



**THE EUROPEAN COMMISSION**

DG Internal Market

Free movement of goods and regulated professions  
**Regulated professions (qualifications)**

(Doc.XV/E/8488/2/98 - Revised)

**EUROPEAN ASSOCIATION OF ESTABLISHMENTS FOR  
VETERINARY EDUCATION**

(EAEVE)



**FEDERATION OF VETERINARIANS  
OF EUROPE**

(FVE)



**EVALUATION  
OF VETERINARY TRAINING  
IN EUROPE:**

**Standard Operating Procedures**

**2002**

**Adopted by the Advisory Committee on Veterinary Training  
(ACVT) on 21/02/00, and revised at the request of the  
Commission on 17/05/00 and also by the ACVT on 16/06/00**



## TABLE OF CONTENTS

Method of evaluation	1
Annex I :	
Guidelines, requirements and main indicators	8
Annex II :	
Guide for the preparation of the self-evaluation report	24
Annex III :	
Information to be provided in the self-evaluation report	28
Annex IV :	
Guide to the establishment for the organisation of the visit	71
Annex V :	
Guide for visiting experts	78
Annex VI :	
Guide for liaison officer	83

## METHOD OF EVALUATION

### I INTRODUCTION

The legislation governing basic veterinary training in the European Union countries (Directives 78/1026 and 78/1027/EEC) lays down the minimum compulsory requirements for all EU Member States. It also includes Decision 78/1028/EEC, which established the Advisory Committee on Veterinary Training (ACVT). One of this Committee's tasks is to help the European Commission ensure a comparably high standard of veterinary training throughout the European Union.

After examining the available options, the ACVT concluded that the best way to achieve this objective was to establish a permanent, EC-wide system of evaluation of veterinary schools. The system was developed in stages.

From 1985 to 1989, a pilot study, designed to review and refine the scheme, was conducted in one veterinary school in each Member State. The aim of the study was to ensure that veterinary training, up to the stage where students are qualified to practice, was of a comparably high standard throughout the European Union and, where appropriate, to put forward suggestions aimed at improving that training.

The method was adopted by the ACVT as permanent at its plenary session on 20 and 21 February 1990.

In 1993, the ACVT adopted a report (III/F/5171/7/92) updating the requirements of basic veterinary training.

The responsibility for administering the programme was assigned to the European Association of Establishments for Veterinary Education (EAEVE) in 1994.

In 1996, the ACVT commissioned an ACVT-EAEVE joint *ad hoc* group to review the method of evaluation.

This review capitalised on the experience gained from evaluations carried out in virtually all EU veterinary schools and in many schools in non-Member States during the first evaluation cycle (1992-1999), and on the experience acquired in the United Kingdom, Ireland and North America, where similar methods were used.

The principles of the present method of evaluation of veterinary training institutions, presented herein, were adopted by the ACVT at its plenary session of 12 March 1999.

The method is based on a comparison between the requirements defined by the ACVT to ensure a high standard of veterinary training (as interpreted in Annex I of this document, which is European Commission document XV/E/8448/2/98) and the characteristics of the institution to be evaluated.

At the meeting of the ACVT of 16<sup>th</sup> June 2000, it was made clear that the Commission wished to cease its involvement, and that of the ACVT, in the system. The administration of the system was therefore devolved to a joint Education Committee of the EAEVE and the Federation of Veterinarians of Europe (FVE).

The method will continue to evolve; it is not perfect and will have to be adapted to the changes that will inevitably take place in the institutions. However, it is now possible to recommend that it be implemented automatically in all veterinary schools in the European Union.

It comprises several stages, the broad lines of which are described below, with the details set out in the annexes.

The main stages are:

- Preparation of a self-evaluation report (SER) by the veterinary institution,
- Visit to the institution by a group of experts,
- Preparation of a report on the visit by the group of experts,
- Review of the experts' report,
- Review of the institution's follow-up to the experts' report.

At their General Assembly in Naples in May 1998, the EAEVE unanimously decided to draw up a list, to be made available at the end of the second cycle of visits (about 2010), classifying each institution under one of the following three categories:

- Visited institutions found to meet the Guidelines, Requirements and Main Indicators in Annex I of this document (European Commission document XV/E/8448/2/98)
- Visited institutions failing to meet one or more of the requirements above (institutions with so-called category I deficiencies)
- Institutions not visited

As an interim measure, delegates attending the Naples meeting also agreed unanimously to draw up immediately a list of establishments that have been visited and found to have no category I deficiencies or where these deficiencies have been rectified.

All establishments that wish, now or at a future date, to be included in this list should apply to the President of the EAEVE.

At the ACVT plenary meeting in March 1999, the members agreed with this procedure and to accept the list.

At the EAEVE General Assembly in Lisbon, in May 1999, the membership unanimously agreed that this list of visited and approved establishments should be made available on the EAEVE website.

## **II BACKGROUND**

It must be understood that this evaluation system focuses solely on undergraduate veterinary training, seeking to ensure that such training is of a comparably high standard throughout the European Union, thereby making the mutual recognition of qualifications possible. Consequently, whilst continuing education, postgraduate training and research can be evaluated by the same method, this will only be done insofar as it sheds light on basic veterinary training.

The evaluation of veterinary schools in Europe as a whole is carried out by the EAEVE in co-operation with the FVE. Evaluations are based upon procedures adopted by the ACVT in 2000 and detailed in this document, which is European Commission document XV/E/8448/2/98.

The evaluation system is administered by a joint Education Committee of the EAEVE and the FVE, chaired by the EAEVE. This committee is assisted in its work by a programme co-ordinator appointed by the EAEVE. The visiting teams are assisted in their work by a *rapporteur* appointed by the programme co-ordinator.

Final copies of the reports of visits made to veterinary teaching establishments within the EU are sent to the European Commission by the Chairman of the Education Committee.

Evaluations are carried out at 7-10 year intervals, which will entail 8 to 11 visits per year to veterinary institutions in Europe.

Where an institution is being visited for the first time, it is useful for a preliminary visit to be made by the programme co-ordinator during the year prior to the scheduled site visit.

A provisional programme of evaluation visits is agreed well in advance by the Education Committee. The programme is based on preliminary contacts between the programme co-ordinator and the establishments concerned. An establishment's final agreement to its date on the programme must be obtained more than one year prior to the visit. Once agreed, the date should not be changed, except in the case of "*force majeure*". Establishments must choose one of the two approved official languages for the visits, English or French.

The Education Committee agrees the membership of visiting teams based on a number of criteria. The programme co-ordinator is responsible for making initial proposals for membership for discussion by the Committee. A team of experts must comprise at least five persons, who cover the four sections of basic sciences, clinical sciences, animal production and food hygiene. There must always be two experts for clinical sciences (one teacher and one practising veterinarian).

The visiting experts are drawn from a list nominated by the regional representatives of the EAEVE and by the constituent members of the FVE. The Education Committee appoints one expert who has taken part in at least one visit to act as chairperson. At least one other member of the team must have participated in a previous visit. The chairperson is responsible for preparing the team's report. The team must always be accompanied by a *rapporteur*, whose task is to assist with the preparation of the report

In consultation with the programme co-ordinator, the institution appoints a liaison officer who is well-acquainted with that institution but, as far as possible, independent of it.

The membership of the group of experts and the identity of the liaison officer must, as far as possible, be known at least one year prior to the visit.

The travel and accommodation expenses of the visiting team (experts, secretariat and liaison officer) are borne by the institution visited. The institution also contributes to the administrative costs of the visit.

In order to facilitate preparatory work for the visits and the task of the visiting experts, it was considered worthwhile to prepare guides: two for the administrative officials of the institutions to be visited (Annexes II and IV), one for visiting experts (Annex V) and one for the liaison officers (Annex VI).

Each of these groups of people must be provided with the guide(s) directly concerning them, plus the other guides.

### **III SELF EVALUATION REPORT**

The self-evaluation report is an essential part of the evaluation method used. It provides basic data for the group of experts. It describes the aims, structures, system of organisation, methods, resources, mode of operation and results of the institution concerned.

When preparing this report, it is essential that the institution's administration carefully follow the instructions contained in the document entitled "Guide for the preparation of the self-evaluation report" (Annex II).

The self-evaluation report must contain, in standardised form, full but concise quantitative and qualitative data to allow the quality of the training to be evaluated. In drawing up the report, the institution must answer all the questions contained in the document "Information to be provided in the self-evaluation report" (Annex III).

During the period of report preparation, the administration concerned may consult the chairperson of the group of experts or the programme co-ordinator if in doubt about how to answer certain questions. The experts must receive the self-evaluation report in the chosen language (English or French) not later than two months prior to the start of the visit.

### **IV VISIT TO THE INSTITUTION**

The aim of the visit is to verify and, where appropriate, complete the information provided in the self-evaluation report and to give views on the level of undergraduate training and on the extent to which the minimum standards set by EU legislation (as interpreted in Annex 1 of this document) are respected. It is also to try to put forward practical suggestions for improving training.

To help the institution prepare for the visit, a document entitled "Guide to the establishment for the organisation of the visit" (Annex IV) has been produced for use by the institution's administration, which it is advised to follow closely.

To help the experts prepare for the visit, a document entitled "Guide for the visiting experts" (Annex V) is provided.

The liaison officer has a vital role during the visit. He/she is responsible for settling material questions and providing additional information requested by the visiting team as quickly and as fully as possible. A document entitled "Guide for the liaison officer" (Annex VI) is available to help the in preparation for the visit, and to facilitate the work during the visit.

At the end of the visit, the chairperson of the group of experts submits the main comments and conclusions of the visiting team orally to the head of the institution, to his/her collaborators and, where appropriate, to the rector of the university responsible.

## V REPORT OF THE GROUP OF EXPERTS

The report of the group of experts must summarise the work done by the experts. It should be prepared along the same lines as the self-evaluation report and take due regard of the document entitled “Guidelines, requirements and main indicators” (Annex I). Each chapter should comprise a descriptive section under the heading “Findings” (based on the self-evaluation report and on the findings made during the visit) and an analytical section in the form of “Comments”. It should be completed, where appropriate, by a section entitled “Suggestions”.

In drawing up their report, it is in the experts’ interest to follow closely the recommendations contained in the “Guide for the visiting experts” (Annex V). The draft report prepared by the experts should be sent, as soon as possible after the visit, to the head of the institution visited for correction of material errors, and to the members of the Education Committee for comments.

Once the relevant changes have been incorporated, the new version is discussed by the Education Committee with the head of the institution concerned and the chairperson of the group of visiting experts.

In its conclusions, the report should indicate the extent to which, in the opinion of the visitors, the institution complies with the Guidelines, Requirements and Main Indicators section in Annex I of this document and note under one of the following headings:

- Firstly, weaknesses (category I deficiencies) which, if allowed to persist, lead the visitors to conclude that the training given by the establishment does not conform to that set out in EU legislation. At present, this means directive 78/1027/EEC and its appendix (and the proposals for amending this directive, adopted by the ACVT on 10<sup>th</sup> February 1993, doc.III/5171/7/92), as interpreted in the Guidelines, Requirements and Main Indicators in Annex 1 of this document (European Commission document XV/E/8448/2/98).
- Secondly, suggestions for changes which the team of experts consider would improve the training, even though they do not relate to weaknesses that seem to effect conformity of the training to EU legislation. In particular, attention should be drawn to features of the training that do not meet the criteria described in this document.

The Education Committee then makes a judgement as to whether or not it concurs with the recommendations regarding deficiencies and suggestions. After final amendments and adoption by the Education Committee, the Chairman of the Education Committee sends a copy of the report to the head of the establishment visited, and to the appropriate competent authorities. In the case of establishments within the EU, the Chairman also sends a copy to the European Commission for whatever action it considers appropriate. The Chairman specifically draws the attention of the Commission to any category I deficiencies that may have been identified.

The Education Committee does not further disseminate the report. Only the administration of the institution visited and the competent/responsible authority may disseminate the report as they wish. The reports may be disseminated with or without the comments of the institution and/or the competent authority.



For establishments whose reports have not identified any category 1 deficiencies, the EAEVE will include the name on its list of establishments that have been visited and approved because they are considered to be providing training that conforms to EU requirements. The EAEVE makes this list public.

## **VI APPEAL MECHANISM**

If the visit to the establishment has identified any possible category I deficiencies, these will be discussed in the normal way by the Education Committee with the head of the establishment and the chairperson of the team of experts who prepared the report.

If the Education Committee decides that one or more category I deficiencies exist, and the establishment considers that gross injustice has been done, it has the right to notify the Chairman of the Committee of its intention to appeal against the category I classification. That notification, and the basis for the appeal, should be made in writing within 8 weeks of the receipt of the final report from the Chairman of the Education Committee.

The first stage of the appeal process involves reconsideration by the Education Committee. If they dismiss the appeal, it is then considered formally by an Appeal Panel. The Panel comprises three members, all of whom should preferably have chaired an evaluation visit. The appointment of the Panel is co-ordinated by the President of the FVE (or his nominee in the event that s/he sits on the Education Committee or is ineligible through other considerations). One member each is appointed by the EAEVE and the FVE, with the establishment having the right to nominate the third member. At least one member, but not all three, should have expertise relating to the subject area(s) under dispute. 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, nor should any of them have been trained or have had full-time veterinary employment in that country.

The appeal, and the discussion of it shall first be carried out by correspondence. If a decision cannot be reached by this means, and the chair of the Appeal Panel considers that a meeting is necessary, at the establishment or elsewhere, between the members of the Panel, representatives of the establishment and the chairperson of the team of experts, all expenses shall be paid by the establishment.

Once the Appeal Panel has reached a decision, by majority if necessary, its chair will inform the Education Committee of its decision in person or by writing, whichever is most appropriate in the circumstances. The Chairman of the Education Committee is responsible for informing the establishment of the Appeal Panel's decision in writing.

## **VII REVIEW OF THE INSTITUTION'S RESPONSE TO THE EXPERTS' REPORT**

For veterinary teaching establishments whose reports reveal one or more category I deficiencies, and in the absence of any initiative by the establishment itself, two to three years after the final report has been sent to the institutions concerned, the Education Committee secretariat asks them to provide information on the follow up action taken to remedy the deficiencies in question.

On the other hand, at any time within two to three years after dispatch of the final report, an establishment that considers that it has rectified its category 1 deficiencies is free to inform the Chairman of the Education Committee accordingly, without waiting for an enquiry from the secretariat.

In either case, the Education Committee will then verify the situation. It will consult with the chairperson of the team of experts about the information provided by the establishment and will decide whether a follow-up visit is necessary, and if so, by whom.

The Education Committee determines whether or not the establishment should now be included on the EAEVE list of visited and approved establishments. The Chairman then informs the establishment accordingly.

In the case of an EU establishment, the Chairman also informs the European Commission. The Chairman also informs the Commission if, in the case of an EU establishment, no action has been taken to rectify category I deficiencies or if any such action has been unsuccessful. It is then for the Commission to decide upon the appropriate measures to be taken.

## ANNEX I

## **GUIDELINES, REQUIREMENTS AND MAIN INDICATORS**

In order to ensure transparency and to have homogeneous criteria for the evaluation of veterinary training institutions in Europe, it is proposed to use a list of guidelines and requirements, aimed at achieving comparably high standards of training, and some indicators of potential deficiencies as part of the evaluation system.

### **Guidelines and Requirements**

These apply to each chapter of the self-evaluation report, describing how the institutions operate.

### **Main indicators**

These focus on the essential factors for determining deficiencies and classifying the situation as satisfactory, unsatisfactory or unacceptable.

It should be remembered that these are, as their name suggests, merely indicators and must not be regarded in a strictly mathematical sense. Each indicator must not be interpreted in isolation, but considered as a part of the whole set of indicators. A deficiency in one indicator may become less clear-cut in the light of other data (e.g. an apparent deficiency in numbers of livestock treated in the premises of the institution may be compensated by the number of such animals dealt with by mobile clinics).

## **Guidelines and Requirements**

### **I OBJECTIVES**

- I.1. The objectives of veterinary training institutions are to provide adequate, research-based veterinary training which enables veterinary students to examine and treat sick animals, contribute to animal production whilst maintaining the animals' health and welfare, protect humans from zoonoses and ensure high-quality food products of animal origin for human consumption. The training must cover the broad requirements for veterinary graduates in the individual states, and comply with the EU Directives in the case of EU Member States.
- I.2. In addition the institutions should conduct research, provide postgraduate and specialist training and play a role in continuing veterinary education.
- I.3. They should, furthermore, provide services to members of the veterinary profession and the community as a whole.

## **II ORGANISATION**

- II.1. Veterinary training must take place within institutions of higher education, formally recognised as such in the respective country, and should be undertaken preferably by a free-standing unit, specifically established for that purpose. If it is undertaken by one or more departments of a parent institution, some of which also have other teaching commitments, the veterinary curriculum must be properly integrated, with effective central veterinary control to ensure co-ordinated delivery of the teaching programme. Such a programme must be afforded the same recognition, status and autonomy as other professional training programmes in the institution and/or the state.
- II.2. The organisational structure should make possible an objective evaluation of the quality of the training provided and the skills of the graduates.
- II.3. In order to ensure that the veterinary training meets the national objectives and requirements, the organisational structure should allow input from members of the profession and from the public.

## **III FINANCE**

- III.1. Universities and national ministries must recognise that veterinary education is more expensive than training in other science-based disciplines, since it includes clinical instruction and public services (e.g. patient care). It also requires a higher level of funding than other professional training programmes, such as medicine and dentistry, which are often subsidised by National Health Service operations and/or similar programmes. Core funding from central sources must reflect this fact.
- III.2. Sufficient funds should be available to support the recommended teaching staff/student and teaching staff/support staff ratios.
- III.3. Bearing in mind the increasing demand for specialist training, funds should be made available for places for both clinical and research postgraduate students in areas in which the school has expertise.
- III.4. Veterinary education must take place in a research environment, and public funds should be made available to support research infrastructure and to provide seed money for projects.
- III.5. Salaries should be sufficiently high so as to attract and retain highly qualified staff, i.e. staff with veterinary degrees and/or PhDs, and should be equivalent to those of comparably trained individuals in the non-academic sectors.
- III.6. Adequate funds must be available for teaching purposes.
- III.7. Adequate provision must be made to fund necessary teaching, laboratory and clinical equipment, including computers, and to replace and update such equipment at regular intervals.

- III.8. Sufficient funds must be available to ensure the routine cleaning and maintenance of buildings.
- III.9. Although the capital building requirements of established veterinary schools will be only occasional, funds for the construction of new buildings, or for major renovations, must be available if and when there are significant changes in the institution's requirements due to new developments in veterinary science and the increasing demand for more experienced graduates.
- III.10. Adequate funds should be provided to subsidise the clinical work in veterinary hospitals, particularly for livestock, bearing in mind that the teaching requirements preclude the provision of clinical services on a full cost-recovery basis.
- III.11. Income from the clinics should in general be retained in the clinical sector to support the efforts in this area and to provide incentives to maximise earning potential, but with due regard to teaching requirements.

## **IV CURRICULUM**

### **A. GENERAL**

- IV.a.1. The total body of knowledge of veterinary science has grown to such an extent that no one can achieve the desired high level of expertise in all fields within the time allotted for professional training. Therefore, it is desirable to combine the acquisition of basic knowledge in all fields of veterinary science with more advanced training in one given field. This will enable qualified veterinarians to begin their careers with more confidence and autonomy (up to 20 per cent of the total training time should be devoted to this aspect).
- IV.a.2. Veterinary training must comprise at least five years' full-time theoretical and practical study.
- IV.a.3. Acquisition of skills in written and oral communication must be a major goal at all stages of the curriculum.
- IV.a.4. The curriculum must be designed in such a way as to allow each student to acquire:
- adequate general knowledge and technical expertise in biomedical sciences ;
  - basic knowledge in the broad field of veterinary science;
  - as far as possible, greater knowledge and technical skills in a specific field of veterinary science.
- IV.a.5. The training in biomedical sciences must enable each student to:
- acquire basic knowledge of the life sciences;
  - learn to search for, select and use information to solve problems (the acquisition of problem-solving skills is a major course objective);
  - gain, analyse and use this knowledge in accordance with the principles of scientific research;
  - demonstrate sufficient scientific curiosity.

- IV.a.6. Curriculum development is the responsibility of the institution as a whole, and should not be left to individual departments.
- IV.a.7. The aims of the curriculum, and the learning objectives, must be clearly explained to both staff and students.
- IV.a.8. These aims must reflect the needs of the profession and of society, and mechanisms must be introduced to ensure this.
- IV.a.9. Methods must be established to monitor and, where necessary, amend the curriculum.
- IV.a.10. The instruction provided should include basic training in all the subjects noted below, covering the major domestic species.
- IV.a.11. Practical training requires the active participation of students under appropriate staff supervision (ratio of one teacher to a maximum of five students in the clinical sciences, one teacher to a maximum of eight students in other subjects).
- IV.a.12. The breakdown of the theoretical and practical courses between the various groups of subjects must be balanced and co-ordinated so that the students may acquire the knowledge, skills and experience mentioned in these guidelines and be able to perform their various duties adequately.
- IV.a.13. Extra-mural practical training may form part of a full-time veterinary course so long as it is directly supervised by the institution concerned and does not exceed six months of the total five-year training period.
- IV.a.14. The current veterinary medicine curriculum must include at least the subjects listed below. Instruction in one or more of these subjects may be given as part of, or in association with, other disciplines, or prior to entry to the veterinary course. It is to be noted that the basic subjects may be dealt with in greater detail in the later sections.

## **B BASIC SUBJECTS**

- IV.b.1. Instruction in basic subjects should build on a solid background in chemical, physical and biological sciences, with the objective of preparing students for the subjects to be taught later.
- IV.b.2. The teaching must provide students with an understanding of the fundamental biological principles and mechanisms underlying animal health and disease, from the molecular and cellular level to the level of the organs, the whole animal and animal populations. This includes an understanding of the biological basis of normal function, the mechanisms governing homeostasis, the physiopathology of organ systems and the biological mechanisms by which disordered states are returned to normal.
- IV.b.3. The teaching must emphasise the relationship between morphological, chemical, physical and functional expressions of the manifestations of health and disease.
- IV.b.4. It must also cover the biology of the agents that cause and transmit diseases from animal to animal and from animal to man, the transmission

mechanisms and the mechanisms by which animals defend themselves against infectious agents.

**The basic subjects must include:**

- Anatomy (including histology and embryology)
- Biochemistry and molecular biology
- Biology (including cellular biology)
- Biophysics
- Biostatistics
- Chemistry
- Epidemiology
- Genetics
- Immunology
- Microbiology
- Parasitology
- Pathological anatomy (macroscopic and microscopic)
- Pharmacy
- Pharmacology
- Physiology
- Physiopathology
- Scientific and technical information and documentation methods
- Toxicology (including environmental pollution)

**C. ANIMAL PRODUCTION**

- IV.c.1. This course must provide students with the basic knowledge in preparation for the study of general husbandry principles, e.g. animal behaviour and welfare, the genetic basis of animal breeding and disease, production systems, the feeding and nutrition of domestic animals and international trade in animals and animal products.
- IV.c.2. The training must be orientated towards the application of clinical treatment for livestock and companion animals in preventive veterinary medicine (e.g. herd health) and the provision of advisory services.
- IV.c.3. Theoretical and practical training must cover the broad requirements of the individual states.

**The animal production subjects must include:**

- Agronomy
- Animal behaviour (including behavioural disorders)
- Animal husbandry (including livestock production systems)
- Animal nutrition and feeding
- Animal protection and welfare
- Environmental protection
- Preventative veterinary medicine (including health monitoring programmes)
- Reproduction (including artificial breeding methods)
- Rural economics

## **D. CLINICAL SUBJECTS**

- IV.d.1. The course of instruction in the basic and paraclinical sciences should have laid the necessary groundwork on which to build clinical knowledge and skills.
- IV.d.2. The teaching must provide the skills generally required of veterinary graduates in the individual state, whilst not precluding the acquisition of additional knowledge in selected areas for which there is less demand.

### **The clinical subjects must include:**

- Anaesthetics
- Clinical examination and diagnosis and laboratory diagnostic methods
- Clinical medicine
- Diagnostic imaging
- Obstetrics
- Reproductive disorders
- State veterinary medicine, zoonoses, public health and forensic medicine
- Surgery
- Therapeutics

## **E. FOOD HYGIENE**

- IV.e.1. The instruction must focus on the acquisition of knowledge and skills necessary to develop and implement programmes on the supervision and assurance of:
- The quality of agri-food products and services (quality assurance, certification of companies and products)
  - Food safety (in line with the principles used to develop the HACCP system) in the context of veterinary public health in the individual state (including legislative aspects).
- IV.e.2. It must ensure that each student understands the fundamentals of food science and modern food technology; the scientific basis of the relationship between food and human health; and the factors underlying the quality of hygiene (of food and the environment).

### **The food hygiene subjects must include:**

- Certification of food production units
- Food certification
- Food hygiene and food quality (including legislation)
- Food inspection, particularly food of animal origin
- Food science and technology



**F. PROFESSIONAL KNOWLEDGE**

- IV.f.1 The course of instruction must cover subjects necessary to prepare the graduate to perform effectively not only in the traditional veterinary practice, but also in other common professional roles.

**Professional knowledge subjects must include:**

- Practice management
- Professional ethics
- Veterinary certification and report writing
- Veterinary legislation

**V TEACHING, QUALITY AND EVALUATION****A BASIC SUBJECTS**

- V.a.1. The acquisition of problem-solving skills is a major course objective. To this end, the instruction must cover the methods of acquiring, documenting and analysing scientific and technical data.
- V.a.2. The aim of practical training in the basic subjects is not to convert veterinary students into highly skilled laboratory workers. Practical training must serve to familiarise students with subjects studied in theoretical courses, to give them some insight into how scientific knowledge is acquired and to show them that abstract theoretical concepts can sometimes be illustrated by simple laboratory experiments.

**B. ANIMAL PRODUCTION**

- V.b.1 Those teaching the theory of animal production subjects should also be involved in on-farm practical training.
- V.b.2. Practical extramural courses should be encouraged so long as adequate quality control measures are in force. However, such courses should supplement and not replace the instruction provided by the teaching establishment.

**C. CLINICAL SUBJECTS**

- V.c.1. Clinical courses must ensure that students become familiar with the methods of handling and examining animals prior to the start of clinical training proper.
- V.c.2. Clinical instruction must take place in-groups that are small enough to ensure hands-on experience for all.
- V.c.3. Students' problem solving and clinical skills should be developed through their full involvement in case management under suitable supervision. The mere observation of others practising veterinary medicine and surgery is not acceptable.
- V.c.4. It is recommended that time-tabled lectures be excluded from a substantial proportion of the clinical course as they may clash with students' case management activities.

- V.c.5. Those responsible for theoretical clinical training must also be involved in the practical side dealt with in the institution's clinics.
- V.c.6. The advancement of knowledge is a task involving all members of the profession. Therefore, interaction between students and clinical researchers working in the clinical field should be arranged in order to stimulate students' interest in research.
- V.c.7. The placement of students in practices or in other institutions for clinical training is to be encouraged so long as there is adequate provision for quality control. However, this should be regarded as a supplement to and not a substitute for the instruction provided by veterinary schools.

#### **D. FOOD HYGIENE**

- V.d.1. Practical training must familiarise students with food safety evaluation methods, especially with regard to foods of animal origin, at various stages in the food chain, particularly in slaughterhouses.
- V.d.2. Such training must take place in-groups that are small enough to ensure that all students are able to gain hands-on experience.
- V.d.3. It should also give students the opportunity to monitor units involved in the production, processing, distribution and consumption of foodstuffs.
- V.d.4. Extramural instruction may be used to supplement the training in food hygiene so long as it is properly monitored and controlled.

#### **E. THE TEACHING AND LEARNING ENVIRONMENT**

- V.e.1. The academic environment must be conducive to learning and basic and specialist facilities must be adequate.
- V.e.2. Modern facilities for supervised practical work must be available.
- V.e.3. Buildings must be suited to the teaching programme, and well maintained, clean and safe.
- V.e.4. Courses must be well organised and managed.
- V.e.5. Staff development facilities should be available, particularly in relation to teaching skills.
- V.e.6. A system of reward for teaching excellence (e.g. accelerated promotion) should be established.

#### **F. MONITORING AND EVALUATION**

##### *Of students*

- V.f.1. Student performance, particularly in the clinical, animal production and food hygiene subjects, must be evaluated regularly by various methods by both internal and external examiners.
- V.f.2. Written, project and practical work and problem solving must all be evaluated.
- V.f.3. Evaluation methods must be known and understood.

##### *Of teachers and instruction*

- V.f.4. A system must be available to allow students to evaluate teachers and teaching.

V.f.5. Students should be able to participate in the design and monitoring of courses and the curriculum in general.

#### **G. STUDENT WELFARE**

V.g.1. Adequate provision must be made for student accommodation and recreation facilities

V.g.2. The institution must provide a system of routine and special guidance for students, especially those with social problems or those having difficulties with their studies.

V.g.3. The guidance programme should also cover career development and job selection.

### **VI FACILITIES AND EQUIPMENT**

VI.1. The site, buildings and its equipment should be conducive to teaching and to the acquisition of knowledge.

VI.2. Access to the site by public transport should be good, as should vehicular access for the general public bringing animals for treatment. Buildings and equipment should be adequate for the activities conducted within them in terms of space, heating, lighting, ventilation and cleanliness. In particular, the buildings used for basic training must be adequate for the number of students enrolled, without the need for excessive repetition of classes.

VI.3. Health and safety standards must be conscientiously observed, as should the requirements of good laboratory practice.

VI.4. The institution should have a clear strategy and programme for maintaining and upgrading its buildings and equipment.

VI.5. The practical side of animal production must be taught on the institution's own farms or on farms to which it has access, to sufficiently small groups of students, thereby allowing hands-on experience for all.

VI.6. Adequate and hygienic facilities for the humane treatment of animals must be available, including provisions for hospitalisation, for operative surgery and recovery from anaesthesia, for exercise and the isolation of infectious cases.

VI.7. The clinical and hospital buildings must be up-to-date, clean and well maintained, and should be at least as adequate as those available in the private sector in the individual states.

VI.8. Clinical and hospital facilities must operate day and night for most of the year - i.e. like a normal practice.

VI.9. The diagnostic, medical and surgical equipment provided must promote state of-the-art practice of veterinary medicine and surgery.

VI.10. Institutions must have a mobile clinic for farm animals so that students can practise veterinary medicine on the farm under expert supervision.

VI.11. Where practical training involves the use by the institution of material obtained from slaughterhouses and unfit for human consumption, vehicles and facilities must be properly adapted, maintained and operated to ensure the safety of students and staff and to prevent the spread of infectious agents.

## **VII ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN**

- VII.1. The farms should contain the major animal species relevant to veterinary practice in the individual state. Farm facilities and equipment should be up-to-date, and at least as good as that available in the private sector of the countries concerned.
- VII.2. Adequate clinical material including all of the major species relevant to veterinary practice in the state concerned must be made available to the students. Such practical, hands-on clinical experience should account for at least 20 per cent of the entire curriculum.
- VII.3. The clinical material should be varied, providing experience in routine and more complex operations.
- VII.4. The clinical services must have access to appropriate diagnostic support services.
- VII.5. The clinical department(s) must maintain close links with the pathology and other diagnostic services so that students can follow cases where animals die of natural causes or are put down, and conduct post-mortem examinations. If necessary, pathology material should also be obtained from outside the institution to enhance the learning experience.
- VII.6. An adequate data retrieval system must be available so that students can undertake case studies.
- VII.7. The institution must ensure that the students are exposed to an adequate supply of teaching material in the food hygiene area.

## **VIII LIBRARY AND LEARNING RESOURCES**

- VIII.1. The Library and related services must help to meet the institution's objectives and lend support to basic training, research and postgraduate studies.
- VIII.2. To this end, the Library must offer a comprehensive and up-to-date range of books and journals. Its opening hours, regulations and loan arrangements must facilitate self-learning by undergraduates. The institution must provide an adequate number of places for private study in the library or elsewhere on site. The Library must be professionally managed, have good working relationships with other libraries in the area, and provide modern on-line communication facilities for use by staff, students and researchers. In institutions where departmental libraries are available, the main library should have documentation on the material held in the other libraries.
- VIII.3. The institution must provide audio-visual and information technology facilities.

## **IX ADMISSION AND ENROLMENT**

- IX.1. The veterinary course is a rigorous one, and students admitted must have proven capabilities.
- IX.2. A good science background is necessary, including high standards in chemical, physical and biological sciences.
- IX.3. Selection should be competitive, based upon academic achievements and on other criteria designed to demonstrate candidates' aptitude and motivation for veterinary medicine.
- IX.4. As veterinary education is expensive, the total numbers of students admitted to institutions in a given state should reflect the output required in that state. Admissions should not only be based on current and foreseeable needs in the traditional areas of livestock, pet care and food hygiene, but also take into account needs in other less traditional careers.
- IX.5. Admissions must also be compatible with facilities and staff numbers, bearing in mind the need for low student/staff ratios, particularly in the clinical side of the course, and the amount of clinical and pathological material available.

## **X ACADEMIC AND SUPPORT STAFF**

- X.1. The competence of the academic staff should enable coverage of all the subject areas of the curriculum, except where alternative arrangements are made for outside teachers.
- X.2. Part-time staff, residents and graduate students may lend support to full-time academic staff if they are appropriately integrated into the instructional programme.
- X.3. Academic posts must offer the security and benefits necessary to maintain staff stability, continuity and competence.
- X.4. Appropriate teacher supervision requires adequate teaching staff/student and teaching staff/support staff ratios.
- X.5. Overall, the academic staff should devote at least 50 per cent of their time to research and other non-teaching-related academic activities.
- X.6. There should be an adequate number of suitably qualified support staff to enable the academic staff to concentrate on their major roles.

## **XI CONTINUING EDUCATION**

- XI.1. The institution should co-operate with other professional organisations and competent authorities in the design, implementation and quality control of continuing education programmes.
- XI.2. It should strive to provide well-designed continuing education programmes in specific areas of practical veterinary medicine.

## **XII POSTGRADUATE EDUCATION**

### **A. Towards a qualification in a specific area**

- XII.a.1. The institution should offer training programmes leading to qualifications in the clinical and paraclinical fields.
- XII.a.2. Where appropriate, the programmes should meet the standards and regulations of the respective European specialist colleges and of the European Board of Veterinary Specialisation or equivalent bodies.
- XII.a.3. The number of postgraduate places should be proportional to the annual number of graduates.

### **B. Research training**

- XII.b.1. The institution must offer postgraduate training programmes in research.
- XII.b.2. These programmes must be well-designed and must cover theoretical as well as practical training (including research projects), leading to a certificate/degree within a period of two to four years.
- XII.b.3. The institution should provide an adequate number of places for research students.

## **XIII RESEARCH**

- XIII.1 It is desirable for undergraduate students to gain experience of research by undertaking a research project and writing a report on it.
- XIII.2. The institution should offer an adequate number of international-level programmes in biomedical and veterinary research.
- XIII.3. They should provide a balance between basic, applied and clinical research.
- XIII.4. The institution should assign an appropriate number of academic and technical posts specifically to research.
- XIII.5. The institution should also allocate adequate facilities, equipment and operating funds to research.

## Main Indicators

It is recommended that the data required to establish the main indicators be provided in strict compliance with the proposed definitions.

These indicators must be valid for **one academic year**.

Teaching hours must be the **number of teaching hours per student**.

### A TEACHING STAFF

Veterinary schools should have a number of budgeted teaching posts for undergraduate training:

- The posts may be filled on a full-time or part-time basis. The number of teaching staff is expressed in terms of full-time equivalents (FTEs) (e.g. 10 persons employed full-time, two half-time, and one at 80% time = 11.8 FTEs).
- Researchers working at the institution but involved only occasionally in undergraduate training (less than 10 hours annually) are not to be included in the above number. Researchers with greater involvement in basic training ( $\geq 10$  hours annually) should be included in the calculation of FTEs such that the calculation is made on the basis of the proportion of time which they spend teaching compared with the time an average full-time teacher devotes to teaching, e.g., if the average teaching load is 600 hours per year per lecturer and a researcher teaches undergraduates for 60 hours per year, this is counted as 0.1 FTE).
- Interns, residents and students working towards a postgraduate doctoral degree should not be included in this number. Interns are veterinarians pursuing general clinical studies for 1 to 2 years. Residents are veterinarians who have completed their internship or its equivalent and are undergoing specialist clinical training (leading to a higher qualification) for 2 to 3 years. Postgraduate doctoral degree students are those pursuing a PhD or similar degree after completing their basic training.
- Outside lecturers who teach at the institution on a regular or *ad hoc* basis are not included in this number.
- The provision of instruction to students belonging to other institutions must not be included in this calculation.

### B STUDENTS

The total number of registered students includes all those who have paid the enrolment fee (where appropriate), except those who do not attend lectures.

**C SUPPORT STAFF**

Included here is the number of budgeted support staff posts paid for by the institution:

- The posts may be filled on a full-time or part-time basis. As in the case of the teaching staff, the given number should be expressed in terms of FTEs.
- The posts should be counted whether the work involves secretarial, administrative or technical staff, workmen, service personnel, animal carers. etc.)

**D THEORETICAL TRAINING**

This covers the total number of hours of lectures delivered to all the students in a given year (or, in exceptional circumstances, delivered twice to two halves of the year, in which case both lectures are counted as 1 hour per student). The figure provided should relate to the total number of lectures delivered for the training of one student.

**E PRACTICAL AND CLINICAL TRAINING**

- Only teaching under the responsibility or in the presence of lecturers should be taken into account for the calculation (extramural placements should not be included).
- Only that taking place in small groups should be considered as practical or clinical training.
- The figures provided should correspond to the total number of hours of practical and clinical training provided for the undergraduate training of one student.
- Practical and clinical training (e) is divided into three groups based on the work in which the students are involved:
  - e1. The total number of teaching hours to small groups (supervised work). This includes work on documents and ideas without the handling of objects or products (e.g. essay work, case studies).
  - e2. The total number of hours of non-clinical practical work (practical work). This includes work on normal animals, on objects, products, carcasses etc (e.g. animal husbandry, practical bacteriology and biochemistry, meat inspection, etc.)
  - e3. The total number of hours of clinical training (clinical work)

e is the total of e1 + e2 + e3.

**F LIVESTOCK**

The total number of livestock (cattle, sheep, goats, pigs and horses) treated by the institution's clinics.

**G PETS**

The total number of pets (excluding horses) treated by the institution's clinics.

**H POST-MORTEM EXAMINATIONS**

The number of post-mortem examinations carried out by the institution on cattle, small ruminants, pigs, horses, dogs and cats.



## **I STUDENTS GRADUATING**

Number of students who received their diploma at the end of undergraduate veterinary studies during last year.

The table below covers:

- The activities, services or facilities to be assessed;
- The indicators (ratios) or answers (yes, no) used in the evaluation;
- The ratio numerators and denominators;
- The values of each indicator (ratios and qualitative indicators) demonstrating whether the situation is satisfactory, unsatisfactory or unacceptable

As already mentioned at the beginning of this Annex, the main indicators must not be interpreted in a strictly mathematical and isolated sense, but in the light of all other indicators and data.

**MAIN INDICATORS TO BE USED IN THE EVALUATION OF VETERINARY TRAINING INSTITUTIONS**

ACTIVITY, SERVICE OR FACILITY TO BE EVALUATED	INDICATOR	RATIO NUMERATOR AND DENOMINATOR	SATISFACTORY	UNSATISFACTORY	UNACCEPTABLE
• <b>Teaching staff</b>	Teacher/student <b>ratio</b>	<ul style="list-style-type: none"> <li>• <b>Teachers:</b> (a)</li> <li>• <b>Students:</b> (b)</li> </ul>	$R = \frac{a}{b} = \frac{1}{\leq 7,5}$	$R = \frac{1}{7,5 < x \leq 15}$	$R = \frac{1}{> 15}$
• <b>Support staff</b>	Teacher/support staff <b>ratio</b>	<ul style="list-style-type: none"> <li>• <b>Teachers</b> (a)</li> <li>• <b>Support staff:</b> (c)</li> </ul>	$R = \frac{a}{c} = \frac{1}{\geq 1}$	$R = \frac{1}{0,5 < x \leq 1}$	$R = \frac{1}{< 0,5}$
• <b>Theoretical, practical and clinical training</b>	<b>Ratio</b> of theoretical training/ practical and clinical training: RE <b>Ratio</b> of clinical training/theoretical and practical training: RC	<ul style="list-style-type: none"> <li>• <b>Theoretical training:</b> (d)</li> <li>• <b>Practical and clinical training</b> (e)</li> </ul>	$RE = \frac{d}{e} = \frac{1}{\geq 1}$ $RC = \frac{e_3}{d + e_1 + e_2} = \frac{1}{\leq 4}$	$RE = \frac{1}{0,6 < x < 1}$ $RC = \frac{1}{4 < x \leq 9}$	$RE = \frac{1}{< 0,6}$ $RC = \frac{1}{> 9}$
• <b>Animals available to the clinic</b>	Student/animal <b>ratios</b>	<ul style="list-style-type: none"> <li>• <b>Students graduating:</b> (i)</li> <li>• <b>Animals:</b> <ul style="list-style-type: none"> <li>. Livestock (f)</li> <li>. Pets (g)</li> </ul> </li> </ul>	$R = \frac{i}{f} = \frac{1}{> 20}$ $R = \frac{i}{g} = \frac{1}{> 50}$	$R = \frac{1}{20 > x > 5}$ $R = \frac{1}{50 > x > 20}$	$R = \frac{1}{< 5}$ $R = \frac{1}{< 20}$
• <b>Animals available for post-mortem examinations</b>	Student/post-mortem examination <b>ratio</b>	<ul style="list-style-type: none"> <li>• <b>Students graduating :</b> (i)</li> <li>• <b>Post-mortem examinations :</b> (h)</li> </ul>	$R = \frac{i}{h} = \frac{1}{> 4}$	$R = \frac{1}{2 < x < 4}$	$R = \frac{1}{< 2}$
• <b>Infrastructures and related activities</b>	<ul style="list-style-type: none"> <li>• Hospitalisation of large animals</li> <li>• Hospitalisation of small animals</li> <li>• Isolation of infected animals</li> <li>• Institution owns or has access to a farm</li> <li>• Institution owns or has access to a slaughterhouse</li> </ul>			Yes Yes Yes Yes Yes	No No No No No
	• Emergency service		Yes		No

## ANNEX II

# GUIDE FOR THE PREPARATION OF THE SELF-EVALUATION REPORT

This document, for the attention of the administration of the institution to be visited, provides information on how to prepare the self-evaluation report.

## I GENERAL

The submission in good time of a well-prepared report is an essential aspect of the self-evaluation process. Late submission or the submission of an incomplete report may result in the visit being postponed.

The self-evaluation report is the cornerstone of the evaluation process. The quality of the report is an indication of the quality of the institution.

Important points to note are:

- It is recommended that preparation of the self-evaluation report begin well in advance of the visit. Indeed, it takes time to write, correct and add to the report which must reach the visiting experts and the programme co-ordinator (in English or French) at least two months prior to the scheduled date of the visit.
- Therefore, it is recommended that preparation of the report begin about one year prior to the date of the visit.
- The report is usually drafted in the national language. However, a version must also be prepared in the agreed language for the visit, i.e. English or French.
- It should be drafted under the responsibility of the administration of the institution concerned. It would be useful for a working party representing the institution's various categories of staff (administration, teaching, students, support staff and other groups concerned) to be assigned to the preparation of the report.
- The report should be as brief, concise and complete as possible. The authors should avoid using abbreviations, acronyms and unusual technical or administrative terms.
- It should set out the school's objectives, describe all its activities and accomplishments, note its strengths and weaknesses and state whether or not its objectives are being met. It is the result of an in-depth review of the institution, its departments and their activities. Former students and other advisory groups should also contribute to the report. Each school should obtain an outside opinion as to whether it is achieving its objectives. Where appropriate, an evaluation report prepared the previous year for university purposes may replace the special report completely or in part, provided that it covers all the items below.
- Minority opinions at all levels may be indicated. Recommendations for improvements should be included under each heading. A self-evaluation report which fails to highlight weaknesses or areas for improvement will be viewed with concern.

## II REPORT LAYOUT

The self-evaluation report should begin with an introductory chapter describing the main events in the institution's recent history. This chapter must cover the period that has elapsed since the last site visit or, if there has been no previous visit, a period of ten years or so. In this chapter, the institution should highlight major organisational changes, new teaching regulations, new equipment or buildings, curricular changes, major decisions made by the school administration or the competent/responsible authority and the major problems encountered and/or resolved, etc.

The chapters below must be drafted in line with the guidelines and requirements (Annex I)

Chapter 1	Objectives
Chapter 2	Organisation
Chapter 3	Finances
Chapter 4	Curriculum
Chapter 5	Teaching: quality and evaluation
Chapter 6	Facilities and equipment
Chapter 7	Animals and teaching material of animal origin
Chapter 8	Library and learning resources
Chapter 9	Admission and enrolment
Chapter 10	Academic and support staff
Chapter 11	Continuing education
Chapter 12	Postgraduate education
Chapter 13	Research

Each chapter or sub-chapter should set out:

- Factual information,
- Comments,
- Suggestions for improvement.

The information should be provided in the same order in which it was represented, and under the same headings.

All the chapters required for the self evaluation report should be responded to in the self evaluation report and all the questions of annex 3 must receive a response.

If there is no activity in the establishment which corresponds to the paragraph or the question, please state "not applicable".

## III – RECOMMENDATIONS FOR THE PREPERATION OF THE REPORT

The preparation and drafting of the various parts of the report involves multiple input: general information (objectives, organisation, finances, admission and enrolment, academic and support staff, etc., covered in all chapters except 7 and 8) should be provided by the administration and the head of the institution to the group assigned to prepare the report; information pertaining to various services (departments, library, etc., i.e. chapters 7 and 8) should be prepared by those services for inclusion in the general report.

Brevity is of the essence, both in the self-evaluation report and in the appendices.

Long, unnecessary lists of explanatory material are to be excluded from the core of the report; details can be systematically included as appendices.

Chapter 7 “ Animals and teaching material” and Chapter 8 “Library and learning resources”, in particular, should contain only basic data, with the complete documentation provided by each service placed in the appendices.

Care should be taken not to include excessive extracts from official texts (especially if they are in a language other than English and French).

The chapter “Objectives” must include the institution’s general objectives (teaching, research, service, continuing and postgraduate education), not detailed objectives, which are to be dealt with in Chapter 4 (“Curriculum”) by each responsible area.

As regards timetables (Chapters 4 and 5), a clear distinction should be made between hours per student and hours per teacher, in order to avoid ambiguity.

Each service’s contribution should be brief (a maximum of two or three pages) with any additional details provided in the appendices.

In Chapter 13, “Research”, the information should only cover the involvement of undergraduate students in research.

It is important that:

- Any appendices should follow the outline of the basic evaluation report,
- The core report should always contain a cross-reference to the exact place in the relevant appendix.
- The information to be contained in the appendices must be carefully selected so that the report is not excessively lengthy and useful information is not swamped by large amounts of unnecessary detail.

In order to facilitate the preparation of and lay the groundwork for the visit, the following documents should be attached to the report:

- A map of the institution,
- References on the map to the various stages of and a suggested route for the visit, with floors clearly indicated.

#### **IV – RECOMMENDATIONS FOR THE DISEMINATION OF THE REPORT**

The self-evaluation report must be sent by the administration of the institution to the visitors **AT LEAST TWO MONTHS PRIOR TO THE START OF THE VISIT**. A copy should be sent directly to each visiting expert and to the programme co-ordinator.

It is strongly recommended that the report be made available to the various categories of persons working in the establishment.

The administration should urge the various persons scheduled to meet the visiting experts to take cognisance of at least those parts of the report which directly concern them.

NB.- Under the veterinary school self-evaluation system, the self-evaluation report is intended solely for the members of the group of visiting experts and the programme coordinator. It is not disseminated by the EAEVE or by the FVE.

**ANNEX III****INFORMATION TO BE PROVIDED IN THE  
SELF EVALUATION REPORT**

This annex contains the series of instructions indicating the information that must be provided in the self-evaluation report.

It is suggested that the information should be provided only after careful study of Annexes II and IV of this document.

This Annex provides the format that should be used for the self-evaluation report, namely an introduction and 13 chapters.

The aim of this Annex III is to facilitate the provision of information necessary for the evaluation of the extent to which the recommendations of Annex I are being met.

The Annex features explanations (in italics) concerning the information that is requested, and the requests for information that the establishment must provide (identified by ‘bullets’ or contained in boxes).

Each chapter or section follows the same organisation in three parts, with the aim of sequentially obtaining different information:

- factual information (lists, numerical data, descriptions),
- comments,
- suggestions for improvements. Please add any suggestions for improvement in sequential order of importance as well as commenting on specific areas as indicated.

Information in response to each question has been requested. In some instances, the reply might be “not applicable”.

In the event of difficulty in replying to an enquiry which is unclear, it is recommended that the establishment consults the chairperson of the group of visiting experts or the coordinator.

It can also arise that an establishment has certain unusual features, and that explanations are necessary in order to provide a clear reply. Where necessary, the establishment may add an explanatory comment.

It is important to stress that in their evaluation the visiting experts will make a great deal of use of the information given in the SER.

## CONTENTS

The contents of the Self Evaluation Report should be:

Introduction

- Chapter 1. Objectives
- Chapter 2. Organisation
- Chapter 3. Finances
- Chapter 4. Curriculum
- Chapter 5. Teaching: quality and evaluation
- Chapter 6. Facilities and equipment
- Chapter 7. Animals and teaching material of animal origin
- Chapter 8. Library and learning resources
- Chapter 9. Admission and enrolment
- Chapter 10. Academic and support staff
- Chapter 11. Continuing education
- Chapter 12. Postgraduate education
- Chapter 13. Research

## INTRODUCTION

Please provide an outline of the main features of the history of the establishment in the period since the last evaluation visit or, if there has not been a previous visit, in the last ten years or so.

It should cover;

- the main organisational changes
- new regulations relating to teaching
- new buildings or major items of equipment
- main changes to the study programme
- important decisions made by the management of the establishment, or by the authorities responsible for it
- major problems encountered by the establishment, whether resolved or not



## Chapter 1 - OBJECTIVES

### 1. FACTUAL INFORMATION

Indicate whether there is an **official list of the overall objectives** of the establishment.

If this is the case;

- Please indicate these.
- Who determines the official list of objectives of the establishment?
- By what procedure is this list revised?
- Do you have a permanent system for assessing the achievement of the establishment's general objectives? If so, please describe it.

If there is no official list, please indicate the objectives that guide the Faculty's operation.

### 2. COMMENTS

In your view, to what extent are the objectives achieved?

What, in your view, are the main strengths and weaknesses of the establishment?

### 3. SUGGESTIONS

If you are not satisfied with the situation, please list your suggestions for change in order of importance.

## Chapter 2: ORGANISATION

### 1. FACTUAL INFORMATION

*Please give the basic details of the establishment, starting with the name, address, telephone and fax numbers, e-mail addresses and website addresses.*

#### Details of the establishment

Name of the establishment:

Address:

Telephone:

Fax:

Website:

Title and name of head of the establishment:

Is the establishment within a university?

If so, please give address of the university.

Details of the competent authority overseeing the establishment:

Provide a diagram of the administrative structures showing the establishment in relation to the university and ministerial structure of which it is part.

Provide a diagram of the internal administrative structure of the establishment itself (councils, committees, departments, etc.)

Describe, briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees etc.)

Indicate the involvement of the veterinary profession and general public in the running of the establishment.

Indicate the rules concerning the appointment of the elected officials of the establishment (Dean, Vice-Dean, Heads of Department, etc)

### 2. COMMENTS

Add any comments on the organisation and functioning of the establishment which you feel useful for completing the description.

### 3. SUGGESTIONS

If you are not satisfied with the situation, please list your suggestions for change in order of importance.

## Chapter 3 FINANCES

### 1. FACTUAL INFORMATION

#### 3.1: Expenditure

*This means the total expenditure made by the establishment itself and by other bodies on behalf of the establishment (e.g. the university).*

*Specify the calendar year or academic year to which your information refers.*

*Expenditure should be stated in Euros, and in the national currency (specify the currency).*

*Wages and salaries should include contributions (e.g. social security payments).*

*The term "utilities" means water, electricity, gas, fuel, etc.*

*Total expenditure should equal the sum of individual items, ie  $a + b + c + d = e$ .*

#### **Cost of training**

*The breakdown of the cost of training is difficult because several headings of expenditure cover both teaching and research. For this reason, the cost of training calculated in the table is only part of the items of expenditure.*

*- Annual direct cost of training a student*

*The numerator comprises:*

*a 1 - salaries of teaching personnel*

*a 2 - salaries of support staff*

*b 2 - expenditure relating to teaching*

*c 1- equipment relating to teaching*

$$\text{Cost} = \frac{a1 + a2 + b2 + c1}{\text{number of students in undergraduate training}}$$

*- Direct cost of training for a diploma*

*This cost is obtained by multiplying the direct annual cost of training a student by the average number of years of training for a student.*

Table 3.1.1: Annual expenditure of the establishment

Calendar year .....	or	Academic year .....		
			National currency	Euros
<b>a. Personnel</b>				
a.1	teaching staff		.....	.....
a.2	support staff		.....	.....
a.3	research staff		.....	.....
	Total for a		.....	.....
<b>b. Operating costs</b>				
b.1	utilities		.....	.....
b.2	expenditure relating specifically to teaching		.....	.....
b.3	“ “ “ “ research		.....	.....
b.4	general operations (excluding the above)		.....	.....
	Total for b		.....	.....
<b>c. Equipment</b>				
c.1	teaching		.....	.....
c.2	research		.....	.....
c.3	general (or common) equipment		.....	.....
	Total for c		.....	.....
<b>d. Maintenance of buildings</b>				
			.....	.....
<b>e. Total expenditure</b>				
			.....	.....

Table 3.1.2: Cost of veterinary training

	National currency	Euros
1. Annual direct cost of training a student	.....	.....
2. Direct cost of training for a diploma	.....	.....

**3.2: REVENUES**

*As for expenditure, please state the calendar or academic year, and quote revenue in Euro and the national currency.*

*Give revenue for only operational activities. Exclude revenue for capital projects or major renovations.*

*Total revenue should be equal to the sum of revenues from different sources, i.e.  $a+b+c+d+e = f$ .*

*Revenue from public sources (item a) can fluctuate. Please give the total of this revenue for the current year and the past five years in table 3.2.2.*

**Table 3.2.1: Annual revenues of the establishment**

Calendar year .....	or	Academic year .....		
			National currency	Euros
a.			revenue from the State or public authorities .....	.....
b.			revenue from private bodies .....	.....
c.			revenue from research .....	.....
d.			revenue earned and retained by the establishment	
			d.1. registration fees from students .....	.....
			d.2. revenue from continuing education .....	.....
			d.3. revenue from clinical activities .....	.....
			d.4. revenue from diagnostic activities .....	.....
e.			revenue from other sources (please specify) .....	.....
f.			Total revenue from all sources .....	.....

**Table 3.2.2: Changes in public funding**

Give the history of revenue from the state or public authorities (item a. from Table III.2.1) for the previous 5 years (in Euros).

Year	this year	previous year	N - 2	N - 3	N - 4
Revenue	.....	.....	.....	.....	.....

What percentage of income from the following sources does the veterinary teaching establishment have to give to other bodies (university, etc.)?

clinical work:

analysis for commercial clients:

analysis for veterinary practitioners:

research grants

other (please explain):

Indicate the proportion of additional income that is retained within the institution in each case.

Outline how the allocation of funding to the establishment is determined, and by what body.

If the allocation of funds, or any significant proportion of it, is linked to a particular factor (e.g. student numbers, research output), please describe this.

Indicate how the basis for funding the establishment compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines).

Outline how the allocation of funds within the establishment is decided.

Describe briefly the mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment,) and how decisions are taken on this.

Please indicate whether students:

- pay tuition/registration fees
- How much these are
- How they are decided
- How the funds are distributed.

## 2 COMMENTS

*Please make any general comments that you feel would help the experts concerning the establishment's finances.*

Teaching establishments never have enough finance. Please comment on any of the "Guidelines and Requirements" that are particularly difficult to fulfil in the present financial situation.

What is your number one priority for the use of any increased funding?

Comment on the degree of autonomy and flexibility available to the establishment in financial matters.

Comment on the percentage of income from outside services that the establishment is allowed to retain for its own use, and in particular on the extent to which loss of this income acts as a disincentive for the services concerned.

## 3. SUGGESTIONS

If you are not satisfied with the situation, please list your suggestions for change in order of importance.

## Chapter 4 CURRICULUM

### 1 FACTUAL INFORMATION

Indicate whether there is a defined national curriculum and (if applicable) how and by what body decisions are taken on this.

Describe the degree of freedom that the establishment has to change the curriculum.

Outline how decisions on curriculum matters and course content are taken within the establishment.

Outline how decisions are taken on the allocation of hours between the various subjects and on the balance between theoretical and practical teaching.

#### *Undergraduate training curriculum*

*Within the curriculum in an establishment, a distinction can be made between:*

- *"core" subjects taken by every student (section 4.1);*
- *"electives" which each student must select from a list of permissible subjects (section 4.2);*
- *"optional" subjects available over and above the obligatory curriculum (section 4.3);*
- *obligatory extramural work (section 4.4).*

*It is obvious that there should be a correlation between the general table for the core curriculum (4.1.1), the tables for each year of the course (4.1.2), and the summary tables 4.1.3. and 4.1.4. It is suggested that you prepare the annual tables first, and use these to generate the other tables.*

*If necessary, the tables can be lengthened to include the information that the establishment wishes to supply.*

#### **Types of training**

*There cannot be absolute distinction between the terms used to distinguish between different types of training. Overlap is inevitable. The following descriptions are derived from the definitions presented in the section 'Main Indicators' of Annex I.*

**Lectures** convey theoretical knowledge. Lectures (or presentations) of teaching are given to an entire or partial annual intake of students. Teaching may be with or without the use of teaching aids or of demonstration animals or specimens. The essential characteristic is that there is no active involvement of the students in the material discussed. They listen and do not handle.

**Supervised work** (sometimes called tutorials) is teaching sessions directed towards a small group of students during which they work on their own, or as a team, on part of the theory, prepared from manuscript notes, photocopied documents, articles and bibliographic references. Information is illustrated and knowledge extended by the presentation of audio visual material, exercises, discussions and, if possible, case work.

**Practical work** means teaching sessions where students themselves actively perform laboratory experiments, carry out dissection or necropsy, use microscopes for examination of histological or pathological specimens, or handle normal animals.

**Clinical work** means hands-on procedures by students on live animals - examination, diagnosis, treatment. Surgery on cadavers to practice clinical techniques is also classified as clinical work. Simply observing the teacher doing these tasks is not clinical work.

**4.1: CURRICULUM FOLLOWED BY ALL STUDENTS****Table 4.1.1: General table of curriculum hours taken by all students**

	Hours of training					Total
	Lectures	Practical work	Supervised work	Clinical work	Other*	
First year						
Second year						
Third year						
Fourth year						
Fifth year						
Sixth year						
Total						

\*Please specify

*These tables should list the subjects that comprise the veterinary course, and the hours of teaching in each of them. Provide a separate table for each year of the course, up to and including the sixth year, where applicable. It is suggested that you start with this table when preparing all of the replies on the curriculum.*

**Tables 4.1.2: Yearly curriculum studies**

Year of the course .....

Subject	Hours of training					Total
	Lectures	Practical work	Supervised work	Clinical work	Other*	
Total						

\*Please specify



**Table 4.1.3: NUMBER OF CURRICULUM HOURS TAKEN BY EVERY STUDENT**

The subjects mentioned in this table must be included in the curriculum according to section IV of the "Guidelines, requirements and main indicators" in Annex I.

The titles of the subjects as listed in Table 4.1.3 will not in all instances correspond to the name given to the course where the subject content is covered at your establishment. The hours spent on the various subjects, as you have listed them in Tables 4.1.2, should be allocated to the most appropriate subject title in Table 4.1.3. If there is no subject that corresponds to a particular subject that makes up part of the veterinary curriculum in your establishment (e.g. languages, sport, etc.), these should be listed in Table 4.1.4 as "other subjects".

If a particular subject is not taught, because an adequate level of knowledge in that subject is a prerequisite for entering the veterinary teaching programme, this should be indicated.

If one of the obligatory subjects in Table 4.1.3 is not taught as a separate course, but as part of another subject, make a clear statement to this effect, and indicate the approximate number of hours.

Table 4.1.3: Curriculum hours in EU-listed subjects taken by every student

Subject	Hours in course					
	Lectures	Practical work	Supervised work	Clinical work	Other	Total
<b>A. Basic subjects</b>						
Anatomy (incl. histology and embryology)						
Biochemistry and molecular biology						
Biology (incl. cell biology)						
Biophysics						
Biostatistics						
Chemistry						
Epidemiology						
Genetics						
Immunology						
Microbiology						
Parasitology						
Pathological anatomy (macroscopic & microscopic)						
Pharmacy						
Pharmacology						
Physiology						
Physiopathology						
Scientific and technical information and documentation methods						
Toxicology (incl. environmental pollution)						

<b>B. Animal Production</b> Agronomy Animal behaviour (incl. behavioural disorders) Animal husbandry (incl. livestock production systems) Animal nutrition and feeding Animal protection and welfare Environmental protection Preventive veterinary medicine (incl. health monitoring programmes) Reproduction (incl. artificial breeding methods) Rural economics						
<b>C. Clinical subjects</b> Anaesthetics Clinical examination and diagnosis and laboratory diagnostic methods Clinical medicine Diagnostic imaging Obstetrics Reproductive disorders State veterinary medicine, zoonoses, public health and forensic medicine Surgery Therapeutics						
<b>D. Food Hygiene</b> Certification of food production units Food certification Food hygiene and food quality (incl. legislation) Food inspection, particularly food of animal origin Food science and technology						
<b>E. Professional knowledge</b> Practice management Professional ethics Veterinary certification and report writing Veterinary legislation						

Table 4.1.4: Curriculum hours in other subjects taken by every student

Subject	Hours in course					
	Lectures	Practical work	Supervised work	Clinical work	Other	Total

#### 4.2: ELECTIVE SUBJECTS

- *electives are subjects between which the student can choose, but for which the hours are foreseen in the normal obligatory curriculum. The student must follow the subject(s) he/she has chosen (4.2).*

*Table 4.2 assumes that elective subjects are distributed into blocks of related courses, that provide a particular focus to the studies of the students who follow that block (e.g. small animal medicine, biotechnology, equine medicine, herd health management). If students can choose freely from electives, or these are arranged in some other way, please list the subjects as seems appropriate, and explain the situation in the text.*

**Table 4.2: Courses organised as elective subjects**

	Courses within elective	Hours in course					Total
		Lectures	Practical work	Supervised work	Clinical work	Other	
Elective track 1:							
Elective track 2:							
Elective track 3:							

Describe how and when students are allowed to select elective subjects, and the number of hours they have to take. Is there any limitation to their freedom of choice?

### 4.3: OPTIONAL SUBJECTS

- optional subjects are those which the student can choose to follow in addition to the normal course. Students can decide not to follow this type of option (4.3).

Table 4.3: **Optional subjects in the veterinary curriculum**

Subject	Year(s) offered	Hours in course					Total
		Lectures	Practical work	Supervised work	Clinical work	Other	

### 4.4: OBLIGATORY EXTRAMURAL WORK

*These are training periods that are an integral part of the course, but which are taken outside the establishment, for instance with practitioners, on farms, or with commercial or government organisations.*

*If these periods of extramural work take place during the summer vacations, then the academic year in the course that should be entered in the last column of Table 4.4 is that preceding the period of extra mural work.*

Table 4.4: **Obligatory extramural work that students must undertake as part of their course**

Nature of work	Minimum period	Year of the course in which work is carried out

Indicate the guidelines pertaining to this activity, and the manner by which it is assessed.

#### 4.5: RATIOS

For explanation about ratios, see the section 'Main Indicators' of Annex I. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

Please give the following values:

$$\frac{\text{Theoretical training}}{\text{Practical and clinical training}} = \frac{\quad}{\quad} = \frac{1}{\quad}$$

$$\frac{\text{Clinical training}}{\text{Theoretical and practical training}} = \frac{\quad}{\quad} = \frac{1}{\quad}$$

#### 4.6: FURTHER INFORMATION ON THE CURRICULUM

The information to be provided under 4.6 should be as brief as possible (normally not more than six pages). The only aim is to provide the visiting team with a broad overview of the teaching programme, highlighting any unusual or innovative aspects.

Provide a short description of the teaching programme in (see Table 4.1.3):

- A. Basic subjects
- B. Animal production
- C. Clinical subjects
- D. Food hygiene
- E. Professional knowledge

State the parts of the programme that must be attended obligatorily by the students. How is the attendance verified?

#### 4.7: SPECIFIC INFORMATION ON THE PRATICAL CLINICAL TRAINING

Clinical training may be provided through obligatory clinical rotations in different areas, where undergraduate students are integrated into the functioning of the clinics.

Give an outline description of how this is structured, in terms of:

- are such rotations a structured part of the training given to all undergraduate students?
- the total number of days or weeks of such rotations;
- the year(s) in which they occur;
- the different areas covered and the time spent in each area;
- whether attendance is full-time, for part of the day, and/or other (e.g. based on case needs);
- the activities and case responsibilities that students are expected to undertake.
- the group sizes in the clinical rotations

Describe clinical exercises in which students are involved prior to the commencement of clinical rotations.

Outline the student involvement in the emergency (24-hr.) and hospitalisation activities of the clinics.

Specify student participation in the activities of the mobile clinic and indicate whether or not the hours spent in the mobile clinic are included in those in Tables 4.1.3, 4.2 or 4.3.

#### **4.8: SPECIFIC INFORMATION ON THE PRACTICAL TRAINING OF FOOD HYGIENE**

Describe arrangements for teaching in a slaughterhouse and/or in premises for the production, processing, distribution/sale or consumption of food of animal origin?

Indicate the distance to slaughterhouses where students undergo training, and the species covered. Outline the structure and the frequency of these visits (group size, number of trainers, duration, etc.).

## **2 COMMENTS**

Comment on the way in which the veterinary curriculum prepares the graduate for the various parts of the veterinary profession, especially under the specific conditions prevailing in your country/region.

Comment on the way the curriculum is structured and reviewed.

Comment on the major developments in the curriculum, now and in the near future.

Comment on local conditions or circumstances that might influence the ratios in 4.5.

## **3 SUGGESTIONS**

If the ratios in 4.5 for your establishment do not fall into the category “satisfactory” according to the indicative table in Annex I, what can be done to improve the ratios?

## Chapter 5 TEACHING: QUALITY AND EVALUATION

### 1. FACTUAL INFORMATION

#### 5.1: THE TEACHING PROGRAMME

Describe the measures taken to ensure co-ordination in the teaching between different departments, sections, institutes and services.

Describe the philosophy of the pedagogical approach of the institution. In particular, describe the use of newer approaches, such as problem-based learning, interactive computer-assisted learning, etc.

Indicate the extent to which course notes are used to supplement or substitute for the use of standard veterinary textbooks.

Describe (if applicable) any established or contractual arrangements that support undergraduate teaching between the establishment and outside bodies, e.g. farms, breeding centres, practitioners, state veterinary services, factories/processing plants, outside laboratories, etc. Briefly describe how these arrangements work out in practice in terms of the contact this provides for all students or for selected students.

#### 5.2: THE TEACHING ENVIRONMENT

Describe the available staff development facilities, particularly in relation to teaching skills.

Describe the available systems for reward of teaching excellence (e.g. accelerated promotion).

Describe other measures taken to improve the quality of teaching.

#### 5.3: THE EXAMINATION SYSTEM

Describe the examination system of the establishment, particularly in relation to:

- Is there a central examination policy for the establishment as a whole? If 'yes', by whom is it decided?
- Are there special periods (without teaching) during the year for examinations?
- What form(s) of examination are used (written papers, multiple-choice questions, oral, practical, clinical examination, continuous assessment, etc.)?
- Is use made of external examiners?
- How many retakes of an examination are allowed?
- Do students have to pass the examination within a certain time?
- Do students have to pass an examination before they can start other courses?

**5.4: EVALUATION OF TEACHING**

Describe the method(s) to assess the quality of teaching used in the establishment.

Indicate whether the evaluation is an establishment procedure, or one set up by individual departments, by students or by individuals.

Describe the role of students in the evaluation of teaching and teachers.

Describe the follow-up given to the evaluation.

**5.5: STUDENT WELFARE**

Describe the facilities (not related to the teaching programme) which the establishment provides for students (accommodation, sports, recreation, canteen, restaurant, etc.).

Describe the guidance offered by the establishment (or its parent institution) for students with problems (social problems, study problems, career development, job selection).

**2 COMMENTS**

Please give general comments about the quality of the teaching programme under the above headings.

Comment on the usefulness of external examiners.

Comment on the participation of students in the design and monitoring of courses and of the curriculum in general.

**3. SUGGESTIONS**

Indicate how the examination system can be improved in such aspects as time consumption, efficacy, fairness and selectivity?

What can be done to (further) improve the quality of teaching?



## Chapter 6 FACILITIES AND EQUIPMENT

### 1. FACTUAL INFORMATION

#### 6.1.: PREMISES IN GENERAL

Please give a general description of the site(s) and buildings occupied by the establishment. Include a map if available.

#### 6.2: PREMISES USED FOR CLINICS AND HOSPITALISATION

*The information to be entered here is the number of animals that can be accommodated, not the number of animals used.*

*Certain premises may be used to accommodate different species of animal. If so, the same premises should be entered only once.*

##### Table 6.2.1: Places available for clinics and hospitalisation

- number of hospitalisation places for cattle
- number of hospitalisation places for horses
- number of hospitalisation places for small ruminants
- number of hospitalisation places for pigs
- number of hospitalisation places for dogs
- number of hospitalisation places for cats

Number of animals that can be accommodated in isolation facilities;

- small animals
- farm animals and horses

#### 6.3: PREMISES FOR ANIMALS

Give a description of the facilities for rearing and maintaining normal animals for teaching purposes.

*If the establishment has no farm of its own, please explain in the SER the practical arrangements made for teaching such subjects as animal husbandry, herd health, and the techniques of handling production animals should be indicated.*

#### 6.4: PREMISES USED FOR THEORETICAL , PRACTICAL AND SUPERVISED TEACHING

*The same room should not be entered under two or more headings, even if it is used, for example, for both practical and supervised work.*

*Laboratories used for practical work by students should be entered at 6.4.3 not 6.4.2.*

**Table 6.4.1: Premises for lecturing**

Number of lecture halls

Number of places per lecture hall

Hall	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....

Total number of places in lecture halls

**Table 6.4.2: Premises for group work**

Number of rooms that can be used for group work (supervised work)

Number of places in the rooms for group work:

Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....

Number of places in the rooms for group work (continued):

Room	no. 9	no. 10	no. 11	no. 12	no. 13	no. 14	no. 15	no. 16
Places	.....	.....	.....	.....	.....	.....	.....	.....

Total number of places in rooms for group work

**Table 6.4.3: Premises for practical work**

Number of laboratories for practical work by students

Number of places per laboratory

Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8
Places	.....	.....	.....	.....	.....	.....	.....	.....

Total number of places in laboratories:

Please give a brief description of health and safety measures in place in the premises for practical work (and in the laboratories to which undergraduate students have access).

**6.5: DIAGNOSTIC LABORATORIES AND CLINICAL SUPPORT SERVICES****Diagnostic laboratories**

Briefly describe the facilities available for clinical pathology, diagnostic pathology.

**Central clinical support services**

Indicate the nature of these services and how they are organised (e.g. diagnostic imaging, anaesthesia, etc.)

**6.6: SLAUGHTERHOUSE FACILITIES****Slaughterhouse Facilities**

Describe briefly the slaughterhouse facility to which the establishment has access, including distances from the establishment and level of activity.

**6.7: FOODSTUFF PROCESSING UNIT****Foodstuff Processing Unit**

Describe briefly any access that the establishment has to foodstuff processing units.

**6.8: WASTE MANAGEMENT****Waste Management**

Briefly describe the systems and equipment used for disposing of waste material; cadavers, carcasses, biological waste of different types, excreta, etc.

**6.9: FUTURE CHANGES****Future Changes**

Outline any proposed changes in the premises that will have a substantial effect on the establishment, and indicate the stage which these have reached.

**2. COMMENTS**

Comment on the adequacy of the buildings in general for undergraduate teaching.

Comment on the adequacy of the equipment in general for undergraduate teaching.

Comment on the maintenance of buildings and equipment.

**3. SUGGESTIONS**

If you are unhappy with any situation, please list any improvements you would make in order of preference.

## Chapter 7 ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

### 1. FACTUAL INFORMATION

#### 7.1: BASIC SUBJECTS

##### Anatomy

Indicate the materials that are used in practical anatomy training, and how these are obtained and stored.

##### Pathology

Table 7.1: Number of necropsies over the past 3 years

species	Number of necropsies		
	year N*	year N-1	year N-2
Farm/large animals; cattle equines small ruminants pigs other farm animals**			
small/pets; dogs cats other pets			

\*State the actual year

\*\*Indicate species

Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material.

Indicate the nature of any other animal use in teaching other basic subjects.

#### 7.2 ANIMAL PRODUCTION

Indicate the availability of production animals for the practical teaching of students

- a) on the site of the institution;
- b) on other sites to which the institution has access.

#### 7.3 FOOD HYGEINE

Indicate the availability of animals and products of animal origin for the practical teaching of students in food hygiene, inspection and technology.

#### 7.4 - 7.5: Consultations and hospitalisation

Questions are asked concerning the last three years that can be totally accounted for. Specify the exact years (calendar or academic year) N, (N-1) and (N-2).

The number of animals to be stated are for all disciplines combined (medicine, surgery, reproduction, etc.).

In Tables 7.4 and 7.5, only animals coming into the establishment should be included. Animals studied in practical teaching outside the establishment should be entered in at the section entitled "Mobile Clinic" (7.8).

There is sometimes linguistic confusion between terms used for different kinds of consultation clinics. The clinics that receive incoming patients for consultations are called "out-patient clinic" and "ambulatory clinic"; both terms are interchangeable. When referring to clinical services provided outside the establishment, e.g. on farms, the term "mobile clinic" should be used (7.8).

#### 7.4: CONSULTATIONS

State the number of weeks, in the course of the year, during which the clinics are open.

State the number of consultation days each week.

State the consultation hours.

**Table 7.4: Number of animals received for consultation in the past three years.**

Species		Number of patients		
		year N	year N-1	year N-2
Farm/large animals	cattle			
	equines			
	small ruminants			
	pigs			
	other farm animals*			
small/pets;	dogs			
	cats			
	other pets			

\*Indicate species

**7.5: HOSPITALISATION****Table 7.5: Patients hospitalised in the clinics in the past three years**

species	Number of hospitalisations		
	year N	year N-1	year N-2
Farm/large animals; cattle equines small ruminants pigs other farm animals*			
small/pets; dogs cats other pets			

\*Indicate species

**7.6: VEHICLES FOR ANIMAL TRANSPORT**

State the number and nature of the establishment vehicles that can be used to bring sick animals to the clinics.

State whether or not clients are charged for this service.

**7.7: EMERGENCY SERVICE**

Outline what in-house emergency service is available.

**7.8: MOBILE CLINIC**

State the number of hours of operation per week.

Indicate arrangements for out-of-hours emergency services.

State the number, the type and the seating capacity of the vehicles used to transport students working in the mobile clinic.

State the approximate number of sick animals (specify cattle, swine, equine, poultry or small ruminants, others) seen by the mobile clinic in a year.

State the average number of visits in a year made by the mobile clinic to farms and studs for cattle, swine, equine, poultry, small ruminants, others.

**7.9: OTHER INFORMATION**

Indicate any notable additional outside sources of material for clinical training purposes, such as animal charities, animals awaiting slaughter, etc.

Indicate how the level of clinical service that is offered by the establishment (in small companion animals, equines and production animals) compares with outside practices in terms of facilities, hours of service, equipment, expertise, responsiveness, etc.

Provide an indication in percentage terms of the proportion of cases that are primary (i.e. first opinion), and referrals (provide a breakdown by species, if helpful). If the establishment has a particular aim or policy as regards this mix, describe it.

Indicate what areas of clinical specialisation are covered, and the extent of the coverage (for example, a veterinarian with a particular specialisation may see patients in the clinic for one day a week, 3 afternoons, etc.)

Outline how the fees for clinical services are decided, and how these compare with those charged by private practitioners.

Indicate the relationship the establishment has with outside practitioners (in small companion animals, equines and production animals) in terms of matters such as referral work, providing diagnostic or advisory services for private practitioners, practitioners participating in teaching, holiday or 'seeing practice' work for students, feedback on the level of clinical training.

Describe (if applicable) any other relationships with outside organisations that are routinely used to provide students with training (in particular practical training) in other clinical subjects (e.g. pathology work, interaction with state veterinary work).

Provide an outline of the administrative system(s) used for the patients, *e.g.* in terms of how case records are kept, how data is retrieved, whether systems are centralised, etc.

## 7.10: RATIOS

See the section 'Main Indicators' in Annex I for the figures needed for calculating ratios. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

### 7.10.1: Animals available for clinical work:

Ratio: students/production animals

$$\frac{\text{number of students graduated in the last year}}{\text{number of production animals}} = \frac{\quad}{\quad} = \frac{1}{\quad}$$

Ratio: students/companion animals

$$\frac{\text{number of students graduated in the last year}}{\text{number of companion animals}} = \frac{\quad}{\quad} = \frac{1}{\quad}$$

### 7.10.2: Animals available for necropsy:

Ratio: students/post-mortem examinations

$$\frac{\text{number of students graduated in the last year}}{\text{number of cadavers necropsied}} = \frac{\quad}{\quad} = \frac{1}{\quad}$$

## 2. COMMENTS

Feel free to comment on all data provided in this Chapter.

Comment on major developments in the clinical services, now and in the near future.

Comment on local conditions or circumstances that might influence the ratios in 7.10.

## 3. SUGGESTIONS

If the ratios in 7.10 for your establishment do not fall into the category "satisfactory" according to the indicative table in Annex I, what can be done to improve these ratios?



## Chapter 8 LIBRARY AND LEARNING RESOURCES

### 1. FACTUAL INFORMATION

#### 8.1: LIBRARY

Give a general description of the library/libraries of the establishment/university that are available to students. Indicate how the library/libraries are managed (e.g. library committee).

For each major library of the establishment, please provide the following information, either in narrative or tabular form.

#### **Main library:**

- is this specific to the veterinary training establishment?
- is this common to two or more establishments?

State the library's annual operating budget over the past three years:	National currency	Euros
Year N	.....	.....
Year N - 1	.....	.....
Year N - 2	.....	.....

Number of full-time employees

Full time equivalents of part time employees

Number of journals received each year (in addition to books)

Number of student reading places

Library opening hours:	weekdays	weekends
during term-time	.....	.....
during vacations	.....	.....

Number of loans to students per academic year

Give an outline description of any computerised document search system that is accessible to students.

#### **Subsidiary libraries of the establishment**

Please describe the subsidiary (e.g. Departmental) libraries of the establishment, and arrangements for student access.

Indicate whether the main library holds a list of individual books of the subsidiary libraries.

**8.2: INFORMATION TECHNOLOGY SERVICES**

Please give the following information in either narrative or tabular form.

**(a) Audio-visual service**

- is this specific to the veterinary training establishment?
- is this common to two or more establishments?

Number of full-time employees	.....	
Full time equivalents of part time employees	.....	
Total number of videocassettes available	.....	
Total number of videocassettes that have been produced by the services in the past 5 years	.....	
Is there a viewing room?		
If so, indicate:		
- the number of places		
- the number of hours it is open each week		
- the opening hours:	weekdays	weekends
during term-time	.....	.....
during vacations	.....	.....

**(b) Computer service**

Is the computer service/department:

- specific to the veterinary training establishment?
- common to two or more establishments?

Number of full-time employees		
Full time equivalents of part time employees		
Number of computers available in the service:		
- less than three years old		
- more than three years old		
Do students have free access to these computers for their own use?		
Is there a computer room for self-use by students?		
If there is, please indicate:		
- the number of places		
- the opening hours:	weekdays	weekends
during term-time	.....	.....
during vacations	.....	.....
Does the service/department provide teaching in the use of computers?		
Does the establishment use interactive CD-ROM for teaching?		
If so, how many programmes are available?		

## 2. COMMENTS

**Library:**

Please comment on the adequacy of the books and journals, of the opening hours and of the provision of reading spaces and support personnel.

**IT facilities:**

Please comment on the establishment's approach to self-learning, on the adequacy of the provisions, and on any limitations on the further developments in this area.

## 3. SUGGESTIONS

## Chapter 9 ADMISSION AND ENROLMENT

### 1. FACTUAL INFORMATION

#### 9.1: STUDENT NUMBERS

Table 9.11 asks for numbers of undergraduate students in the veterinary training institution. This means students enrolled for undergraduate training and paying the corresponding tuition fees (if applicable), except for those students who do not participate in the teaching offered.

The total number of undergraduate students (*a*) can be divided in several ways (see table 9.1.1)

$$a = b + c$$

$$a = d + e$$

$$a = f + g + h + i + j + k + l + m$$

Some veterinary courses require students to successfully complete all courses presented in an academic year before they can start the subjects in the following year. In other establishments students have to complete all the subjects in the curriculum before graduating, but can do so in a more flexible way. In the latter instance, it may be difficult – perhaps impossible – to place some of the students in a specific year of the programme.

If this is so, table 9.1 may: be omitted

Or be an approximate figure

Or be calculated by reference to the course of year that corresponds to the largest number of subjects taken.

**Table 9.1.1: Undergraduate student composition**

a.	Total number of undergraduate students	
b.	Male students	
c.	Female students	
d.	Nationals	
e.	Foreign students	
	- from EU countries	
	- from non-EU countries	
f.	1st year students	
g.	2nd year students	
h.	3rd year students	
i.	4th year students	
j.	5th year students	
k.	6th year students	
l.	7th, or subsequent year students	
m.	students not in any specific year	

Table 9.1.2 asks for numbers of postgraduate students in the veterinary training institution. Students in postgraduate training are those enrolled at the veterinary training establishment who have already obtained their basic diploma and who are following the types of courses dealt with in Chapter 12.

Total *n* should equal the sum of the following items:

$$n = o + p$$

$$n = q + r$$

$$n = s + t + u + v + w$$

Table 9.1.2: **Postgraduate student composition**

n.	Total number of postgraduate students	
o.	Male students	
p.	Female students	
q.	Nationals	
r.	Foreign students	
	- from EU countries	
	- from non-EU countries	
s.	1st year students	
t.	2nd year students	
u.	3rd year students	
v.	4th year students	
w.	5th, or subsequent, year students	

Give the total number of students in the establishment (a + n): .....

## 9.2 Student admission

State the minimum admission requirements.

Outline any selection process (or criteria) used in addition to the minimum admission requirements.

Describe whether students applying for and/or starting veterinary training have an equal or very variable knowledge base in scientific disciplines from their studies at school.

Indicate where there is a limit to the number of students admitted each year.

Describe how the number of government-funded student places is determined.

Describe any circumstances under which extra students may be admitted to the undergraduate veterinary course.

Outline any changes foreseen in the number of students admitted annually. If applicable, describe how the establishment plans to adjust to these changes.

*Table 9.2 asks for the numbers of undergraduate students admitted to the establishment over the last ten years. Apart from the 'standard' intake, the establishment may also be taking in students as transfers from other courses, privately funded students, etc. Please indicate any supplementary intake of this kind in the last column of the table.*

Table 9.2: **Intake of veterinary students**

Year	number applying for admission	number admitted	
		'standard' intake	other entry mode (describe)
N (state which year this is)			
N - 1			
N - 2			
N - 3			
N - 4			
N - 5a			
N - 6			
N - 7			
N - 8			
N - 9			

**9.3: STUDENT FLOW**

Table 9.3.1 establishes to what extent students make progress in their studies. To this end, we look at the students who were admitted five years ago (number a in Table 9.2) and we determine which course year they have reached five years after admission.

The figure a (taken from Table 9.2) should be equal to the sum of the following:

$$a = b + c + d + e + f + g + h + i$$

As has already been pointed out, it may be difficult - or even impossible - to quantify certain items under this heading, e.g. if the disciplines are independently validated.

Table 9.3.1: **Student flow**

Of the students whose admission year was N-5 (number a. in Table 9.2) how many are at present (five years later) in the:

b.	1st year	
c.	2nd year	
d.	3rd year	
e.	4th year	
f.	5th year	
g.	how many have graduated	
h.	how many have dropped out or been asked to leave.	
i.	how many are not in any identifiable year	

**Table 9.3.2: Number of students graduating annually (from undergraduate training) over the past five years:**

	Year	Number graduating
j.	N (state which year this is)	
	N - 1	
	N - 2	
	N - 3	
	N - 4	

Total  $j$  in Table 9.3.2 should be equal to the sum of the following:

$$j = k + l + m + n + o + p + q + r$$

In Table 9.3.3 the average duration of studies is calculated. To calculate this figure, we look at the students who graduated in the year  $N$  of Table 9.3.2 (figure  $j$ ) and we determine the number of years of veterinary training completed by each of them.

**Table 9.3.3: Average duration of studies**

In the case of students graduating in year  $N$  (figure  $j$  of Table 9.3.2), how many students have attended the veterinary training course for 4, 5, 6, 7, 8, 9, 10 years or more?

	Duration of attendance	number
k.	4 years	
l.	5 years	
m	6 years	
n.	7 years	
o.	8 years	
p.	9 years	
q.	10 - 13 years	
r.	more than 13 years	
Average duration of studies of the students who graduated in year $N$ :		

Describe the requirements (in terms of completing subjects and examinations) for progressing to a subsequent year of the course.

Describe the academic circumstances under which the establishment would oblige students to leave the course.

## 2. COMMENTS

Comment on standard of the students starting the course.

Comment on the ability of the establishment to satisfactorily decide the number of students it can accept.

Comment on the factors that determine the number of students admitted.

Comment on the adequacy of the facilities and teaching programme to train the existing number of students.

Comment on the progress made by students in their studies, and the establishment's ability to ensure that satisfactory progress is maintained.

Comment on the percentage of students that will eventually graduate.

## 3. SUGGESTIONS

If you are not satisfied with the situation, please state in order of importance any suggestions that you may have concerning this Chapter if you feel unhappy about:

- The number of students admitted;
- The drop-out percentage;
- The average duration of studies;
- Other aspects.



## Chapter 10 ACADEMIC AND SUPPORT STAFF

### 1. FACTUAL INFORMATION

**Definitions:**

For definitions, also see the section “Main indicators” in Annex I.

**Budgeted and non-budgeted posts:** A distinction is drawn between:

- posts that are allocated to the establishment and financed by the university or ministry responsible for the establishment. These posts can be regarded as more or less permanent. They are termed “budgeted posts”.

- posts that depend upon finance in addition to the allocation of budgeted posts from public money. These posts can fluctuate in number. They are termed “non-budgeted posts”.

**Full-time equivalents (FTE):** Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). For instance 10 full-time posts plus two part-time posts at 50% plus 1 part-time posts at 80% should be given as a total of 11.8 FTE.

**Teaching staff:** It is an accepted fact that “teaching” staff will also do research.

**Research staff:** This category includes academic personnel whose main task is to do research work, even though they may from time to time participate in undergraduate teaching.

**Support staff:** This includes all posts, regardless of the work undertaken; - secretaries, administrators, technicians, animal caretakers, cleaners, etc.

**Postgraduate students:** Interns, residents, doctoral (Ph.D.) students are not included in the staff numbers. They fall into the category of “students”; they are not “staff”.

If you find that the distinctions made between different groups of staff do not fit your situation, make the best distribution you can of your personnel between the headings we use. Add an explanatory note if you wish.

Table 10.1: Personnel in the establishment

	Budgeted posts (FTE)	Non-budgeted posts (FTE)	Total (FTE)
<b>1. Academic staff</b>			
a) Teaching staff			
b) Research staff			
c) Others (please specify)			
d) Total academic staff			
<b>2. Support staff</b>			
e) responsible for the care and treatment of animals			
f) responsible for the preparation of practical and clinical teaching.			
g) responsible for administration, general services, maintenance, etc.			
h) engaged in research work			
i) others (please specify)			
j) Total support staff			
<b>3. Total staff (d + j)</b>			

*In table 10.2 'Departments' refers to the component academic units of the veterinary training establishment, which may have another name (e.g. 'Institute'). The titles of the academic staff grades in the table may differ from country to country, and should be modified to suit your particular situation*

Table 10.2: Allocation of personnel to the various departments

Name of Department	Academic staff				Other	Support staff		
	Full prof	Assistan prof.	Associate prof.	Assistant		Technical/animal		Admin./ general
						Teaching	Research	

In table 10.3 the figures given may well differ from those given in Table 10.1, because (a) some non-budgeted staff may be engaged in teaching and (b) some research staff may be engaged in teaching.

**Teaching staff:** For the purpose of this Table, all teaching staff are considered as being engaged full-time in teaching.

**Research staff:** If research workers are involved only occasionally (less than 10 hours per year) in undergraduate teaching, they should not be included in this Table.

Research staff involved in undergraduate teaching for more than 10 hours per year should have an amount of teaching FTE assigned in proportion to the mean teaching load of the establishment. For instance, if the mean teaching load of the teaching staff is 600 hours per year, and the researcher in question teaches 60 hours per year to undergraduates, he should be included in the calculation as 0.1 FTE.

As in Table 10.1, postgraduate students should not be included.

Persons coming from outside to give regular or specific teaching should not be included.

Teaching given by staff from the establishment to students of other establishments should not be included in the calculation.

Table 10.3: **Personnel responsible for undergraduate teaching**

A.	Number of budgeted and non-budgeted teaching staff involved in undergraduate teaching	
B.	Number of research staff involved in undergraduate teaching (see explanation to this table above)	
C.	Total number of personnel responsible for undergraduate teaching (A + B)	

### Ratios

For explanation about ratios, see Annex I, "Main Indicators". Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

Ratio: teaching staff/undergraduate students

$$\frac{\text{number of teaching staff}}{\text{number of undergraduate students}} = \frac{\quad}{\quad} = \frac{1}{\quad}$$

Ratio: teaching staff/support staff

$$\frac{\text{number of teaching staff}}{\text{number of support staff}} = \frac{\quad}{\quad} = \frac{1}{\quad}$$

Outline how the allocation of staff to the establishment is determined.

Outline how the allocation of staff to the departments (or other units) within the establishment is determined.

Indicate whether there are difficulties in recruiting or retaining staff.

Describe (if appropriate) any relevant trends or changes in staff levels or the ability to fill vacancies over the past decade.

Indicate whether it is straightforward to employ additional staff from service income (e.g. from revenues of clinical or diagnostic work).

Describe the regulations governing outside work, including consultation and private practice, by staff working at the establishment.

Describe the possibilities and financial provisions for the academic staff to:

- a) attend scientific meetings;
- b) go on a sabbatical leave.

## 2. COMMENTS

Comment on the numbers of personnel in the various categories

Comment on the salary levels, especially those of academic staff in relation to the level of income in the private sector.

Comment on the ease or difficulty of recruiting and retaining personnel.

Comment on the percentage of veterinarians in the academic staff.

## 3. SUGGESTIONS

If the ratios for your establishment do not fall into the category “satisfactory” according to the indicative table in Annex I, what can be done to improve the ratios?

## Chapter 11 CONTINUING EDUCATION

### 1. FACTUAL INFORMATION

#### 11.1: CONTINUING EDUCATION COURSES HELD AT THE ESTABLISHMENT

*These questions relate to courses organised in the establishment's own premises. Distinction is made between two possible organisers: 1. the establishment itself, or 2. outside bodies (e.g. local practitioners) who use the premises.*

**Table 11.1.1: Courses organised by the establishment itself in the most recent year (State year)**

Title of course	Number of participants	Total number of hours of the course
(extend table as necessary)		

**Table 11.1.2: Courses organised by the establishment itself in the preceding year**

Title of course	Number of participants	Total number of hours of the course
(extend table as necessary)		

**Table 11.1.3: Courses organised at the establishment by outside bodies in the most recent year (state year).**

Title of course	Number of participants	Total number of hours of the course
(extend table as necessary)		

Indicate the involvement of teaching staff at the establishment involved in continuing education organised by outside organisations.

#### 11.2: DISTANCE LEARNING (INCLUDING VIA INTERNET)

If the establishment is involved in providing distance learning, please outline the nature and volume of this work.

## **2 COMMENTS**

Comment on the quality of the continuing education programmes in which the establishment is involved.

Comment on the degree of participation of veterinarians in the continuing education programmes in which the establishment is involved.

## **3 SUGGESTIONS**

## Chapter 12 POSTGRADUATE EDUCATION

*This heading covers all further training leading to a diploma - special postgraduate studies, Ph.D. courses, research training programmes, and national or European College specialised qualifications. Please provide details of all postgraduate training opportunities in tabular form under "Factual Information".*

### 1. FACTUAL INFORMATION

#### 12.1: POSTGRADUATE CLINICAL TRAINING (INTERNS AND RESIDENTS)

Table 12.1.1: Postgraduate clinical training courses

Clinical discipline	Duration of training	Number enrolled		Diploma or title anticipated
		Full time	Part time	
1.				
2.				
3.				
4.				
5.				

Indicate whether students involved in this training receive a grant or a salary.

Indicate any programmes that are certified by a European Speciality College.

#### 12.2: TAUGHT POSTGRADUATE COURSES

Table 12.2.1: Taught postgraduate courses

	Duration of training	Number enrolled	
		Full time	Part time
(a) Diploma level (discipline)			
1.			
2.			
3.			
(b) Masters level (discipline)			
1.			
2.			
3.			

Do students involved in this training receive a grant or a salary?

Indicate the extent to which training towards a diploma is combined with clinical training.

Indicate the percentage of graduating students who follow such training

### 12.3: POSTGRADUATE RESEARCH PROGRAMMES

Table 12.3. Postgraduate research training programmes

(a) Masters Level Indicate discipline and/or department.	Duration of training	Number enrolled	
		Full time	Part time
1.			
2.			
3.			
(b) PhD level Indicate discipline and/or department.	Duration of training	Number enrolled	
		Full time	Part time
1.			
2.			
3.			
Indicate the percentage of PhD students holding a veterinary degree.			
(c) Other doctoral level Degree and discipline and/or department.	Duration of training	Number enrolled	
		Full time	Part time
1.			
2.			
3.			

For each (a), (b) and (c), please indicate:

- (i) whether the students require a grant or salary
- (ii) The proportion of graduates who enter such a programme.

## 2. COMMENTS

Comment on the number of postgraduate diplomas/titles awarded annually.

Comment on the percentage of veterinarians participating in postgraduate research training programmes.

## 3. SUGGESTIONS



## Chapter 13 RESEARCH

*The details requested under this heading relate only to research experience offered to students during their undergraduate training, for example through project work.*

### 1. FACTUAL INFORMATION

Indicate the involvement of undergraduate students in research, including the time spent, percentage of students involved and outcome required.

### 2. COMMENTS

Comment on the opportunities for students to participate in active research work.

### 3. SUGGESTIONS

Will students be given more opportunity to participate in research activities?  
If so, how will this be done?

## ANNEX IV

# GUIDE TO THE ESTABLISHMENT FOR THE ORGANISATION OF THE VISIT

This document gives, in chronological order, information relating to the preparation and execution of the visit by the group of experts, for the attention of the administrative officers of the veterinary training establishment to be visited.

### I – DATE AND DURATION OF THE VISIT

The date of the visit must be fixed at least one year in advance. The date is agreed between the head of the establishment and the programme co-ordinator. The visit must take place in a period of normal activity of the establishment. It should not clash with an important event in the establishment which might seriously impede the preparations for the visit, e.g. the election of a new dean/director.

In accepting the visit, the establishment undertakes to meet the costs of the visit, as estimated by the programme co-ordinator.

The normal plan of the visit is as follows:

- The team will arrive on a Monday.
- The actual visit to the establishment takes place on Tuesday through Friday.
- The exit interview of the team with the head of the establishment and his senior colleagues takes place on Friday afternoon.
- The team uses the Saturday for report writing and returns home on Sunday.

Veterinary teaching establishments that have not been visited under this scheme before (or other establishments that expect to profit from more direct information than is contained in this document) may invite the programme co-ordinator for a pre-visit.

### II – INFORMATION FOR THE ESTABLISHMENT TO BE VISITED

When the date of the visit is fixed, the head of the establishment should inform all the people in the establishment (academic staff, support staff, students) of the aims and principles of the visit. It is vital to provide this information and to call attention to the potential benefits for the establishment. It should be made absolutely clear that the visit is not an inspection or an investigation, but that it serves to verify and to supplement the information provided in the self-evaluation report. Moreover, the European establishments for veterinary education utilize this visitation system to help each other and to let establishments profit from the experience of others.

The visit and its aims should also be announced to certain groups and persons outside the establishment, such as the head of the parent institution (if any), the alumni association, the competent authority and the national professional association.

The distribution of this information should ensure the support of and active cooperation from all parties, during the preparation of the self-evaluation report and of the visit.

Such information could include:

- a document outlining the aims and principles of the visit, to be distributed to all persons concerned.
- a document explaining the procedures for preparing (parts of) the self-evaluation report to assist all persons concerned.

In the days immediately prior to the visit, a document recalling the aims and principles of the visit and outlining the procedures and protocol of the visit, as well as the follow-up procedures, should be sent to all persons concerned. Such information will also save time for the group of visitors who are always short of time during the visit, and will save any explanations about the reasons for the visit and about the follow-up. An example of such an information note for all persons who meet the visiting group (staff, students, persons from outside) is given in Chapter V of this Annex.

In countries where there are several veterinary training establishments, the head of the establishment might wish to consider inviting to the visit, as an observer, the head of that establishment in the country that is to be visited next. This would have the advantage of enabling the head concerned to gain experience for the forthcoming visit.

### **III – PREPARATION AND ORGANISATION OF THE VISIT**

#### **1. General points**

The visit is intended to verify and supplement the information contained in the self-evaluation report. The actual visit to the establishment lasts four days within the general framework indicated in Chapter I of this Annex. The programme is established according to needs and circumstances by the head of the establishment, subject to agreement by the chairman of the visiting group of experts and by the programme co-ordinator. The programme should be finalized not less than two months before the start of the visit.

The head of the establishment, in consultation with the programme co-ordinator, appoints someone to act as "Liaison Officer". The Liaison Officer must be familiar with the establishment to be visited, but should preferably be independent of it. The tasks and the functioning of the Liaison Officer are described in Annex VI.

The programme of the visit should include, apart from the visit of the premises, meetings of the visiting team with the following (groups of) persons:

- the head of the establishment and his senior colleagues.  
This meeting should take place at the start of the visit and involve only the senior colleagues, and not a large number of teaching staff. This meeting is intended to give the visitors general information regarding the visit and provide an opportunity for them to express any wishes for general information, to ask questions on chapters one to three and six to ten of the self-evaluation report and to ask for changes or supplements to the programme of the visit.
- representatives of the teaching staff.  
Since separate meetings are held with the heads of departments, it would be appreciated if the team could meet the predominately younger staff members in this meeting.
- representatives of the support staff.
- representatives of the students.

This first meeting with students, which should take place during the first day of the visit, usually involves their official representatives (student union, student representatives on governing bodies of the establishment, etc.). The meeting should enable the visitors to obtain the comments of the students.

- the heads of the basic science departments.
  - the heads of the animal production departments.
  - the heads of the clinical departments.
  - the heads of the food hygiene departments.
  - the librarian.
  - the (head of the) group for computerized instruction.
  - representatives of postgraduate students, interns and residents.
  - the (head of the) continuing education group.
  - representatives of the alumni.
- For this meeting, former students should be invited who left the establishment less than five years ago and who can, therefore, compare their training received in the establishment with the needs encountered in practice. Another category of former students to be invited for this meeting are veterinarians who are involved regularly in the teaching at the establishment.
- local practitioners who regularly refer their clients to the clinics of the establishment.
  - representatives of the regulatory veterinary authorities.
  - the (head of the) research committee.
  - representatives of the students.
- This second meeting with students, which should take place towards the end of the visit, should involve two students of each year of the course. It should enable the visitors to make a review of the visit and to clarify, if necessary, any residual questions.
  - the head of the establishment and his senior colleagues.
- The second meeting with this group should conclude the visit. In this exit interview, the chairman of the team of visitors orally presents the main observations and comments of the team. Although this draft report is of a preliminary nature, the main conclusions presented at this final meeting should not be altered in the subsequent processing of the visit report. The draft report of the chairman is not open for discussion during this final meeting. Representatives of the establishment are invited, however, to present proposals to improve the evaluation system.
- the President or Rector of the university, or otherwise the head of the parent institution.

The team will need office space and facilities. The details of these will be arranged between the head of the establishment and the programme co-ordinator.

The team will have to meet privately every day, sometimes in the evening, in order to review the information obtained during the day, to prepare for the following day, and to work on their visit report. The programme of the visit should take this into account. Whilst the team is always grateful for hospitality offered, the programme must not be overloaded with elaborate social functions, dinners, etc. Meals organized for the group of visitors should be regarded as working meetings, providing an opportunity for useful informal contacts and for obtaining further information.

The timing of the programme should bear in mind that there is never enough time for such a visit. In addition, as far as possible, the hotel of the visitors should not be far from the establishment.

The team of experts should be allowed sufficient time between the end of the visit programme and the final meeting with the head of the establishment and his senior colleagues to prepare their draft report.

If the team, during the visit, requires more information, this request is channeled through the Liaison Officer, and we would ask that the head of the establishment ensures a timely response.

Badges should be worn by all persons met during the visit and by the experts themselves. Badges should be legible at a distance.

If media coverage of the visit is planned, care must be taken to ensure that it does not interfere with the conduct of the visit.

## 2. **Meetings**

It is of critical importance that all persons participating in meetings with the visiting experts should have read (at least the relevant parts of) the self-evaluation report.

The number of people attending each meeting should be sufficient so that varied contributions can be made, but not too many as this will slow down the discussion (maximum around ten).

The chairman of the visiting team of experts leads the discussions in all meetings.

The head of the establishment is not normally required to attend the meetings, except where his presence is specifically requested.

The group of experts may wish to meet a given group of representatives more than once.

## 3. **"Open hour"**

In the programme for each visit one hour or one-and-a-half hours should be set aside for an open meeting, a kind of doctor's consulting-hour, where anyone wishing to discuss a matter privately with the visiting group of experts can do so. This "open hour" should be widely announced within the establishment, so that everyone at the establishment should be aware of this opportunity.

## 4. **Visit to the premises**

It is important that the three parties concerned (liaison officer, visiting experts and the people who are met) should be well aware of the objective of the visit to the various facilities. These visits are made to see the premises and the equipment and not to enter into the detail of either the teaching or the research of each service.

The people who are met should be well aware that their research work is mostly outside the scope of the visit, which focuses on the undergraduate teaching in the establishment.

All staff and students should be informed in advance that the team will be looking around, but that it does not have the time to greet everybody personally. Staff members sometimes are disappointed if they have drastically modified their normal programme to make themselves available, and then do not meet the team. They should be informed in advance that the team lacks time, not politeness.

The heads of the various departments and services visited should have been notified of the expected hour of the arrival of the visitors. They should be present to receive the visitors. They should be aware that there is no time for long oral introductions or audiovisual presentations. If required, information can be given while walking along.

Sufficient time should be allowed to see all the facilities. Where possible, the whole group of experts should visit all the facilities. If necessary, and subject to agreement between the head of the establishment and the chairman of the visitors, the group may be divided into subgroups when visiting (parts of) the facilities.

In almost all establishments it will be necessary to provide the visitors with a plan of the establishment. The order of the visit, including information about which storeys of buildings will be visited, should be indicated in advance.

#### **IV – TRAVEL ARRANGEMENTS**

About three months before the visit the establishment should contact each visitor about the travel arrangements. The aim is that all details should be finalized and the flight tickets booked at least one month before the start of the visit.

There are two options for making the arrangements:

- the members of the team book and pay for their own tickets and are reimbursed by the establishment, or
- the establishment plans the journey in consultation with the visitors. It books and pays for the tickets, which are then either sent direct to the visitors or are collected by the visitors at their points of departure.

The second option is preferable because team members do not have to spend their personal money. Establishments may also be able to obtain discount prices for a larger number of tickets.

If the first option is chosen, visitors should be reimbursed before the end of the visit. Even when the second option is chosen, the need may arise for reimbursement of small items of expenditure, such as travel to and from the home airport, airport parking or necessary taxis. Establishments should agree ad hoc arrangements for such reimbursements with the visitors concerned. The latter will be asked to provide receipts, when possible.

Whatever travel option is chosen, the visitors should reach the hotel on the Monday in time for an informal meeting at 18.00hrs.

If a team member is accompanied, the travel expenses and the hotel accommodation for the accompanying person(s) are the responsibility of the visitor and not of the establishment.

## V – MODEL INFORMATION NOTE

As indicated in Chapter II of this Annex, in the days immediately prior to the visit a document recalling the aims and principles of the visit should be sent to all persons (staff, students, persons from outside the establishments) who will meet the visiting experts. The purpose of distributing such an information note is to ensure that all concerned receive a minimum of common information about the visit and the team and to avoid wasting precious time during the visit by relieving the visitors of the task to convey the same information in each session. The following text should be regarded as a suggestion only.

"This note is to inform you about the evaluation system and the coming site visit before you meet the team of visiting experts.

The original context of the visit was the 1978 European Union directive concerning undergraduate veterinary training. The directive in question set minimum standards for veterinary training that are obligatory in all countries of the EU. At the same time it was decided to set up the Advisory Committee on Veterinary Training (ACVT). One of the tasks of the ACVT is to help the European Commission to ensure comparably high standards of veterinary training throughout the EU.

After considering alternative approaches, the ACVT decided that the best method of meeting its obligations as regards standards of training was to have a permanent European system of evaluation of undergraduate veterinary training.

At the beginning the evaluation system was run by the ACVT under the auspices of the European Commission. In 1994 the European Association of Establishments for Veterinary Education (EAEVE) took over the management of the system. It decided that veterinary training establishments in non-EU countries could also ask for an evaluation visit under the same system. Since 1996 the Federation of Veterinarians in the EU (FVE) participates in the running of the system. The Joint Education Committee of the EAEVE and the FVE oversees the programme of visits and the membership of the visiting teams. In the case of EU establishments, the Chairman of the Education Committee sends the final report to the Commission

These reports are also sent to the establishment visited and to the competent authorities responsible for that establishment. Both are invited to comment on the report, and to take suitable action on weaknesses in the training that have been noted by the visitors.

The visiting team for the evaluation of our establishment consists of the following experts:

- .....
- ....., etc.

You will note that the team is a mix of European nationalities; this is always the case. The teams change for each visit; no two teams are the same. Each team includes experts with previous visit experience and experts who are undertaking this work for the first time.

It is important to realise that:

- the visit is not an inspection or investigation.
- the visitation system is utilised to let veterinary training establishments profit from the experience of others.
- the programme of the visit never offers sufficient time to include every single detail.

- during the visit an "open hour" is held, a kind of doctor's consulting-hour, where anyone wishing to discuss a matter privately with the visitors can do so. The open hour will be on ...day at .....hrs in room .... of the .... building.
- the research carried out in the establishment, however interested the visitors may be in it, is mostly outside the scope of the visit, which focuses on the undergraduate teaching in the establishment.
- the team will be looking around in the premises, but it may not have time to greet everybody personally. Do understand that the team lacks time, not politeness".



## ANNEX V

### GUIDE FOR THE VISITING EXPERTS

This document gives, in chronological order, for the attention of the experts, information relating to the preparation and execution of the visit to the veterinary training establishment and to the preparation of their report.

#### I – STUDY OF THE SELF EVALUATION REPORT

Each visiting expert should receive the self-evaluation report (SER) in the agreed official language of the visit (either English or French) at least two months before the date of the visit. It is essential that the experts should have adequate time to study the SER and to prepare a preliminary report. Therefore, if the SER is not received in time, the team should seriously consider cancelling the visit.

The experts should be aware that the SER remains confidential at all stages of their work.

Each expert studies the SER in order to familiarize himself with the various aspects of the veterinary teaching establishment which is to be visited. In addition, the chairman of the expert group assigns to each expert more detailed study of specific chapters of the SER, especially those which fall within his more specific area of competence.

Three weeks before the visit each expert should send to the other experts and to the programme co-ordinator a draft report upon the sections of the SER for which the chairman has made him responsible. This draft report should include the expert's initial "Findings" and "Comments" based on the study of the SER. The experts' contributions will be assembled into a broad outline of the site visit report for the team to use at the start of the visit or before, if possible. It will be amended and extended as the visit proceeds.

Each expert should also set down in writing all the questions which in his view are sufficiently important to require an answer during the site visit, in particular those relating to the sections of the SER for which the chairman has made him responsible. During the first meeting of the team these questions must be arranged in the order in which they will be raised during the meetings with the various groups.

If the reply to certain questions requires investigations, or if an expert needs more information on certain aspects before the start of the visit, questions may be sent to the establishment in writing ahead of the visit via the chairman of the group of experts, who assembles the questions sent to him (at least three weeks before the visit) by the experts.

#### II – TRAVEL ARRANGEMENTS

At least three months before the visit the establishment will contact each visitor about the travel arrangements. The establishment can choose one of two options for making these arrangements:

- either the members of the team are asked to book and pay for their own tickets and are reimbursed by the establishment, or

- the establishment plans the journey in consultation with each visitor, books and pays for the tickets, which are then sent direct to the visitors or are collected by the visitors at their points of departure.

Even when the second option is chosen, the need may arise for reimbursement of small items of expenditure, such as travel to and from the home airport, airport parking or necessary taxis. In both options, the visitors are asked to provide receipts of all expenses.

If team members are accompanied, the travel expenses and the hotel accommodation for the accompanying persons are the responsibility of the visitor and not of the establishment.

Experts should ensure that their personal travel insurance is appropriate for the country to be visited, especially in the case of non-EU countries.

### III – THE VISIT

Visits need five full days. Four are for visiting the facilities and holding discussions; the fifth is for the team to write its report. A visit must include at least one Saturday overnight stay in order to obtain the cheapest air fares.

Under the current arrangements, the experts arrive on Monday, in time for their first informal meeting that evening. The schedule then proceeds as follows:

Tuesday-Friday: visit facilities, hold discussions

Saturday: team works intensively on its report

Sunday: departure

The visit is intended to check and supplement the information provided in the SER and to assess the extent to which the "Guidelines, Requirements and Main Indicators" (Annex I) are met. The visit should certainly not be seen as an inspection carried out by an international body invested with legal authority. The visiting experts must ask themselves - among others - the following four fundamental questions:

- Are the objectives and standards of the establishment appropriate to the needs of the profession in each area of study?
- Are the resources adequate for attaining these objectives?
- Are the resources allocated and used efficiently?
- Can it be considered that the establishment will continue to have the necessary resources at its disposal?

The evening preceding the start of the visit, the experts must meet for about two hours to exchange their impressions and to classify and organize their questions.

The *rapporteur* is responsible, under the guidance of the chairman of the team, for making additions and amendments to the draft report.

Questions to the management of the establishment, such as changes in the programme or additional information, should normally be put to the liaison officer.

During the interviews the chairman will lead the discussions, at the same time ensuring that team members are given opportunities to introduce discussions related to their assigned areas. He has also the task, together with the liaison officer, of ensuring that the timetable is respected to prevent any significant build-up of delay. He must be well aware that the time

available is always too short. Therefore, he must not hesitate to take a hard line if the answers are too long or stray off the point.

The experts are quite free to interview persons who were not included in the original programme. They can also ask to meet with a certain person or group for a second time.

The head of the establishment does not normally attend the meetings, except where his presence is specifically requested. The liaison officer is asked to attend most meetings, with the exception of some private meetings with students and staff, and the "open hour". Translators, if present, will not attend meetings where privacy is requested.

The experts must always try to obtain precise answers that contain figures and can be verified. It may be interesting in some cases to check specific information by cross-checking details from different sources (e.g. details of the teaching and examination procedures supplied by teachers and students).

The use of photographic equipment for storing information may prove helpful.

If media coverage occurs, experts should refrain from any comments regarding the establishment. The principles of the evaluation system or general veterinary matters alone could be discussed.

The group of experts should meet every day, sometimes in the evening, to discuss the information obtained during the day, to supplement the draft report and to prepare for the following day.

The chairman of the expert group should during the final meeting (also called the exit interview) with the head of the establishment and his senior colleagues orally present the main observations and comments of the team. Although this draft report is of a preliminary nature, it should be well-considered, since the main conclusions presented in this final meeting should not be altered in the subsequent processing of the visit report. The draft report of the chairman is not open for discussion during the final meeting and no written text is given to the establishment at this stage.

The exit interview must confirm the positive points noted and spell out the relative importance of the negative findings. Yet the team should not express an opinion at that time on the question whether the deficiencies noted fall into the first or the second category (see below).

The experts must have sufficient time (two to three hours) between the end of the visit programme and the final meeting to prepare their draft report.

#### **IV – THE REPORT OF THE GROUP OF EXPERTS**

Well before a visit, all visitors will receive a template for a site-visit report from the *rapporteur*. Inexperienced visitors may request a copy of an existing report (in confidence) from the programme co-ordinator, to illustrate what is needed in terms of content, length and presentation.

The visit report of the group of experts is the outcome of their work. The report should present a more or less complete picture of the establishment visited, so that it is understandable for people who have not read the SER. It should be clear from the start (and it should be made clear to the people in the establishment) that the report describes the situation as observed at the time of the visit. Although the establishment may present the most wonderful plans for future changes, the team is not obliged to mention them in their report.

If a visit takes place when a change of curriculum is in progress, the juxtaposition of the two courses should be clearly described. In particular, the report should identify the hours and content of the courses being followed by students in the various years.

The chapters of the visit report have the same titles as the chapters of the SER (see Annex II). Each chapter should include a descriptive section of "Findings" (based on the SER and on observations made and information obtained during the visit) and an analytic section in the form of "Comments". Each chapter is completed, where necessary, by "Suggestions".

The "Findings" should cover all essential information, keeping in mind that for most of the readers of the report the SER is not available.

The report should, in its conclusions, present an assessment of the extent to which the "Guidelines, Requirements and Main Indicators" (Annex I) are met and it should note its conclusions and suggestions under one or the other of the following headings:

- Firstly, weaknesses (category I deficiencies) which, if allowed to persist, lead the visitors to conclude that the training given by the establishment does not conform to that set out in EU legislation. At present, this means directive 78/1027/EEC and its appendix (and the proposals for amending this directive adopted by the ACVT on 10<sup>th</sup> February 1993, doc.III/5171/7/92), as interpreted in the Guidelines, Requirements and Main Indicators in Annex 1 of this document (European Commission document XV/E/8448/2/98).
- Secondly, suggestions for changes which the team of experts consider would improve the training, even though they do not relate to weaknesses that seem to effect conformity of the training to EU legislation. In particular, attention should be drawn to features of the training that do not meet the criteria described in this document.

The distinction of these two headings in the draft report must be regarded as a proposal by the visitors to the Education Committee. It is up to the Education Committee to make a final decision. For EU establishments it is for the Commission to decide what action it should take on the findings and opinions expressed in the report.

The experts' report is compiled by progressively completing the outline report described in Chapter I of this Annex. The experts as a group discuss and approve all findings and comments to be introduced into the report.

The experts' report is prepared in the language officially agreed for the visit (English or French). This version of the report is regarded as the authoritative version for reference.

After the visit is concluded and before the experts disperse, there should be a complete agreement on all essential elements of the report. In the event of disagreement among the

experts about a comment, the latter is retained but the attention of the Education Committee is drawn to it during the presentation of the report.

In the week or so following the visit, the *rapporteur* completes the first full draft version of the report (Draft A). This is sent to the experts for comments. After consultation with the chairman of the expert group, the *rapporteur* then prepares Draft B, incorporating the experts' comments, and sends it to the head of the establishment for factual corrections and to the members of the Education Committee for comments. After appropriate revision, Draft C is prepared for discussion between the Education Committee, the head of the establishment (or his nominee) and the chairman of the team of experts. This discussion is a definitive stage in the preparation of the report. The outcome is Issue 1 of the document.

The Chairman of the Education Committee sends copies of Issue 1 officially to the establishment and to its competent authority.

In the case of EU establishments, Issue 1 is also submitted to the European Commission, either for notification, or for any action that it considers appropriate.

A copy of the Issue 1 report is sent to the visiting experts concerned.

If all people concerned adhere to deadlines, and provided that comments received do not necessitate prolonged consultations and interim revisions of the report, Issue 1 can be sent to the head of the establishment around 24 weeks after the end of the visit. During all of this period, and afterwards, the report stays confidential. Its publication and distribution are solely determined by the establishment and by the competent authority.

## ANNEX VI

### GUIDE FOR THE LIAISON OFFICER

It is essential that the liaison officer (LO) should be entirely familiar with the principles and procedures of the evaluation system. To this end, the LO should carefully study all documents relating to the evaluation system.

#### PRIOR TO THE VISIT

The fundamental task of the LO is to ensure that the preparations for the visit proceed smoothly and on time. The actual allocation of the detailed tasks explained in the Annexes of this document is a matter for agreement between the Faculty and the LO.

The core of an evaluation visit is the Self Evaluation Report prepared by the Faculty. The LO should ensure that the Faculty starts work on the SER in good time, say 12 months before the date of the visit, and creates a structure for completing the SER efficiently. The structure should provide access for contributions from academic and non-academic staff, and from students. It is particularly important that the LO ensures that the Faculty dispatches the SER in the agreed language to the visiting experts at least 2 months before the visit.

The LO should also ensure that about 2 months before the visit the Faculty sends a draft programme to the Chairman of the team and to the programme co-ordinator.

Other matters for joint action by the LO and the Faculty:

- team travel arrangements (including daily transport to/from the Faculty);
- choice and reservation of hotel, and giving the experts advance details, including phone and fax numbers;
- selecting a room in the Faculty adequate for group meetings, and rooms for the team and its secretariat to work privately. Sometimes, a team meeting room in the hotel may also be necessary for part of the visit;
- lunch and dinner arrangements;
- badges for the experts and for all persons they will meet;
- ensuring that all staff and students, and outside groups that the team will meet, are informed about the visit. To this end, the LO should ensure that the information note proposed in Annex IV receives wide distribution;
- ensuring that the "Open hour", when the team is available to meet people privately, is well advertised;
- where appropriate, informing outside bodies (e.g. local industry) about the visit.

More detail about these matters is given elsewhere in this document.

In some cases, the programme co-ordinator may make a pre-visit to a Faculty to advise on preparations, in particular the programme for the visit. It is valuable if the LO is available during the pre-visit.

## **DURING THE VISIT**

The LO is the main link between the team of experts and the Faculty throughout the visit. He/she should therefore be available for the full period that the team is there. The LO's specific functions at this time are:

- to ensure that any additional information requested by the team is supplied by the Faculty;
- to ensure that the timetable for the visit is adhered to. This includes ensuring that all departments are ready to receive the team at the times stated in the programme;
- to arrange with the Faculty any changes to the programme requested by the team;
- to resolve any queries that arise with regard to the hotel, daily travel to/from the Faculty, etc.;
- to accompany the team on its tour of the facilities, and at most of the group discussions. (Neither the LO nor academic staff join the team's discussions with students and non-academic staff).

## **AFTER THE VISIT**

Normally very little is required from the LO, although while the team is finalising its report queries may arise on which the LO can be of help.