EAEVE UPDATE ON EDUCATION POLICY & ACCREDITATION PROCEDURES BY THE ESEVT

Ana M Bravo del Moral
President of EAEVE

Meeting of the International Accreditors Working Group (IAWG)
MELBOURNE, Australia, February 11-12, 2016
HISTORY OF EVALUATION OF VETERINARY ESTABLISHMENTS IN EUROPE

- Until 1978 every country/Establishment offered a curriculum based on tradition, state regulations, etc.
- 1990: adoption of a permanent system of evaluation under the umbrella of ACVT.
- 1994: ACVT passes on the responsibility of evaluation to the European Association of Establishments for Veterinary Education (EAEVE).
- 1996: ACTV create a Committee ACVT-EAEVE to revise the system.
- 2000: The Federation of Veterinarians of Europe (FVE) joint EAEVE on the responsibility of running the ESEVT.

... 30 YEARS OF APPLICATION OF THE EUROPEAN SYSTEM OF EVALUATION OF VETERINARY TRAINING (ESEVT) IN 2015
EU REGULATED PROFESSIONS

- 78/1026/EEC: recognition of veterinary education
- 78/1027/EEC: minimum requirements of training
- 78/1028/EEC: Advisory Committee on Veterinary Training
- 2005/36/EC: Recognition of Professional Qualifications amended by 2013/55/EU
  - Doctors
  - Nurses (general practice)
  - Dental practitioners
  - Veterinary Surgeons
  - Midwives
  - Pharmacists
  - Architects

ESEVT
(EAEVE + FVE)
MEMBERS OF EAEVE
(May 2015)

Group 1. Ireland 1, The Netherlands 1, UK 7
Group 2. Portugal 6, Spain 11
Group 3. Albania 1, Greece 2, Israel 1, Italy 13, Romania 4
Group 4. Belgium 2, France 4
Group 5. Austria 1, Germany 5, Switzerland 1
Group 6. Denmark 1, Estonia 1, Finland 1, Latvia 1, Lithuania 1, Norway 1, Sweden 1
Group 7. Croacia 1, Czech Republic 2, Hungary 1, Poland 4, Slovak Republic 1, Slovenia 1
Group 8: Bosnia-Herzegovina 1, Bulgaria 2, FYROM 1, Turkey 13, Serbia 1, Jordan 1

**Italics:** non EU members

ESTABLISHMENTS

96 in 34 countries

75 in EU
PRINCIPLES OF THE ESEVT

- Focuses on undergraduate veterinary education to ensure a comparably high standard throughout the EU making the mutual recognition of qualifications possible (EU Directives 36/2005 & 55/2013).
- The only Europe-wide profession specific evaluation system.
- Carried out by the EAEVE in co-operation with the FVE.
- Final decision taken by an independent body: ECOVE (European Committee on Veterinary Education).
- Evaluations should be carried out periodically.
- Based on the application of Standard Operating Procedures (SOPs) previously approved and regularly updated.
ESTRUCTURE OF THE ESEVT
(SOP Budapest 2012)

☐ STAGE I EVALUATION OF QUALITY OF TRAINING
  ☐ Approval
  ☐ Conditional approval
  ☐ Non approval

☐ STAGE II ACCREDITATION OF QUALITY ASSURANCE
  ☐ Accreditation
  ☐ Conditional accreditation
  ☐ Non accreditation
ESTRUCTURE OF THE ESEVT
(SOP proposal Uppsala 2016)

□ STAGE I + II integrated

EVALUATION OF QUALITY OF TRAINING and QUALITY ASSURANCE

- Accreditation in case of no Major Deficiency
- Conditional Accreditation in case of 1 single Major Deficiency
- Non Accreditation in case of several Major Deficiencies

Four types of evaluation by the ESEVT

- Full Visitation
- Re-visitation
- Consultative Visitation
- Interim Report
ESEVT’s principal aim in setting standards, and evaluating the Establishment against them, is to ensure that the Establishment:

- is well managed
- has adequate financing to sustain its educational, research and social commitments
- has appropriate resources of staff, facilities and animals
- provides an up to date professional curriculum
- provides an appropriate learning environment
- operates a fair and reliable assessment system
- operates ad hoc QA and quality enhancement mechanisms.
SELF EVALUATION REPORT

STANDARDS FOR ACCREDITATION

1. OBJECTIVES & ORGANISATION

- Strategic Plan & SWOT analysis (list of objectives, plan, timeframe, indicators)
- Reference to Day-1 skills
- Responsible for veterinary curriculum and responsible for Veterinary Teaching Hospital (VTH) must hold a veterinary degree.
- Organisational structure must allow input from staff, students and stakeholders
SELF EVALUATION REPORT

STANDARDS FOR ACCREDITATION

2. FINANCES

- Transparent business plan
- Expenditure and Revenues: administration, research, services ...
- Enough budget to meet the objectives and guarantee the teaching, equipment and facilities update
3. CURRICULUM

• At least 5 years
• Including all subjects listed in Directive 36/2005/EU
• Balance: basic/specific subjects, lectures/practicals
• Nº hours and type of practicals (intramural, extramural)

Indicators
• Clinical training in all domestic species

Indicators
• Learning outcomes communication to staff & students
• Committee to oversee (QA) and manage the curriculum
4. FACILITIES & EQUIPMENT

- Buildings, facilities and equipment well maintained and updated.
- Running Hospital 24/7 whole year round: pharmacy, diagnostic imaging, anaesthesia, internal medicine, intensive/critical care, surgeries, ambulatory services, isolation units and necropsy facilities.
- Mobile clinic.
- Access to the main food producing animals (teaching farm or agreement with external farm/s)
- High standard in biosecurity, breeding and animal welfare of faculty and external facilities (slaughterhouses, farms, industries..)
5. ANIMAL RESOURCES & TEACHING MATERIAL OF ANIMAL ORIGIN

- Adequate number and variety of animals (healthy, diseased, cadavers, materials) to meet the objectives
- Guarantee clinical hands-on training of students in all domestic species
  
  **Indicators:** animals/students, hospitalizations/students, consultations/students, necropsies/students, etc.
- Supportive medical record system (teaching, research, services)
6. INFORMATION RESOURCES

• State-of-the-art information resources (teaching, research, services, continuing education)
• Library with qualified librarian and IT unit
• Timely resources of information (print, Emedia, Elearning platform) easily available for staff and students (Wi-Fi)
7. STUDENT ADMISSION, PROGRESSION & WELFARE

- Number of students consistent with resources (buildings, facilities, equipment, staff, clinical caseload....)
- Objectives, curriculum, admission requirements, criteria and procedures public and clear.
- Admission procedure consistent, fair and free of discrimination.
- Monitoring of progression and drop-out of students.
- Support to students needs (physical, emotional, welfare)
- Possibility of student feedback
8. STUDENT ASSESSMENT

- Assessment tasks and grading criteria: clear, public and timely available to students
- Explicit mechanism to pass based on learning outcomes
- Explicit mechanism to appeal
- Valid and reliable methods of formative and summative assessment
- Significant value of direct assessment and control of clinical skills and Day One Competences
SELF EVALUATION REPORT

STANDARDS FOR ACCREDITATION

9. ACADEMIC & SUPPORT STAFF

• Appropriate number of qualified and prepared staff to deliver the educational programme
  Indicators: Full Time Equivalents of teaching staff/ students, Academic/Support Staff
• Training and qualification (good teaching and evaluation practices, learning & e-learning resources, biosecurity & QA procedures)
• Most teachers must be veterinarians
• Academic positions must offer stability, continuity, and competence of the academic staff
• Balanced workload of teaching, research and services
• Well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff
• Promotion criteria for academic and support staff must be clear and explicit
10. RESEARCH PROGRAMMES, CONTINUING AND POSTGRADUATE EDUCATION

• Significant and broad research activities of staff (research-based teaching)
• All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine
• All students must have opportunities to participate in research programmes
• Establishment must provide advanced postgraduate degree programmes (PhD, internships, residencies and continuing education programmes)
THE ESTABLISHMENT MUST:

• Have a policy for quality assurance, public and part of their strategic management.
• Deliver programmes to encourage students’ active role in the learning process.
• Apply pre-defined and published regulations covering student “life cycle” (admission, progression, recognition and certification).
• Assure of the competence of their teachers and apply fair and transparent processes for the recruitment and development of the staff.
• Collect, analyse and use relevant information for the effective management of their programmes.
• Publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible.
• Monitor and periodically review their programmes to ensure that they achieve the objectives (continuous improvement).
• Undergo external quality assurance in line with the ESG on a cyclical basis.
VISIT TO THE FACULTY (FACULTY AND EXPERTS) - 5 DAYS

- **Group of 8:** 1 expert in Basic Sciences, 1 expert in Animal Production, 1 expert in Food Hygiene, 2 experts in Clinical Sciences, 1 expert in QA, 1 student + 1 coordinator
- **Objective:** verify and complete on the spot the SER
- **5 days visitation**
  - Monday: arrival of experts, 1st meeting, Dean’s dinner
  - Tuesday to Thursday: visit to Faculty and external facilities, meeting with staff and students
  - Friday: Chairperson informs orally the conclusions

Evaluation of the process and team (Post-visit feedback) by the Faculty
Opportunity for non European countries
Pre-requisite for new members
Advisory/audit visit
Team: 2 experts
Visit: 2 days
  - Day 1: facilities, equipment
  - Day 2: meetings

Consultative visitation

official, not public but useful report
MEMBERS: 96
- Non evaluated (yet) by the ESEVT: 14 (14.6%)
- Evaluated by the ESEVT: 82 (85.4%)
  - Stage 1
    - Approved: 59 (61.4%)
    - Conditionally approved: 7 (8%)
    - Non approved: 16 (16.6%)
  - Stage 2:
    - Accredited: 11 (11.4%)
    - Non accredited: 1 (1%)
### APPROVED ESTABLISHMENTS IN EU

**November 2015**

<table>
<thead>
<tr>
<th>Country</th>
<th>Total / Approved + (Conditionally Approved)</th>
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<tr>
<td>UK</td>
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<tr>
<td><strong>Establishments:</strong> Total / Approved + (Conditionally Approved)**</td>
<td>75 / 53 + (6) = 79%</td>
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Future of the Evaluation System

- **AVMA & COE** *(American Veterinary Medical Association and its Committee on Education)*
- **AVBC** *(Australasian Veterinary Boards Council)*
- **SAVC** *(South African Veterinary Council)*
- **RCVS** *(Royal College of Veterinary Surgeons)*
- **ESEVT** *(EAEVE/FVE)*

Development of a **GLOBAL ACCREDITATION SYSTEM**
THANKS FOR YOUR ATTENTION

Rokuon-ji (Kinkaku-ji) - KYOTO - JAPAN
1358-1408