EAEVE / ESEVT

Prof. Pierre Lekeux
DVM, PhD, Dipl ECVPT
Director of ESEVT
Glossary

- ESEVT: European System of Evaluation of Veterinary Training
- EAEVE: European Association of Establishments for Veterinary Education
- FVE: Federation of Veterinarians of Europe
- SOP: Standard Operating Procedure
- VEE: Veterinary Education Establishment
HISTORY OF EVALUATION OF VETERINARY TRAINING IN EUROPE

- 1985: Pilot evaluation in 1 Establishment/ EU member
- 1988: Creation of EAEVE in Paris
- 1990: Adoption of a permanent system of evaluation
- 2000: The FVE joins EAEVE for the running the ESEVT
- 2016: Adoption of revised SOP for ESEVT

... 30 YEARS OF APPLICATION OF THE ESEVT
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
  - **Veterinarians**
  - Midwives
  - Pharmacists
  - Architects

ESEVT
(EAEVE + FVE)

1985 TO DATE
ESEVT IS A COMPETENCE-BASED EVALUATION PROCESS

DIRECTIVE 2013/55/EU:
- knowledge, skills and **competences** in ...

Annex V point 5.4.1:
- list of subjects

- **ESEVT Day One Competences (close to OIE DOC)**
PRINCIPLES OF THE ESEVT

- Focuses on undergraduate veterinary education to ensure a comparably high standard throughout the EU making the mutual recognition of qualifications.

- Carried out by the EAEVE in co-operation with the FVE in full agreement with ESG 2015 edited by ENQA.

- Final decision taken by an independent body: ECOVE.

- Based on the application of SOP previously approved and regularly updated.
New SOP (Uppsala 2016)

The following principles have been respected:

- being in agreement with the last EU directives, the ENQA recommendations & the EAEVE Strategic Plan

- being harmonised with sister accreditation agencies

- making it simple, concise, clear and consistent
New SOP (Uppsala 2016)

Introduction

Ch 1: Basic documents for the recognition of professional qualifications and for Quality Assurance in the EU

Ch 2: ESEVT evaluation process

Ch 3: ESEVT Standards for Accreditation

Annexes

The SOP is available on the EAEVE website:
www.eaeve.org/esevt/sop
Annex 2. List of subjects and Day One Competences
Annex 3. List of European Standards for QA in the European Higher Education Area
Annex 4. ESEVT Indicators
Annex 5. Deposits and fees for the ESEVT
Annex 6. Template and guidelines for the writing of the SER
Annex 7. Timetable and guidelines for the Visitation
Annex 8. Template and guidelines for the writing of the Visitation Report
Annex 9. Template and guidelines for the writing of the Re-visitation SER (RSER)
Annex 10. Timetable and guidelines for the Re-visitation
Annex 11. Template and guidelines for the writing of the Re-visitation Report
Annex 12. Timetable and guidelines for the Consultative Visitation
Annex 15. Declaration stating the lack of conflicts of interest with the visited Establishment and the commitment to strictly respect the ESEVT SOP and the EAEVE Code of Conduct
Annex 16. Post-Visitation questionnaire
Annex 17. ESEVT transitional procedures between Budapest SOP and Uppsala SOP
Glossary
New SOP (Uppsala 2016)

The following procedures have been respected:

- **Elaboration**: in collaboration with members, staff, students and stakeholders

- **Decision**: EAEVE GA and FVE GA

- **Implementation and training**: for VEEs: 1 seminar in each Region for experts: e-learning + seminar + on site training

- **Quality Assurance loop**: Plan-Do-Check-Adjust
Four types of evaluation are organised by 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.

ESEVT Uppsala SOP (2016)

STANDARDS FOR ACCREDITATION

1. OBJECTIVES & ORGANISATION

- SWOT analysis
- Strategic Plan (list of objectives, plan, timeframe, indicators of achievement)
- Input from staff, students and stakeholders
- ...

[Image of people working with cows]
2. FINANCES

• Sufficient budget to meet the objectives and guarantee the teaching, equipment and facilities update
• Transparent business plan for teaching, research, services
• ...
3. CURRICULUM

- Including all subjects listed in Directive 36/2005/EU
- Guaranteeing acquisition of Day-one competences
- Clinical training in all domestic species and disciplines
- ...
4. FACILITIES & EQUIPMENT

- Buildings, facilities and equipment well maintained and updated
- Running a Veterinary teaching Hospital 24/7
- Mobile clinic for Food-Producing Animals
- ...
5. ANIMAL RESOURCES & TEACHING MATERIAL OF ANIMAL ORIGIN

- Adequate number and variety of animals (healthy, diseased, cadavers, ...) to meet the objectives
- Guarantee clinical hands-on training of students in all domestic species
- Supportive medical record system
- ...
6. LEARNING RESOURCES

- State-of-the-art information resources
- Library with qualified librarian and IT unit
- Timely resources of information (including E-learning platform) easily available for staff and students (Wi-Fi, VPN)
- ...
STANDARDS FOR ACCREDITATION

7. STUDENT ADMISSION, PROGRESSION & WELFARE

- Number of students consistent with resources
- Admission procedure consistent, fair and free of discrimination
- Support to students needs (physical, emotional, welfare)
- ...
8. STUDENT ASSESSMENT

- Clear assessment tasks and grading criteria
- Explicit mechanism to pass and to appeal
- Direct assessment of clinical skills and Day One Competences
- ...
STANDARDS FOR ACCREDITATION

9. ACADEMIC & SUPPORT STAFF

• Appropriate number of qualified staff
• Most teachers must be veterinarians trained to teach and to assess
• Balanced workload between teaching, research and services
• …
10. RESEARCH PROGRAMMES, CONTINUING AND POSTGRADUATE EDUCATION

- Significant and broad research activities of staff in order to provide research-based teaching and evidence-based veterinary medicine
- Students must have opportunities to participate in research programmes
- Establishment must provide advanced postgraduate degree programmes (PhD, internships, residencies, ..)
- ...

ESEVT Uppsala SOP (2016)
The Establishment must:
- have a culture of QA and continued enhancement of quality;
- operate *ad hoc*, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;
- inform regularly staff, students and stakeholders and involves them in the QA processes;
- close the loop of the QA Plan-Do-Check-Adjust (PDCA) cycle for all standards
- ...
MAIN STEPS OF THE ESEVT

Full visitation

• **Group of 8 visitors**: experts in Basic Sciences, Food Safety and Quality, Clinical Sciences Companion Animals, Clinical Sciences Food-Producing-Animals, and QA + 1 practitioner, 1 student & 1 ESEVT coordinator (often + 1 observer from the national QA agency for Higher Education)

• 5 days visitation based on a standardised programme

• Visitation Report and ECOVE decision available to the public

• Evaluation of the process and team (Post-visitation feedback)
MAIN STEPS OF THE ESEVT

Full visitation

- Objective: verify the compliance with all ESEVT Standards and complete on the spot the SER: ‘show me!’
  - Full (or substantial) compliance
  - Partial compliance (Minor Deficiency)
  - Non compliance (Major Deficiency)
MAIN STEPS OF THE ESEVT

Re-visitation

• **Group of 2 visitors**: the Chairperson of the previous Visitation and ESEVT coordinator

• **2 days visitation based on a standard programme**

• **Objective**: verify if the Major Deficiencies identified during the full Visitation have been fully corrected and if an on-going process is in place in order to correct the Minor Deficiencies
Opportunity for non European countries

Pre-requisite for new members

Advisory/audit visitation

Team: 1 coordinator + 2 experts

Visit: 2 full days

Day 1: facilities, equipment
Day 2: meetings with relevant people

Confidential but useful report
Members of EAEVE
August 2017

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

100 VEEs in 33 countries, around 25 Visitations/year
Usefulness of ESEVT

Based on:
- compliance with well-described standards
- completion by independent and trained experts
- permanent improvement of its SOP,

the ESEVT has shown to be efficient to:
- convince the local authorities to fund the correction of the identified deficiencies
- convince the local staff to amend the curriculum
- improve the veterinary education and adapt it to the requirement of the society

From 20% (1997) to 80% (2017) (conditionally) accredited VEEs
Other countries (to be) evaluated by ESEVT

Egypt: 1
Japan: 4
Jordan: 1
Mongolia: 1
Morocco: 1
Senegal: 1
Russia: 4
Tunisia: 1

...
Areas of future development

- Further availability of ESEVT for non-European VEEs
- Further contribution to the exchange of teaching experiences between VEEs
- Further collaboration with national authorities for legal recognition of ESEVT