

EAEVE QA Meetings 2017

Arrival, coffee and introductions

Why are we having these regional meetings?

QA in Higher Education in Europe

Explanation of ESG2015

Implementation of the Uppsala SOP

Coffee break

The 11 standards within an ESEVT visitation *including advice to Establishments on how to integrate QA within their policies and in their SER's*

General “wrap up” session to include opportunities for comments from individual School

ESEVT visitors and their role in assessing the level of QA within their detailed analysis of individual standards prior and during a visitation

Finish

EAEVE History

- For many years, Veterinary Establishments' recognition was based on antiquity, so the eldest ones were considered the best
- But for the last 17 years in Europe, after the Bologna Declaration in 1999, antiquity has been increasingly replaced by **quality**
- **Quality** is a never-ending process, because it is based on standards that are constantly changing to adapt to dynamic scenarios and challenges, and Veterinary Education is no exception to that rule

To start with

- Why are we here?
- Personal Histories...
- We all, in one way or another, have an interest in firstly the importance of **Quality Assurance** and secondly, the implementation of **Quality Assurance**
- We are all involved in EAEVE, which is after all an international organisation operating nationally with independent countries, all of which have their own national experience of QA in higher education within their Establishments

EAEVE History

- In fact, EAEVE and its member Establishments have contributed actively to this culture of evaluation in Europe, anticipating the rating of Veterinary Establishments by applying standards of quality 20 years before the Bologna Declaration
- As a supra-national but subject focused agency, EAEVE aims to deliver all of its external work programmes to a high standard, with strong internal quality assurance and accountability processes

EAEVE, ESEVT, Uppsala SOP

- We need to think about QA, firstly as a concept
- Then what is the situation in each of our Schools; bound to be differences (in both quality and quantity!)
- Why must you think about it now?
- Several of you due for visitations!
- ESEVT on a seven year cycle
- QA increasingly important in Higher Education in Europe, yet we have “binned” Stage 2 in ESEVT
- 2016 saw fruition of Uppsala SOP with QA integrated within the 11 Standards

A bit of Non-Brexit History!

- The European Union (EU) is built on the concept of four freedoms: free movement of goods, services, people and capital
- The EU has, over many years, enacted laws to ensure, first, that goods and services provided across borders are of an appropriate quality
- And, secondly, that freedom for people to move is not constrained by the need to ensure that European Union citizens can be confident that any “service” they receive outside their own Member State will be safe and of high quality

ESEVT of EAEVE!!

- *One of the key aspects of the EU is that individual members of certain regulated professions in the EU can move across borders and practice their occupation or provide services abroad.*
- Veterinary medicine is one of these regulated professions within the EU
- Health based professions such as Doctors, Dentists, Pharmacists, Nurses, Midwives, and Veterinarians 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 were laid down in a single legislative document, the EU Professional Qualifications Directive

- Responsibility for compliance with EU Directives 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
- However, and crucially, EAEVE evaluations do show that this assumption is not congruent with reality and that in fact, several Veterinary Teaching Establishments within 7 of the 25 EU Member States deliver substandard training programmes incompatible, in one or more crucial areas, with EU Directives

EAEVE

- This real-time situation emphasizes the importance of EAEVE as the sole provider of accreditation for Veterinary Teaching Establishments within the EU
- It also emphasizes the real need for EAEVE itself to be carefully and meaningfully accredited as an effective accrediting agency, and as a result, for EAEVE to be a full and working member of ENQA

What is QA?

You say you do it, now show me!

- My simple but more polite definition of QA is the “process for checking that the standards and quality of higher education provision meet agreed expectations”
- More formally, QA is based on the **ISO 9000** (International Organization for Standardization) family of quality management system standards
- Formally, a quote from **ISO 9000**:
- “Designed to help organizations ensure that they meet the needs of customers and other stakeholders while meeting statutory and regulatory requirements related to a product or programme”

QA

- The QA family is now found everywhere, especially in Industry
- However, we are in the business of higher education at university level
- Approximately 110 Veterinary Schools in Europe, of which about 90 have now been evaluated
- Vet Schools usually part of a multi-directional university but not always so e.g. Vienna, Hannover and RVC

What is QA in higher Education?

- One of the purposes of the Bologna Declaration in 1999 was to encourage European cooperation in quality assurance within higher education in order to develop comparable criteria and methodologies
- Led to ESG 2005 and now ESG 2015
- The influence of the ESG approach is spreading and they are gaining acceptance as a shared reference point for European higher education

QA in Higher Education

External quality assurance fulfils different needs

- It provides accountability to “stakeholders” by seeking information about quality and standards
- It provides an objective and developmental commentary for institutions
- As a result, the external evaluations are focusing either on study programmes, or on the institutions, or on a combination of both

ESEVT of EAEVE!!

ENQA

The European Association for Quality Assurance in Higher Education

- Established only 16 years ago
- Represents over 100 diverse group of QA agencies with 48 full members in 26 countries
- Represents a mixture of National QA agencies as well as European-wide subject specific QA agencies
- Supports development of independent (but “trustworthy!”) QA agencies operating in line with agreed ENQA standards
- Increasingly provides expertise and “know how” in the QA field
- Definitely the reference point for European QA internationally
- Evaluated EAEVE in 2013

ENQA Evaluation of EAEVE

Not granted membership. Comments from review team included:

- Immediately consider revising both the evaluation methodology and the site-visit agenda for Stage 2 evaluations in order to include a general review of the HEI and not just QA documents
- Develop a pool of students with full inclusion in the evaluation process

Further ENQA Comments

- Strengthen its relations with its internal and external stakeholders
- All members of evaluation teams should undergo an adequate training
- Shorten the periodic reviews
- EAEVE to develop a policy of periodic system-wide analyses of the veterinary education in Europe **WE WERE NOT COMPLIANT FOR THIS LATTER STANDARD**

Further ENQA Comments

- The results and recommendations of EAEVE evaluations may not be 'binding' in a number of European countries, and it appears that it is mostly up to the individual HEIs to react (or not to react) to them
- However, this is all dependent on national policies, over which EAEVE itself does not have any direct power
- EAEVE should discuss both internally and externally its role and revises its mission and vision accordingly
- Advisable that EAEVE develops a clear and consistent Code of Conduct, for use in all its evaluation/accreditation processes

- Plethora of acronyms
- What about EQAVET, everybody knows it?
- European Quality Assurance in Vocational Education and Training



Another one: EQUIP

- Enhancing Quality through Innovative Policy and Practice (EQUIP)
- The EQUIP project aims at Enhancing Quality through Innovative Policy & Practice in European higher education by supporting and promoting a consistent, efficient and innovative embedding of the revised ESG at grass-root level
- The project will identify the challenges and work collaboratively with all stakeholders and policy-makers to propose, share and discuss the applicability of new solutions

EQUIP continued

- Project's main target group is the higher education institutions, quality assurance agencies, students, policy-makers and the world of work
- Will produce an analytical report highlighting the innovative aspects of the ESG 2015
- Publish and promote the ESG 2015 to the entire higher education community
- Facilitate the use of the ESG 2015 through multi-level peer-learning groups with five training events (now finished!)
- They have produced a useful document outlining the main changes between ESG 2005 and ESG 2015:
http://www.enqa.eu/indirme/papers-and-reports/associated-reports/EQUIP_comparative-analysis-ESG-2015-ESG-2005.pdf

What about AVMA?

Check out:

<https://www.avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/coe-pp-requirements-of-accredited-college.aspx>

- Their Standard 11 is more to do with Outcome Assessment rather than Quality Assurance

ESG 2015

- Published in November 2015 after agreement from EU Ministers of Higher Education
- After the 2005 ESG, a paradigm shift towards student-centred learning and teaching within Higher Education in Europe necessitated the revised ESG 2015
- The purposes of the ESG 2015 are “to provide a common framework for quality assurance in Europe and to enable the assurance and improvement of quality of higher education”

ESG 2015

ESG 2015 is based on four principles:

- That the primary responsibility lies with higher education institutions for the quality and quality assurance of their provision
- That quality assurance needs to respond to the diversity of higher education systems, institutions, programmes, and students
- That quality assurance needs to support the creation of a quality culture
- That quality assurance takes into account the needs and expectations of students, other stakeholders, and the society

ESG 2015 has **three parts**

- During a visitation to an Establishment by ESEVT, **Part 1** is the main one we should consider when assessing the presence and quality of QA in the different Standards
- **Part 2** covers the QA responsibilities of the expert team during an ESEVT visitation
- **Part 3** covers the QA responsibilities of EAEVE as a quality assurance agency

ESG Part 1

Refer to the tabled document
summarising the 10 Standards

ESG 2015

- ESG 2015 does not prescribe in detail what quality is, nor does it prescribe how quality assurance processes should be implemented
- Rather, it maintains a role in providing guidance and indicating areas that are vital for quality provision of higher education
- ESG 2015 continues to recognise the diversity of European higher education systems, institutions, and quality assurance agencies and continues to maintain that “a single monolithic approach to quality and quality assurance in higher education” in the EHEA (European Higher Education Area) is not appropriate

HARMONISATION

not

UNIFORMITY

ESEVT

- A chance for our Establishments (Vet Schools) to flourish under national regulation and national need
- The ESEVT system assesses the quality of the educational programme provided in such Establishments
- In addition, the ESEVT system must assess the QA within such programmes and therefore operate under the QA umbrella of ESG 2015
- The ESEVT system must offer a level of harmonisation leading we hope to **HARMONY!**

ESEVT

- We should be dedicated to checking that the thousands of EU veterinary students working towards a EU qualification get the higher education experience they are entitled to expect
- As higher education grows and diversifies, we must aim to safeguard standards and support the improvement of quality for students
- ESEVT is uniquely placed to anticipate and respond to these changes in order to safeguard the reputation of EU higher education for vets

ESEVT according to the Uppsala SOP

“The main objective of the ESEVT is to check if the professional qualifications provided by the veterinary educational Establishments are compliant with the relevant EU Directives and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)”

ESEVT

- Enhance the quality and secure the standards of EC veterinary education wherever delivered in order to maintain public confidence
- Safeguard and promote the national and international reputation of EC veterinary education through external review and subsequent enhancement
- Widen the relevant provider, student and employer engagement with external quality assurance and enhancement of learning
- Ensure external quality assurance and enhancement evolve to anticipate and influence future change

ESEVT and Uppsala SOP

- Previous visitations based on Stage 1 and Stage 2 now abolished
- Stage 2 was for assessing QA within the Establishment, with a separate team of experts
- Visitations from now will combine Stages 1 and 2 and focus on 11 Standards

So an urgent need to fully ensure the presence of sufficient QA in each of the Standards

The 11 Standards

Refer to the tabled document
summarising the 11 Standards

Quality assurance within EAEVE is based on the principles found in the ESG 2015, and as a result is interwoven into the agency's SOP embracing the following basic concepts:

- The use of generic frameworks and standards when assessing Veterinary Teaching Establishments
- A single framework applies to both the theoretical and applied (clinical) parts of a professional programme such as a veterinary qualification
- A recognition of the ownership shown by those within the Establishments who create and then manage quality
- Accountability and improvement are to be integrated in all quality assurance processes, and the development of a quality culture is considered equally important as accountability

ESEVT Team

- Each team will consist of 8 members including one EAEVE Coordinator and a student (IVSA)
- Depending on their individual skills, each Team member will be responsible for assessing a number of the 11 Standards
- One team member will be a QA expert!
- So obviously important that Establishments firstly develop QA strategies within their School, and secondly, clearly report on these QA strategies within their SER prior to a visit

ESEVT QA Expert

The QA expert in an ESEVT team will be mainly responsible for:

- Standard 7: Student admission, progression and welfare
- Standard 8: Student assessment
- Standard 11: Outcome Assessment and Quality Assurance
- Will also help in Standard 1: Objectives and Organisation as well as Standard 3: General curriculum

QA in our Standards

- How do we ensure that QA is embedded into each of the 10 Standards within our visitation programme?
- What about Standard 11?
- The GA and ExCom have decided to implement the ESG 2015 into the ESEVT process
- We cannot rewrite or amend the Uppsala SOP so how do we incorporate this implementation?

Standard 1: Objectives and Organisation

Important points where QA must be evident:

- The development of a Mission Statement that must be embraced by all the ESEVT standards
- The organisational structure must allow input not only from staff and students but also from external stakeholders
- The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation

Standard 1: Objectives and Organisation

- The lack of a strategic plan and related SWOT analysis results in a Major Deficiency due to non-compliance with the standard
- In addition, if long-term plans are repeated only (by 'cut & copy') each year, it does not count as a sufficiently effective strategic plan
- It is also possible to connect external QA under Standard 1, since the national agency will monitor this issue as well

Standard 1: Objectives and Organisation

Some of the sub-standards of Standard 1 are connected to Standard 11; therefore the QA expert will be contributing to the writing of this chapter. Examples of such connections are:

1. 11.1 - Policy for QA
2. 11.2 - Design and approval of programmes
3. 11.6 - Learning resources and student support

Standard 2: Finances

- Somewhat difficult to evaluate Standard 2 from a QA perspective, since the ESEVT SOP indicates only descriptions of procedures but not a PDCA (Plan-Do-Check-Act) cycle
- Allocation of funds must be regularly reviewed to ensure that available resources meet the requirements
- In addition, the lack of risk assessment within finances is relevant for QA; the Establishment should always have a 'plan B'

Standard 2: Finances

- Difficulties within this Standard from a QA perspective may be derived from the autonomy of the Establishment, whether they depend on financial support from a “Higher” body.
- In this case, the Establishment has to explain any difficulties in providing sufficient finances to the previously-set aims
- Finally, It is connected to Standard 11 as in 11.1: Policy for QA and 11.6: Learning resources and student support

Standard 3: Curriculum

This Standard is absolutely crucial from a QA perspective

- Programme learning outcomes must be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved
- 3.4 is the key section from a QA perspective
- If this sub-standard 3.4 is failed under Standard 3, it means that compliance with Standard 11 is failed

Standard 3: Curriculum

Examples of such a Major Deficiency would be:

- Insufficient committee structure on developing the curriculum and on monitoring the review outcomes
- ‘Cyclical’ity’ is insufficiently emphasised; as it is an important issue for the ESG 2015, i.e. to have a system of periodic reviews
- Lack of input from a range of stakeholders
- Lack of sufficient information gathering for comprehensive reviews
- Lack of effective evaluation and responding to feedback

Standard 3: Curriculum

- At some Establishments, the committee on developing and reviewing the curriculum is merged with the team responsible for QA, whereas at others these two are separated
- In the latter case, communication between the two is vital with written evidence
- There has to be a triangulation of the documents between the committee, the QA group and the stakeholders
- Compliance with sub-standard 3.4 means an effective PDCA cycle

Standard 3: Curriculum

During the visitation the QA expert will be assessing:

- Any evidence that documentation and/or committees are created only for the purpose of the Visitation
- How can that be assessed? How to find out the real situation?
- Any absence of cyclical reviews , insufficient documentation to prove otherwise
- Any absence of a list of essential documents

Standard 3: Curriculum

External Practical Training (EPT)

If EPT is widely utilised within a programme

What are the QA mechanisms in place to:

1. Ensure a similar quality/standard of provision for a particular skill
2. Train EPT providers
3. Provide feedback to the Establishment
4. Ensure effective management of EPT programme within the Establishment

Standard 4: Facilities and Equipment

- It is important to have strategies in place for maintaining, upgrading and restoring all facilities and equipment related to learning
- Documentation should be available to demonstrate such strategies
- Non-compliance with this approach could be a Major Deficiency from a QA point of view

Standard 4: Facilities and Equipment

- There should be a well-organised approach for delivering a clear operational procedure on biosafety and biosecurity
- Demonstration of leadership within the Establishment on biosafety and biosecurity
- Lack of this is again a Major Deficiency
- Also, documentation of any external QA (national agency or ISO certification)
- The QA of the Veterinary Teaching Hospital is more related to national ISO and differences of Establishments among Europe has to be taken into account by the ESEVT visitors

Standard 5: Animal resources and teaching material of animal origin

- Insufficiency within Standard 5 could be a Major Deficiency on its own and compliance is covered by the ESEVT Indicators
- The number of animals that students encounter is considered as a learning resource
- For QA, the Establishment must have a method of checking the numbers on a yearly basis and demonstrating how 'low' numbers are corrected
- Lack of such methods is a Major Deficiency within the understanding and practice of QA

Standard 6: Learning Resources

- Standard 6 has QA aspects as written under Standard 11.6: “The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided” (e.g. IT, E-learning etc.)
- In addition, the regular analysis of students’ needs and requests regarding learning resources, i.e. ‘customer satisfaction’, is again within the approaches of QA
- Furthermore, external QA is possible for Standard 6 when requested by another agency, such as from a central university education policy or even a national policy

Standard 7: Student admission, progression and welfare

This Standard will be closely assessed for QA

- A QA expert evaluating the Establishment against Standard 7 needs to examine the flowchart of all the above processes with at least three years data
- Evidence should be provided of a regular review and subsequent reflection on the selection processes to ensure they are appropriate for students to complete the programme successfully
- Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently

Standard 7

- The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students
- The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately
- Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available

Standard 7

- Mechanisms must be in place by which students can convey their needs and wants to the Establishment
- The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards
- Data should be provided to illustrate actions taken following the above student input including feedback to the students

Standard 8: Student assessment

- From a QA point of view, the Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required
- QA will also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student

Standard 9: Academic and Support staff

- For QA purposes evidence should be provided of formal training, including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures, for all staff involved with teaching
- For QA, provision of evidence of a well-defined, comprehensive and publicised programme for the professional growth and development of both academic and support staff
- Evidence of formal appraisal and informal mentoring procedures including action and feedback

Standard 10: Research programmes, continuing and postgraduate education

- The Uppsala SOP does not explicitly define QA within this Standard
- However, this remains a highly important Standard for the ESEVT visitation!

Standard 11: Outcome Assessment and Quality Assurance

- This Standard is a summation of QA processes for the Establishment, and as discussed previously will integrate with aspects of the other Standards
- The Standard is also a direct copy of the Standards for internal quality assurance within ESG 2015
- This is important to convince Establishments that ESEVT does not request a QA level higher than what is requested by ENQA (no less, no more)
- This should allay some of the past difficulties with Stage 2 visitations to Establishments

Standard 11: Outcome Assessment and Quality Assurance

There is another important role for Standard 11:

- To convince the national QA accreditation bodies that the ESEVT evaluations use the same standards as them
- Therefore, such an ESEVT evaluation could replace their own evaluation
- In order to save time and money for the visited Establishment, the national QA body could send an observer during an ESEVT Visitation