

EAEVE AND HOW ESEVT PROMOTE THE IMPROVEMENT OF VETERINARY EDUCATION IN EUROPE AND BEYOND

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Introduction to Galician Region



Area	29,574.4 km ²
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Population (2007)	2,772,533
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Agriculture & Fishery turnover	2,168 million €
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Galician Agriculture



Milk

2,258 million litres

Meat

bovines

96,090 Tons

swine

101,627 Tons

poultry

163,424 Tons

rabbits

6,717 Tons

Eggs

58.9 million dozens

Honey

> 500 Tons

Galician Fishery



Coast

1,195 Km

Fish

fresh

227,625 Tons

frozen

169,764 Tons

Molluscs

1,874 Tons

Shellfish

172,527 Tons

Galician Aquaculture



Continental

Rainbow trout

9,207 Tons

Marine

Turbot

Sea Bream

Sole

> 500 Tons

Veterinary Faculty in Lugo

University of Santiago de Compostela



- Founded 1984 – 1st School Santiago (1882-1924)
- Closest Veterinary Faculties
 - León (236 km)
 - Vila Real (276 km)

HISTORY OF EVALUATION OF VETERINARY ESTABLISHMENTS IN EUROPE



- **Until 1978** every country/Establishment offered a curriculum based on tradition, state regulations, etc.
- **1978:** Publication of *Directive 78/1027/EEC* and *Decision 78/1028/EEC* establishing the *Advisory Committee on Veterinary Training (ACVT)* that requires harmonization to guarantee a comparable level of veterinary training in the 9 EU members. Define minimum standards.
- **1985-1989:** *Pilot evaluation* in 1 Establishment/ EU member.
- **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

1985 TO DATE

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** (**E**uropean **C**ommittee on **V**eterinary **E**ducation).
- Evaluations should be carried out periodically at **10 year intervals**.
- 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 are organised by the ESEVT

-) Full Visitation
-) Re-visitation
-) Consultative Visitation
-) Interim Report

MAIN STEPS OF THE ESEVT

Full visitation



- ❑ Agreement of the visit (ECOVE and Faculty)
- ❑ Preparation of the visitation by Liaison Officer
- ❑ Preparation of the SELF EVALUATION REPORT (SER)(Faculty) – 12 months
- ❑ Preparation of the visit (Faculty) – 2 months
- ❑ Visit to the Faculty (Faculty and experts) – 4 days
- ❑ Elaboration of a draft report of the visit (Experts)
- ❑ Faculty response to final decision (Faculty)
- ❑ Review of the report and final decision (ECOVE)
- ❑ Appeal (Faculty)
- ❑ Inclusion of the Establishment in the List



MAIN STEPS OF THE ESEVT

Full visitation



❑ AGREEMENT OF THE VISIT (ECOVE AND FACULTY)

- Member of EAEVE
- 1st evaluation voluntary
- Date
 - 2 years before (minimum 1 year before)
 - Select a week of full teaching activity
 - Avoid coincidence with special circumstances (Dean's elections, new curriculum,...)



MAIN STEPS OF THE ESEVT

Full visitation



■ PREPARATION OF THE VISITATION BY LIAISON OFFICER

- Election LO 1 year in advance
- Experienced, independent senior member of the Faculty
- Free access to academic staff, support staff and students
- Guide to prepare the visitation following the SOP
- Review the SER → send out 2 months before visitation
- LO + Faculty: flights, transportation, hotels, working and meeting rooms, meals,...



MAIN STEPS OF THE ESEVT

Full visitation



❑ PREPARATION OF THE SELF EVALUATION REPORT (SER) (FACULTY) – 12 MONTHS

To encourage participation of the University and Faculty staff

Working group for the European Evaluation at Faculty level

- To ask for information to the different agents
- To discuss and approve the SER by the Faculty Board
- To send it to the group of experts 2 months before the visit



SELF EVALUATION REPORT



SOP proposal Uppsala 2016

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

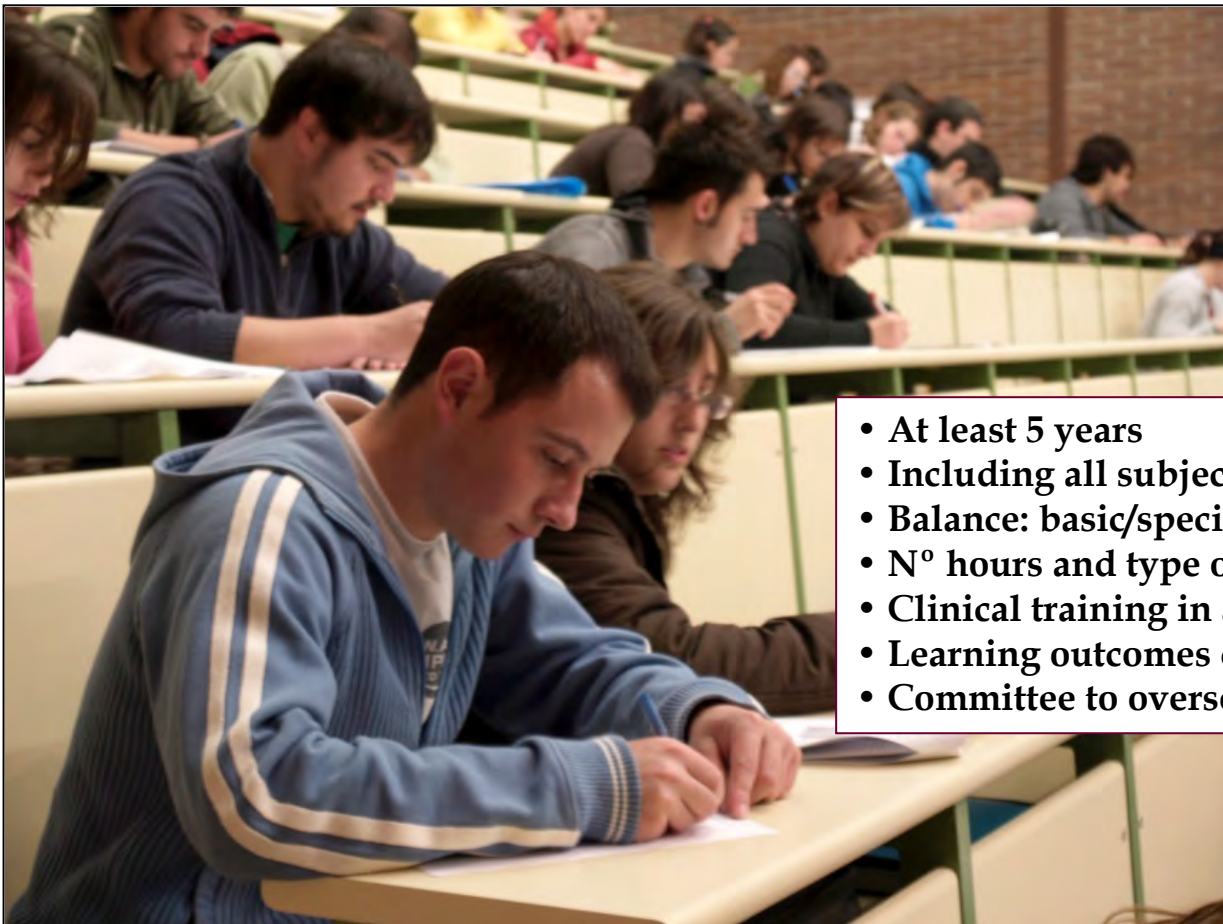


SELF EVALUATION REPORT



STANDARDS FOR ACCREDITATION

3. CURRICULUM



- At least 5 years
- Including all subjects listed in Directive 36/2005/EU
- Balance: basic/specific subjects, lectures/practicals
- N° hours and type of practicals (intramural, extramural)
- Clinical training in all domestic species
- Learning outcomes communication to staff & students
- Committee to oversee (QA) and manage the curriculum

SELF EVALUATION REPORT



STANDARDS FOR ACCREDITATION

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..)

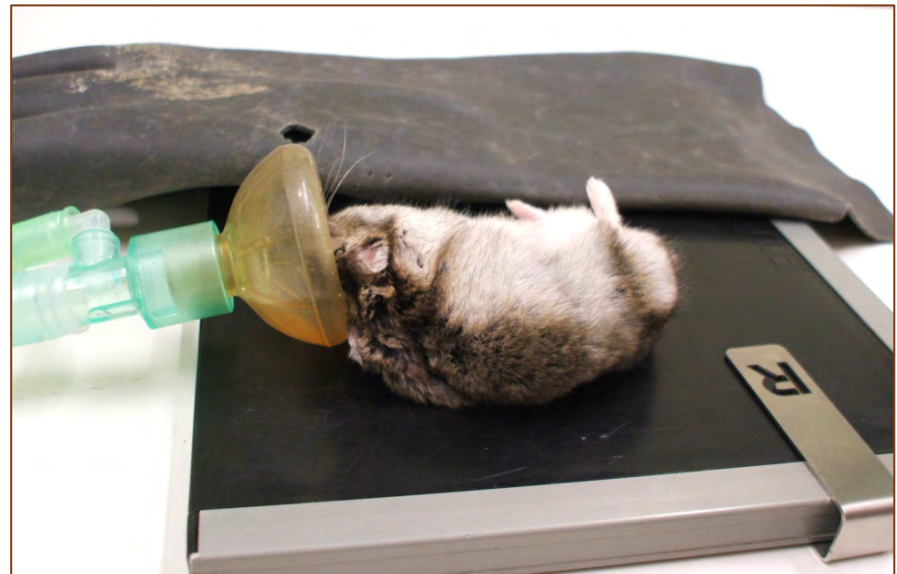


SELF EVALUATION REPORT



STANDARDS FOR ACCREDITATION

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)

SELF EVALUATION REPORT



STANDARDS FOR ACCREDITATION

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)



SELF EVALUATION REPORT



STANDARDS FOR ACCREDITATION

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 feed-back

SELF EVALUATION REPORT



STANDARDS FOR ACCREDITATION

8. STUDENT ASSESSMENT

- Assessment tasks and grading criteria: clear, public and timely available to students
- Splicit mechanism to pass based on learning outcomes
- Splicit 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



SELF EVALUATION REPORT



STANDARDS FOR ACCREDITATION

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)



SELF EVALUATION REPORT



STANDARDS FOR ACCREDITATION

11. OUTCOME ASSESSMENT AND QUALITY ASSURANCE

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.



Kyoto Gyoen – KYOTO – JAPAN

MAIN STEPS OF THE ESEVT

Full visitation



❑ PREPARATION OF THE VISIT (FACULTY) – 2 MONTHS

- Schedule visits to practices, slaughterhouses, farms...
- Appoint companions to the experts
- Set working room
- Appointment of working lunch & dinners



MAIN STEPS OF THE ESEVT

Full visitation



❑ 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



MAIN STEPS OF THE ESEVT

Full visitation



- ❑ **ELABORATION OF A DRAFT REPORT OF THE VISIT (EXPERTS)**
 - Report with **11 chapters** (one for each standard) on the visitation (20-25 pages)
 - **Each chapter:** Findings, Comments, Suggestions. Executive Summary
 - Send to the Faculty 1 month after visitation
- ❑ **FACULTY RESPONSE TO FINAL DECISION (FACULTY, ONLY FACTUAL CORRECTIONS)**



MAIN STEPS OF THE ESEVT

Full visitation



- ❑ REVIEW OF THE REPORT AND FINAL DECISION (ECOVE)

ECOVE meets twice a year

- ❑ APPEAL (FACULTY)

deadline 1 month after receiving the final decision by ECOVE

- ❑ LISTING OF THE FACULTY (ESTABLISHMENT STATUS)





kigomizu-dera – KYOTO - JAPAN

Expensive, overtime work, stressful but worthy!

MAIN STEPS OF THE ESEVT

Consultative visitation



- Opportunity for non European countries
- Pre-requisite for new members
- Advisory/audit visit
- Request 14 months before
- Agreement date 12 months before
- Send SER 2 months before
- Team: 2 experts
- Visit: 2 days
 - ▣ Day 1: facilities, equipment
 - ▣ Day 2: meetings
- Evaluation fee: 3,000€



Unofficial, not public but useful report



Conchziras' beach. Baiona. Galicia. SPAIN



ESTABLISHMENTS' STATUS

(May 2015)



- **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: 5 (5.2%)**
 - **Non approved: 18 (18.75%)**
 - **Stage 2:**
 - **Accredited: 10 (10.4%)**
 - **Non accredited: 1 (1%)**



APPROVED ESTABLISHMENTS IN EU

(MAY 2015)



Austria	1 / 1	Belgium	2 / 2
Bulgaria	2 / 0	Croatia	1 / 1
Denmark	1 / 1	Czech Republic	2 / 2
Finland	1 / 1	Estonia	1 / 1
Germany	5 / 5	France	4 / 3 (1)
Hungary	1 / 1	Greece	2 / 1
Italy	13 / 12 (1)	Ireland	1 / 1
Lithuania	1 / 0	Latvia	1 / 0
Portugal	6 / 1	Poland	4 / (2)
Slovak Republic	1 / 1	Romania	4 / 1 (1)
Sweden	1 / 1	Slovenia	1 / 1
The Netherlands	1 / 1	Spain	11 / 8
		UK	7 / 7

Establishments: Total / Approved + (Conditionally Approved)

75 / 54 + (5) = 79%

ESEVT VISITATION PROGRAMME

2015



- **STAGE I**

- CAMBRIDGE: March 8-13
- ALFORT: April 13-17
- LYON: September 21-25
- ISTANBUL: October 12-16
- ANKARA: November 2-6
- EDINBURGH: November 8-13
- TARTU: November 16-20
- WROCLAW: November 23-26

- **STAGE I & II**

- KOSICE: October 26-30

- **REVISITATION**

- ZAGREB: March 16-18
- MESSINA: March 23-27
- AYDIN: March 23-27
- STARA-ZAGORA: April 16-17
- KAUNAS: April 27-29

- **CONSULTATIVE VISITATION**

- TIRANA: April 22-23
- SOFIA: June 1-5



ESEVT VISITATION PROGRAMME

2016



- **STAGE I**

- **KARDITSA:** March 14-18
- **KARS:** March 21-25
- **LUSOFONA:** April 4-8
- **PORTO:** May 23-27
- **VAN:** June 20-24
- **VALENCIA:** November 7-11
- **JELGAVA:** November 7-11



EXAMPLES OF MAJOR DEFICIENCIES



EUROPEAN ASSOCIATION OF ESTABLISHMENTS
FOR VETERINARY EDUCATION



STRATEGIC PLAN
2015-2020

- Lack of Strategic Plan

EXAMPLES OF MAJOR DEFICIENCIES



- **Facilities:** lack or not appropriate (hospital, necropsy room, isolation units..)



EXAMPLES OF MAJOR DEFICIENCIES



- Biosafety not appropriate



EXAMPLES OF MAJOR DEFICIENCIES



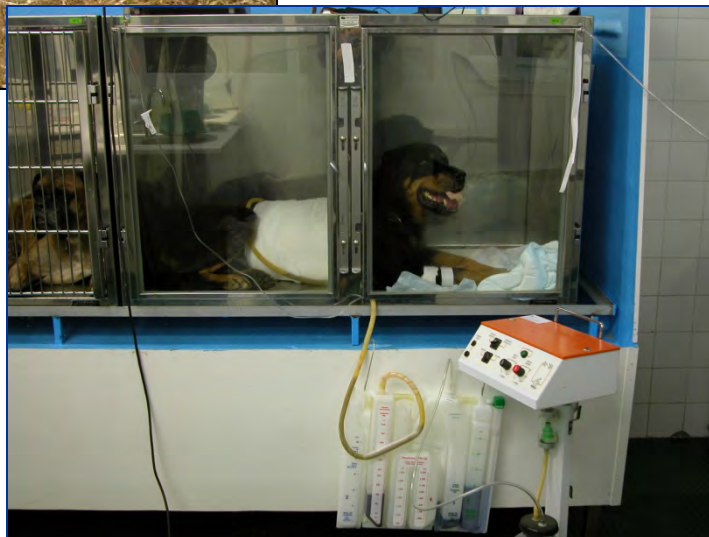
- Lack of **mobile clinic** for food producing animals



EXAMPLES OF MAJOR DEFICIENCIES



- Non running **emergency service** 24h/7 all year round



EXAMPLES OF MAJOR DEFICIENCIES



- Caseload in clinics: low or lack of species



EXAMPLES OF MAJOR DEFICIENCIES



- ❑ Non appropriate “hands on” training of students (groups too large)



EXAMPLES OF MAJOR DEFICIENCIES



- Insufficient teaching in **Food Hygiene, Animal Production,** visits to slaughterhouses



EXAMPLES OF MAJOR DEFICIENCIES



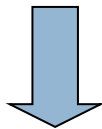
- Problems with animal welfare



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