be avoided.

[Guidelines](#) for generating the report and a template are available on the EAEVE homepage.

It needs to be stressed that the report describes the situation as observed at the time of the visit (“snap-shot”). Although the establishment may present plans for future changes, the team is not obliged to mention them in their report and the suggestions are not supposed to be biased by them.

Once the draft is completed and formatted, it is circulated again to the entire team for last corrections and checked by the Coordinator for consistency and congruence – to be sent back to the office not later than one month after the visit to be forwarded to the establishment (Draft A). Factual corrections (correction of any possible errors in facts and data – usually numbers, or single phrases – which may have slipped in by error in writing the report or by wrongly interpreting data of the SER) may be made and the report returned swiftly (within 2 weeks) to the EAEVE office. By no means are acceptable any corrections as to the meaning, the content or the conclusions of the report.

To which extent the factual corrections suggested by the establishment are then incorporated into the final report of the visiting team (Draft B) is at the discretion of Chairman/Coordinator – in case of doubt, the expert responsible for a specific chapter in which the establishment claims factual errors will be contacted.

The resulting final report of the visiting team acts as decision making basis for ECOVE, containing also an executive summary, the accumulated list of ratios, the listing of deficiencies as well as the student’s report which might either be attached as separate annex or incorporated into the report.

Evidence

- > [Major Deficiencies](#)³
- > [List of Experts](#)
- > [Ratios](#)⁴
- > [Guideline for a Visitation Report for Stage 1](#)
- > [Guideline for a Visitation Report for Stage 2](#)

³

⁴ For restricted EAEVE documents please log in first. Username: member; Password: caracas

3.7. Decision making process

The decision making process includes a real-time interview with the Chairperson in the framework of the ECOVE meetings (for details see Chapters 3.7.1 and 3.2.1.3). ECOVE bases its decision on the SER, the report of the visiting team and the interview of the Chair. Evaluation outcome will be transmitted to the establishments within hours. Outcomes, that are the SER and the respective evaluation reports, are published in the EAEVE web site. Establishments are encouraged to publish the SER and the entire Evaluation Report also on their websites.

3.7.1. ECOVE

ECOVE is an independent entity within EAEVE and is the decision making body of the evaluation. The composition and the procedures of ECOVE's activity have been described in details in Chapter 3.2.1.3.

3.7.2. Appeal procedure

If the establishment does not consent to or is not agreeing with any ECOVE decision, the right to appeal may be used.

The appeal procedure is published in SOP Annex VIII. In short, the establishment notifies the Coordinator and the Chair of ECOVE of the appeal in writing; within 8 weeks of the receipt of the ECOVE decision.

The first stage of the appeal process involves reconsideration by the ECOVE. The group of visiting experts or individual members of the group of visiting experts may be asked to participate in the reconsideration process. The appeal may be accepted or dismissed.

If the ECOVE dismisses the appeal, and the establishment does not accept it, an independent Appeal Panel is called upon. The Panel comprises three members, all of whom should preferably have chaired an evaluation visit. One member each is appointed by the EAEVE and the FVE, with the appealing establishment having the right to nominate the third member. The Panel selects its own Chair. None of the three members shall be nationals of, or working in the country of the establishment in question.

If a decision cannot be reached by correspondence, the Chair of the Appeal Panel may consider an on-site visit of the whole team.

Once the Appeal Panel has reached a decision, (by majority vote) this is final.

Evidence

- > [Final Reports](#)⁵
- > [Appeal Mechanism](#)

⁵ For restricted EAEVE documents please log in first. Username: member; Password: caracas

3.8. Evaluation outcome, follow up, documentation and public impact

The [evaluation outcome](#) is listed on the EAEVE homepage– with a link to the SER and the final report respectively.

Institutions may comment in writing upon the conclusions drawn from the final evaluation report and query ECOVE about further steps for rectifying deficiencies, and/or have the option to submit an appeal (for more details see Chapter 3.7.2).

If an establishment is not approved, but receives conditional or non-approved status, suggestions are given as to the further procedure with a view to eventually achieve approval.

Establishments with an evaluation outcome defining not more than one single major deficiency thus having conditional approval status are requested within a year to provide information on the corrective actions and follow-up measures taken.

Conditionally approved establishments shall be reminded that failure to correct major deficiencies within a defined period will result in exclusion list of approved establishments and will revert to non-approved status.

Veterinary establishments whose evaluation outcome is non-approval, will be asked after three years at the latest to provide information on the follow-up measures taken, in particular, the efforts made to correct major deficiencies.

When an establishment considers that it has rectified such shortcomings and the rectification in question has been in place for at least half a year, it informs ECOVE in an interim report asking for a revisit to be considered by ECOVE.

In case an establishment has only received conditional accreditation or no accreditation after a Stage 2 visitation, it may apply for re-evaluation after a minimum of 2 years. This application must be accompanied by a documentation showing that the criteria for full accreditation have been met.

Evidence

- > [Establishments' Status](#)

4. EAEVE's role in the development of educational standards in Europe and beyond

EAEVE's impact on the continuous development of educational standards in veterinary medicine is evident; the strongest indicator for its impact is voluntary adherence of 98 teaching establishments; that is, the veterinary profession itself recognised already more than 20 years ago and continues to believe strongly that defining, upholding and developing high professional standards within the profession is a necessity. This common belief and quality assessment strategy through peer review from within the profession is the essence of the EAEVE evaluation/accreditation system. As such it is unique both in Europe and within the regulated professions.

Based on these concepts, the EAEVE evaluation system has been evolving since 1985 to today's standards, which are based on the SOP agreed upon and endorsed by all member establishments. The SOP fulfil in all parts of the pertinent EU Directives covering veterinary medicine training in all aspects including public health, food safety, bio-security and animal welfare.

Veterinary training standards are increasing throughout Europe as demonstrated by steadily raising number of EAEVE accredited/approved establishments; as of today, 50 of the 74 Member State establishments have reached and maintain those high standards. Conditionally or non-approved/accredited schools invariably undertake corrective actions and in general reach approval status within a few years. The most frequent underlying reason for lack of quality is financial; negative EAEVE evaluation outcomes usually have an impact on governmental and funding agencies. Positive examples of such corrective actions through increased funding can be found throughout the published evaluation reports. Building appropriate facilities for animal housing and hospitalisation, new surgery blocks, instauration of emergency services, of intensive care units and isolation units and of mobile clinics are some of the most common examples. Another important effect related to increased funding concerns the structure of academic and technical staff. Adequate teaching coverage by appropriate numbers of well trained and specialised establishment and supported by technical staff is a cornerstone of the evaluation process. Appropriate funding in key areas with the resulting increased teaching quality throughout the common domestic animal species has often been the turning point for achieving accreditation/approval. Increased specialisation through strong involvement of European Board of Veterinary Specialisation

(EBVS) Diplomates in teaching and services with internship and residency programs evolving are further examples, including enhanced research output and third party fund raising.

The list of the so called [major deficiencies](#) referring the most common areas of weaknesses found by visiting teams is published on the homepage. Only full rectification of such deficiencies renders teaching establishments eligible for re-evaluation and accreditation/approval.

EAEVE is, however, also actively involved in the quality assurance/accreditation process beyond the EU borders (EU-affiliated countries, such as Switzerland and Norway are evaluated as Member States). Most teaching establishments both in the Balkan states are also EAEVE members as well as veterinary faculties in Turkey, Israel and Jordan. Likewise the establishment of Ulaanbaatar (Mongolia) is a candidate for membership. Collaboration with the Hong-Kong Board for Accreditation of Academic and Vocational Qualifications has been established to evaluate mainland China veterinary schools using the EAEVE evaluation scheme. Also, recent developments, which in part are also sponsored and endorsed by the EU (Technical Assistance and Information Exchange, TAIEX), anticipate EAEVE involvement in the North African region. The newly founded “Network of Establishments for Veterinary Education in the Mediterranean Region” (REEV-Med) received and continues to receive EAEVE input with the goal of quality assessment and improvement applying international standards.

In response to the increasing world-wide involvement of EAEVE in quality assurance the SOP was supplemented by a “limited approval status”. That is to allow veterinary teaching establishments outside the EU under well-defined circumstances to be quality assessed despite an a priori incompatibility in one major area: for instance, the lack of adequate teaching in the porcine species or the teaching only slaughter procedures not commonly used in Europe. In this category, insufficiency in only one area may be acceptable, whereas all other quality parameters will be evaluated by the complete EAEVE standards (SOP). As guideline, any incompatibility area will be clearly defined and graduates originating from foreign faculties with “limited approval” would have to complete additional training in a specific field should they apply for recognition of their degree within the EU.

Other proven impacts of the EAEVE quality assurance system within the EU market are the effects of the outcome on stakeholders. On one hand, the public is to know they can trust the quality of graduating veterinary surgeons and the service they deliver; on the other hand, veterinary students are to know their education reaches agreed and acceptable standards. This latter assurance has shown substantial impact on the international student exchange

programs (e.g. ERASMUS) as students frequently avoid stages at non-EAEVE accredited/approved establishments. Last but not least assurance is given to the veterinary establishments themselves to know that their curricula and school have reached agreed benchmarked levels.

In addition to the direct impact of the EAEVE evaluation system on teaching quality and outcome, continuous development of educational standards is fostered by the annual education conferences held in conjunction with the GAs (see also § 2); information exchange on the home page (www.eaeve.org), as well as active participation in related activities of the FVE, OIE (World Organisation for Animal Health), TAIEX, ECCVT (European Coordination Committee on Veterinary Training), EBVS, REEV-Med also help to confirm and to strengthen EAEVE's role as international accrediting organisation. Collaboration in the field of veterinary education is a priority of veterinary organisations of Europe. ECCVT was founded as a consultation committee of EAEVE, FVE and EBVS to have one voice in this issue. Involvement of FVE, the main stakeholder of veterinary education, is a strong point of the evaluation since it serves as a direct feedback from veterinary practice and the veterinary society.

In summary, although the EAEVE evaluation process has no legal backup at the EU level, the system is recognised in Europe and beyond as the transnational benchmark in high quality veterinary education.

Evidence

- > [Major Deficiencies](#)⁶

⁶ For restricted EAEVE documents please log in first. Username: *member*; Password: *caracas*

5. Compliance with ENQA membership criteria (Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG)

Evaluation of veterinary training in Europe is based on the European Directive 2005/36/EC and the SOP. Principles of “Standards and Guidelines for Quality Assurance in the European Higher Education Area” served as basic principles when compiling and updating SOP, so these standards are fully integrated in the procedures of evaluation of veterinary training in Europe.

5.1. Use of external quality assurance procedures for higher education (ENQA Criterion 1, ESG 3.1)

STANDARD

The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

GUIDELINES

The standards for external quality assurance contained in Part 2 provide a valuable basis for the external quality assessment process. The standards reflect best practices and experiences gained through the development of external quality assurance in Europe since the early 1990s. It is therefore important that these standards are integrated into the processes applied by external quality assurance agencies towards the higher education institutions. The standards for external quality assurance should together with the standards for external quality assurance agencies constitute the basis for professional and credible external quality assurance of higher education institutions.

Compliance of EAEVE

The main mission of EAEVE is to evaluate, promote and further develop the quality and standard of veterinary medical establishments and their teaching within, but not limited to, the member states of the European Union. To achieve these aims a structured profession-

specific evaluation system has been developed. The previous chapters have summarised how the standards are implemented by EAEVE in the evaluation process.

EAEVE has been evaluating veterinary training in Europe for more than two decades. Most schools have been evaluated at least two times, whereas several veterinary teaching establishments were evaluated already three times. So EAEVE has accumulated experience of more than 20 years in the field of evaluation of veterinary teaching establishments within and beyond the European Union. To meet the growing demand the tool of “preliminary site visit” was introduced a few years ago to help schools mainly outside the European Union to reach and to assure internationally acceptable quality levels before they apply for full on-site visits.

The activities of EAEVE are mainly defined by the GA and between the GAs by the ExCom. Results of the evaluations are made public at the GA. One of the missions of EAEVE is to disseminate knowledge and information on teaching methods and quality assurance in higher education. To reach this aim, a one-day-long Conference on Education used to be held annually following the GA; lectures and discussions on education are now embedded in the agenda of the GAs and are attended regularly by representatives (deans and higher administration officials) of the member schools. Students are active participants of those conferences. EAEVE is highly committed to quality assurance which is shown by the impact of quality assurance issues on the agenda of the GAs.

EAEVE pursues active interaction with several national accreditation agencies through its member establishments. While in many countries national accreditation is based on the evaluation made by EAEVE, in some countries, such as Italy, the Ministry of Education relies on ESEVT. From the academic year of 2013/2014 only those Italian veterinary faculties which are approved or conditionally approved, can admit first year students. This trend of full acceptance of EAEVE-accreditation standards by national competent authorities is constantly increasing and it is to be expected that ENQA membership will enhance straightforward collaboration with these government agencies. In fact, DG SANCO and DG MARKT officials encouraged EAEVE to seek and to help enhancing EU-wide networking of Member State competent agencies in veterinary education.

Standards of ESEVT are increasingly applied outside the European Union and even outside geographical Europe and evaluation by ESEVT is requested. For several years close collaboration with TAIEX targeting evaluation veterinary establishments in the Balkans and North Africa have been conducted. For instance, the veterinary schools in Amman (Jordan), Nanjing (China) and Ulaanbaatar (Mongolia) have recently been evaluated. The REEV-Med

founded in September 2012, as well as the Japanese veterinary schools are on the verge of adapting the methods of ESEVT.

In order to achieve the above goals:

- The work is coordinated with the veterinary schools, EAEVE encourages member institutions to organise workshops and discussions, and academic staff members of partner institutions, officials of EAEVE give presentations, which disseminate the culture of quality assurance in the field of higher education,
- Representatives of FVE, the main stakeholders of veterinary education are involved in the development and the implementation of the evaluation system,
- SOP is regularly updated and refined to meet the changing demands and requests of the profession, the animal owners, the consumers and the society in general,
- In the framework of ECCVT, representatives of FVE and EBVS together with EAEVE regularly coordinate issues on veterinary training, evaluation of veterinary schools and the development of quality assurance at the veterinary schools,
- EAEVE has intensive cooperation with international veterinary accreditation bodies (RCVS, AVMA, Australian Veterinary Association (AVA), South-African Veterinary Medical Association (SAVA) etc.).

Evidence

- > [Statutes](#)
- > [SOP](#)
- > [Program of the recent GAs](#)⁷
- > [Visitation Programme](#)
- > [Establishments' Status](#)

⁷ For restricted EAEVE documents please log in first. Username: *member*; Password: *caracas*

5.2. Official status (ENQA Criterion 2, ESG 3.2)

STANDARD

Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

Compliance of EAEVE

EAEVE is a non-governmental independent peer review agency, initially entrusted by the EU Commission to ensure a comparably high standard of veterinary training throughout the European Union. EAEVE was founded in 1988 as a non-profit organisation and is registered under French law. The present European evaluation system was originally conceived by the EU Commission and enacted through the ACVT Directive (78/1028/EEC). In 1993, the EU Commission requested EAEVE to take over the management and funding of the system and since 2000, when the ACVT was dissolved, EAEVE has been assigned total and sole responsibility. Understanding the beneficial effects of a running professional specific quality assurance system and a Europe wide evaluation, the member establishments have decided to maintain this system on a voluntary, self-financing basis.

EAEVE acknowledged the decision of the GA of ENQA in 2011, which founded the category of Associate Membership realising the increasing need for diversification of quality assurance. According to the definition of ENQA: “Associate Members of ENQA are European quality assurance agencies or other quality assurance organisations in the field of higher education that have been operating and conducting actual quality assurance activities for at least two years. Associate Members meet the ENQA membership criteria, apart from criterion 2 - Official status (ESG 3.2).” EAEVE, which is the largest quality assurance agency in the field of veterinary medicine in the world, meets the above requirements.

Evidence

- > [ACVT Directive 78/1028/EEC](#)
- > [Mission Statement](#)

5.3. Activities (ENQA Criterion 1, ESG 3.3)

STANDARD

Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

GUIDELINES

These may involve evaluation, review, audit, assessment, accreditation or other similar activities and should be part of the core functions of the agency.

Compliance of EAEVE

The main activity of EAEVE is increasing the level in veterinary medicine through quality assurance standards and regular evaluation of the teaching establishments.

Guided by and operated on the basis of published SOP and its annexes I-VIII, veterinary teaching establishments are being evaluated for standards in and outcome of teaching as described in the previous chapters. The evaluation in Stage 1 focuses on teaching-learning outcome. In Stage 2 the visitation focuses on the structure and management of quality assurance systems working at the school.

In addition to evaluating establishments, organisation of Education Conference embedded in the GAs serve the development of quality assurance processes run by the schools. Topics related to quality assurance are regularly on the agenda of the Education Conference. The yearly report on evaluation and conclusions of the CIQA reports serve as food for thoughts and help the development of quality assurance systems.

EAEVE staff members and regional representatives of the schools participate actively in different regional meetings and workshops to promote quality assessment and quality management.

Evidence

- > [Minutes of the GAs](#)⁸

⁸ For restricted EAEVE documents please log in first. Username: *member*; Password: *caracas*

5.4. Resources (ENQA Criterion 3, ESG 3.4)

STANDARD

Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedure.

Compliance of EAEVE

EAEVE is financially self-sustaining; it has a modest but solid financial background securing its long term activity. Currently each of the member establishments pays an annual membership fee of € 1.500, for each Stage 1 visitation € 8.000, for a Stage 2 visitation € 4.000 (€ 11.000 when combined), and for each revisit € 2.000 to €4.000. Establishments cover all travel and local expenses of the visiting teams. Team members are volunteers working free of charge. Membership fees and on-site visits (over 10 per year) are securely covering all expenses such as office costs and any committee business. In order to guarantee a smooth running of the association a considerable amount of money of the association is being invested in a safe bank instrument.

EAEVE employs an Executive Director, an Office Manager as well as an Assistant to Management (see Chapter 3.3)

Regular organisational duties are fulfilled by the President, Vice-President, Treasurer and Members of the ExCom, ECOVE, CIQA and by appointed working groups. ECOVE consist of 7 members and operates within EAEVE. All committee members are volunteers, only travel and accommodation expenses connected with their activities are reimbursed.

The association's funds are used to finance all scheduled meetings of ECOVE, CIQA, the ExCom and any other ad hoc working group. All committees are composed of international members, meeting on a regular basis at the Vienna's head office. All expenses such as salaries for office staff and office expenses are fully covered by funds generated. The GA takes place every year in a different country of a different member establishment. It is at the same time a congress venue around topics of veterinary education and quality

assessment/management, all presented by invited speakers. As a rule congress registration fees cover the expenses of the GA.

The Treasurer controls the financial matters together with the President. The everyday financial matters are managed by the office. A detailed financial report is presented to the ExCom and the GA. The financial activity is checked by auditors elected by the GA and reporting to the GA.

Evidence

- > [Membership fee](#)⁹
- > [Financial Report 2011](#)

⁹ For restricted EAEVE documents please log in first. Username: *member*; Password: *caracas*

5.5. Mission statement (ENQA Criterion 4, ESG 3.5)

STANDARD

Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

GUIDELINES

These statements should describe the goals and objectives of agencies' quality assurance processes, the division of labour with relevant stakeholders in higher education, especially the higher education institutions, and the cultural and historical context of their work. The statements should make clear that the external quality assurance process is a major activity of the agency and that there exists a systematic approach to achieving its goals and objectives. There should also be documentation to demonstrate how the statements are translated into a clear policy and management plan.

Compliance of EAEVE

EAEVE has a clear mission/vision statement available on the homepage www.eaeve.org:

The vision for EAEVE is to be the official accreditation authority for veterinary education establishments within Europe.

The mission of the EAEVE is to evaluate, promote and further develop the quality and standard of veterinary medical establishments and their teaching within, but not limited to, the member states of the European Union (EU).

The ESEVT evaluation system gives assurance to:

- the public
- veterinary students
- veterinary establishments

as described in details before (see Chapter 2).

To promote, to maintain and to develop quality veterinary education through a standardised peer review process are the main objectives of the association. These shall reinforce, particularly in Europe, cooperation between establishments for higher education in veterinary medicine and other relevant bodies. In order to improve and harmonize veterinary education

among the members, the organisation also acts as a forum for the discussion of matters for veterinary education. It manages the ESEVT, based on the mandate given by the EU Commission.

Its primary tasks are:

- To evaluate, promote and further develop the quality and standard of veterinary medical establishments and their teaching,
- To promote the exchange of information on teaching and research between those European establishments and beyond,
- To promote exchanges and mobility of teaching and research staff,
- To promote mobility of students between these institutions,
- To promote the development and distribution of teaching materials for use in veterinary education at all levels, undergraduate, postgraduate and continuing education,
- To organize meetings having as their objective the study and organization of the afore-mentioned areas,
- To present useful proposals in these various areas to the European Commission,
- To publish a “List of Approved and Accredited Establishments” for veterinary education in line with the ESEVT. This list, including evaluation reports is being published on the EAEVE website under the supervision of the ExCom.

Evidence

- > § 2 and as published on the EAEVE home page (www.eaeve.org)

5.6. Independence (ENQA Criterion 5, ESG 3.6)

STANDARD

Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

GUIDELINES

An agency will need to demonstrate its independence through measures, such as:

- a) its operational independence from higher education institutions and governments is guaranteed in official documentation (e.g. instruments of governance or legislative acts);
- b) the definition and operation of its procedures and methods, the nomination and appointment of external experts and the determination of the outcomes of its quality assurance processes are undertaken autonomously and independently from governments, higher education institutions, and organs of political influence;
- c) while relevant stakeholders in higher education, particularly students/learners, are consulted in the course of quality assurance processes.

Compliance of EAEVE

Independence is a main condition of EAEVE's activity, since without independence there is no impartiality and credibility. EAEVE is independent of states, governments, ministries or any regulating agencies. EAEVE is formally not independent of member schools since as a self-financing agency, EAEVE relies on the income from membership and evaluation fees. Strict internal rules ensure that no one with any kind of conflict of interest shall be involved in the evaluation and decision making process. Member establishments cannot influence in any way the evaluation activity and the decision making process of the Association.

The basis for the definition of the standards set is Directive 2005/36/EC and the SOP. The latter was originally developed to enact the previous professional Directives 78/1026/EEC and 78/1027/EEC by the Advisory Committee on Veterinary Training of the EU Commission. These have been fully revised twice by the multicultural, multinational EAEVE Working

Group on SOP development including top professionals of veterinary medicine both from academia and practice; an independent system of regular updating is in place. There are no external forces or mechanisms which would be in a position to influence this process.

The experts involved in the evaluation process are proposed by both the EAEVE member establishments through their dean's offices and by the FVE; internationally acknowledged experts employed in academia are only accepted when coming from EAEVE accredited/approved establishments. Retired or inactive specialists are not eligible. FVE nominates experts in the field of clinical sciences (practitioners, official veterinarians); all expert candidates are required to complete an application form, and to transmit curriculum vitae. Applications are screened by the EAEVE Office and the Executive Director, with nominations being confirmed by ECOVE. Accepted experts are listed in the following categories of expertise: Basic Sciences, Clinical Sciences (Teacher), Clinical Sciences (Practitioner), Animal Production, Food Hygiene & Public Health (for Stage 1 evaluations), and Quality Assurance Management (for Stage 2 evaluation). Expert lists are the basis for the compilation of the visitation expert teams. The Chairperson of each visiting team is charged to select a student team member (a final year student). All expert lists are continuously up-dated and are published on the website. Presently there are nearly 200 experts available and listed.

The final outcome of the quality assurance processes is the sole responsibility of the EAEVE in that the final decision is made by ECOVE; the final evaluation report remains the property of EAEVE and the establishment involved. Visited establishments have to publish SER and evaluation report on their web site, and they must agree in the visitation contract that the entire evaluation report is being published on the EAEVE website.

Evidence

- > [Statutes](#)
- > [Expert list](#)

5.7. External quality assurance criteria and processes used (ENQA Criterion 6, ESG 3.7)

STANDARD

The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- a) a self-assessment or equivalent procedure by the subject of the quality assurance process;
- b) an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;
- c) publication of a report, including any decisions, recommendations or other formal outcomes;
- d) a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

GUIDELINES

Agencies may develop and use other processes and procedures for particular purposes.

Agencies should pay careful attention to their declared principles at all times, and ensure both that their requirements and processes are managed professionally and that their conclusions and decisions are reached in a consistent manner, even though the decisions are formed by groups of different people.

Agencies that make formal quality assurance decisions or conclusions which have formal consequences should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of each agency.

Compliance of EAEVE

External quality assurance criteria used by EAEVE are defined and publicly available. The criteria are summarised in the SOP and the guidelines to the different stakeholders. These criteria are based on the requirements of the European Directive 2005/36/EC and the ENQA Guidelines for external reviews of quality assurance agencies in the European higher education area. All these documents are available on the homepage of EAEVE.

Self-assessment: The first step of the evaluation is the SER written by the institution to be evaluated. The guide for the preparation of the SER is published as Annex II of the SOP (www.eaeve.org).

External assessment: The external assessment is carried out by a panel of 5 experts (Basic Sciences, Clinical Sciences [academic], Clinical Sciences [practitioner], Animal Production, Food Hygiene and Public Health) selected for Stage 1 from the EAEVE list of experts and a senior student. The student is a very important member of the group, because he/she knows the whole veterinary training and has up to date experience with students' affairs. Teams are accompanied by a Coordinator, either the Executive Director or his/her deputy. The most experienced expert is appointed Chair. The team receives the SER-2 months prior to the visit. The Chairperson assigns and distributes main responsibilities corresponding to each of the 13 evaluation chapters. On-site visit dates are agreed with the establishments usually one year in advance. The visit takes 5 working days and involves meetings with senior and junior teaching staff, administrative and support staff and students, together with a detailed visitation/evaluation of all facilities and equipment. For Stage 2 evaluations, the procedure is similar, but involves only 2 experts in quality assessment/management and a Coordinator visiting for 2 and a half days. Stage 1 and 2 visitation/evaluations may be done separately or in parallel, however, positive outcome of the Stage 1 evaluation ("approved status") is a prerequisite for a Stage 2 accreditation.

Applying uniform and equal evaluation standards to all establishments visited is the major objective of the Association. To that end we invite experienced and well trained experts, accompanied by an EAEVE staff member (Coordinator), all operating strictly according to the SOP. Experts are peer reviewers and volunteers.

Publication: During the visit, a report draft is generated by each expert for assigned chapters; the layout of the report is standardised. Findings, Comments and Suggestions and are progressively discussed and agreed upon by the team. A first complete draft of the report is edited by the Chair, formatted and completed by the Coordinator and again circulated to the team for final corrections. Each chapter ends with a paragraph of "Suggestions" in which any deficiencies are specifically analysed and highlighted. The final draft report is then sent to the Dean allowing factual corrections only. The Chairperson and the Coordinator decide whether corrections, if any, are relevant and justified. The final report of the visiting team will then be forwarded to ECOVE for evaluation and deliberation. This process includes a real-time interview of the Chairperson. ECOVE bases its decision on the SER, the report of the visiting

team and the interview of the Chair. Evaluation outcome will be transmitted to the establishments within hours. Outcomes, including the respective evaluation reports, are published on the EAEVE web site (public domain). Establishments are encouraged to publish the SER and the entire Evaluation Report on the university websites, too.

Follow-up procedures: Any Conditional Approval implies that within a defined period (a maximum of 5 years, in general 3 years) all major deficiencies have been rectified and that a revisit takes place. Non-Approved establishments may also request a re-visit yet not before all major deficiencies had been rectified which usually takes a longer period of time. In case of non-approved or conditionally approved schools ECOVE asks for regular yearly follow-up reports to be informed on the progress of rectifying the deficiencies. Positively evaluated establishments undergo mandatory full re-visitations every 10 years.

Re-examination teams for establishments with non-approved status require visiting teams with expertise in all areas of major deficiencies found. The extent of a re-visit will depend upon the complexity of the major deficiencies found and will be decided upon by ECOVE. It can range from a small group consisting of the Chairperson of the former visit plus an ECOVE member, to a full 6 member visiting team. All expenses for re-visits have to be carried by the establishment involved.

For the institutions not agreeing with or not accepting the decision of ECOVE, a formal appeal mechanism is in place. Any establishment may appeal an ECOVE decision. If ECOVE rejects the appeal an independent Appeal Panel will be set up whose decision will be final. The appeal mechanism is described in Annex VIII of the SER.

Evidence

- > [SOP](#)
- > Several Guidelines (for the visited faculty, team, Chair, student, Coordinator, on-site visit schedules, report templates)

5.8. Accountability procedures (ENQA Criterion 7, ESG 3.8)

STANDARD

Agencies should have in place procedures for their own accountability.

GUIDELINES

These procedures are expected to include the following:

1. A published policy for the assurance of the quality of the agency itself, made available on its website;
2. Documentation which demonstrates that:
 - a) the agency's processes and results reflect its mission and goals of quality assurance;
 - b) the agency has in place, and enforces, a no-conflict-of-interest mechanism in the work of its external experts;
 - c) the agency has reliable mechanisms that ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties;
 - d) the agency has in place internal quality assurance procedures which include an internal feedback mechanism (i.e. means to collect feedback from its own staff and council/board); an internal reflection mechanism (i.e. means to react to internal and external recommendations for improvement); and an external feedback mechanism (i.e. means to collect feedback from experts and reviewed institutions for future development) in order to inform and underpin its own development and improvement.
3. A mandatory cyclical external review of the agency's activities at least once every five years.

Compliance of EAEVE

Accountability together with independence is a precondition of reliability of the evaluation run by EAEVE. For this reason EAEVE lays great emphasis on both of them.

Policy for quality assurance of EAEVE: EAEVE is committed for quality assurance of veterinary training as published in its mission statement which is available on the website. The main tool of internal quality assurance is the standing Committee of Internal Quality Assurance (CIQA); consisting of a Chair and 2 members. CIQA meets at least twice a year

and reports to the GA and to all organs of the Agency; reports are also published on the EAEVE home page.

Processes and results of quality assurance: The processes and the results of activity of EAEVE are published in the form of different documents (SOP, guidelines, reports etc.) on the homepage they clearly show the mission and goals of EAEVE in the field of quality assurance. These processes and results are regularly evaluated by CIQA. CIQA reports to the ExCom and the GA. Evaluation of the activities of EAEVE by CIQA are presented as an important item of the GA and open for discussion.

No-conflict-of-interest mechanism: EAEVE runs a no-conflict-of-interest mechanism in the case of all participants of the evaluation and decision making including team members and ECOVE members. Conflict of interest avoidance mechanisms are well in place on several levels: the composition of the visiting team experts rigorously follows the (published) rule that experts cannot have any past or present affiliation with the visited establishment; that involves citizenship, residency, study place, research collaboration or family affiliations. All experts and all ECOVE members have to sign those statements. ECOVE members have to leave the room and being replaced by an alternate member if an establishment is evaluated of the country of citizenship, or if any other potential conflict of interest exists. All signed statements are being collected for inspection by CIQA. These declarations are archived in the head office.

Subcontractions: As EAEVE has no subcontractors, the question is not relevant.

Internal feedback mechanism: EAEVE runs an internal feedback system. Both, members of the visiting teams and members of the visited schools are asked to provide feedback reports:

- visiting team members file post-visit evaluation forms (self-evaluation, peer evaluation, system evaluation).
- each Dean and his/her office are required to complete a feedback questionnaire involving critique of the team, individuals and procedures, expressively invited to suggest improvements.

All evaluation forms are forwarded to and collected by the EAEVE office for analysis (internal feedback mechanism) and final evaluation by CIQA. CIQA in turn reports outcomes and makes suggestion for changes and improvements and checks their effectuation (internal reflection mechanism). Recently, an online feedback evaluation system was implemented.

Cyclical external review: EAEVE has not gone through cyclical external reviews, however, we are looking forward to a formal cycle of review procedures after the present external ENQA review. Nevertheless, all actions and procedures of EAEVE are fully transparent and are continuously monitored by several international organisations: by our partners within the International Accreditors' Working Group (UK, US, Australian and South African accrediting agencies), by FVE, by TAIEX, by DG SANCO and the DG MARKT.

Evidence

- > [CIQA annual report 2011](#)¹⁰
- > [Online post-visit questionnaire](#)¹¹

¹⁰

¹¹ For restricted EAEVE documents please log in first. Username: *member*; Password: *caracas*

5.9. Miscellaneous (ENQA Criterion 8)

5.9.1. Consistency of requirements, processes and decision making

Activity of EAEVE is based on committed professionals from the academic area and the practice, who are eager to maintain a high level of veterinary education in Europe. Their work is managed by the permanent staff of 2 persons, both with academic background in Business Administration and the Executive Director who is a widely acknowledged professor of veterinary medicine. Those 3 are persons responsible for running of the system, application of standardised procedures, maintenance of records, planning and organisation of on-site visits conferences and meetings (GA, ExCom meetings, and ECOVE meetings). The regular meetings of the permanent staff, the ExCom and ECOVE help to maintain consistency of processes and decision making. All processes are controlled by CIQA. The Executive Director, the ExCom and CIQA have to report to the GA. The veterinary profession is a relatively small one, where academics of the different faculties often know each other and know the respective faculties; EAEVE is operating for the European Veterinary profession under the control of the profession. The long history of EAEVE and the results of its activity reflect general acknowledgement and acceptance by the profession at an interstate and international level.

5.9.2. Contribution to the aims of ENQA

Recognition of EAEVE through ENQA membership will without doubt increase the weight of evaluation outcomes, thereby maintaining and improving training standards of veterinarians throughout Europe and beyond. Affiliated organisations and agencies strongly support ENQA membership of EAEVE: among those are the FVE, EBVS, RCVS, World Organisation for Animal Health (OIE), American Veterinary Medical Association's Council of Education; and, in a recent high level meeting with representatives of DG SANCO and DG MARKT, EAEVE was encouraged to become a member of ENQA; since after all EAEVE will have a consulting role in the frame of amending EU directives for regulated professions.

It is believed that the long-term and continuous efforts of EAEVE in assessing quality within the European higher education area may be seen as active contribution to the aims of ENQA; this contribution will continue to increase with ENQA membership.

6. Proposals for improvement and measures already planned

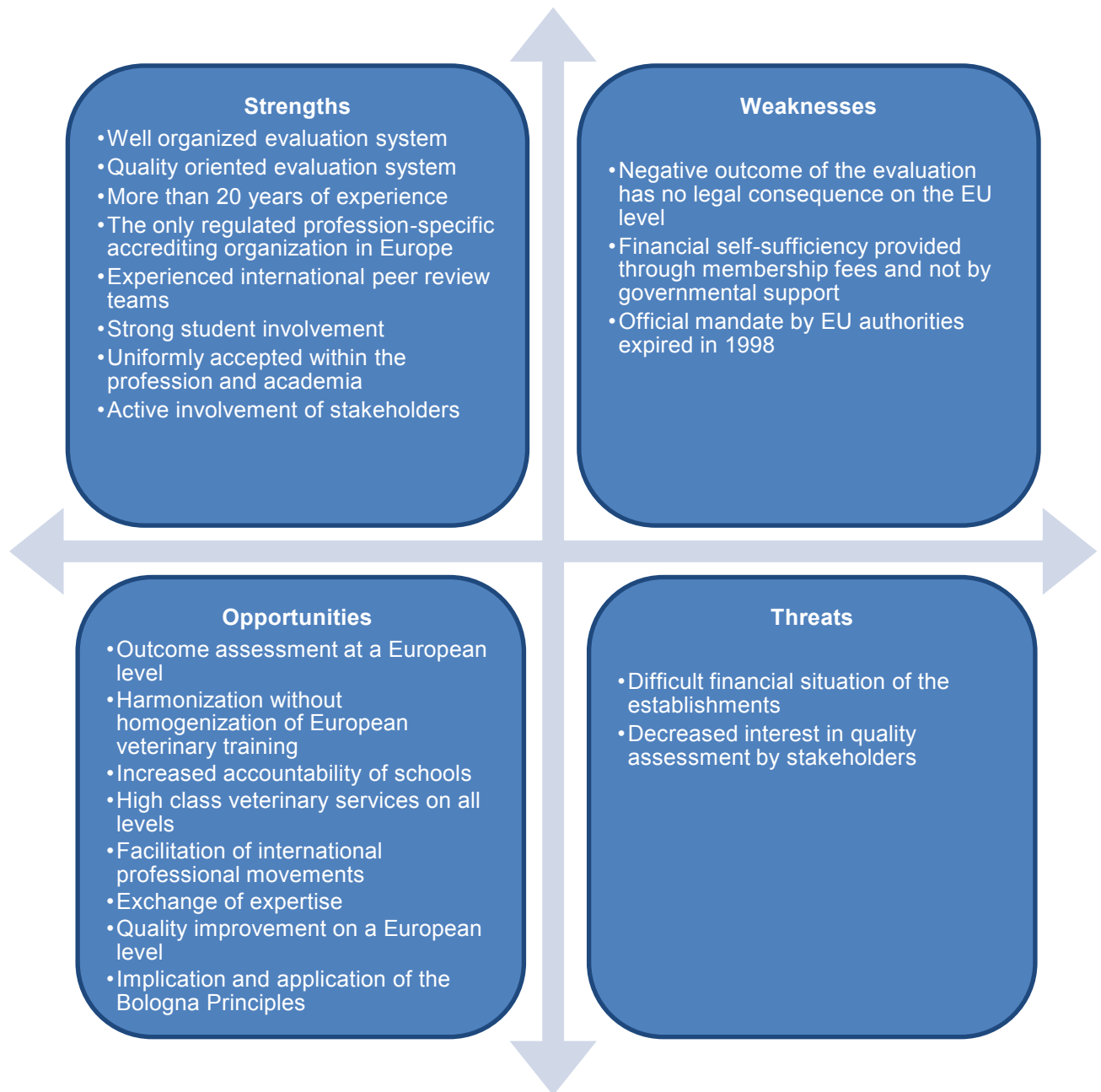
Updating and amending the SOP is an ongoing process aimed at improving quality and satisfying the needs of stakeholders and society. In fact, at a present time a working group dedicated to this task is elaborating a revision of parts of the SOP and evaluation standards, yet to be presented to the GA.

One of the planned modifications and improvements of the evaluation system in general is focusing on the outcome assessment of veterinary training. In addition, the periodicity of the on-site visits, and thereby the validity period of approval/accreditation will be shortened to a period of 7 years in the near future, based on recommendations of stakeholders to facilitate harmonization and coordination with national accreditation agencies. As a follow up measure, this will also require and introduce biannual written reports of each evaluated faculty.

Internationalization and globalization of the accrediting system is continuously evolving through membership and interaction with the respective partner organizations (UK, USA and other competent agencies); with the objective to adopt and improve procedures and performances. These improvements are put to test in every of our joint evaluations and meetings with the above mentioned agencies and the respective bodies.

In addition feedback from CIQA is processed regularly at every ExCom meeting and adjustments to procedures and quality managements are executed accordingly.

7. SWOT analysis



8. List of abbreviations

ACVT: Advisory Committee on Veterinary Training

AVA: Australian Veterinary Association

CIQA: Committee on Internal Quality Assessment

DG MARKT: Directorate General Internal Market and Services

DG SANCO: Directorate General for Health and Consumers

EBVS: European Board of Veterinary Specialisation

ECCVT: European Coordination Committee on Veterinary Training

ECOVE: European Committee on Veterinary Education

ESEVT: European System of Evaluation of Veterinary Training

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

ExCom: Executive Committee

FVE: Federation of Veterinarians of Europe

GA: General Assembly

LO: Liaison Officer

OIE: World Organisation for Animal Health

REEV.Med: Network of Establishments for Veterinary Education in the Mediterranean Region

SAVA: South-African Veterinary Medical Association

SER: Self Evaluation Report

SER-1: Self Evaluation Report Stage 1

SER-2: Self Evaluation Report Stage 2

SOP: Standard Operating Procedures

TAIEX: Technical Assistance and Information Exchange