EVALUATION OF VETERINARY TRAINING IN EUROPE

Manual of Standard Operating Procedures

EUROPEAN ASSOCIATION OF ESTABLISHMENTS FOR VETERINARY EDUCATION (EAEVE)  
FEDERATION OF VETERINARIANS OF EUROPE (FVE)
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*In this Manual of Standard Operating Procedures, the term “Faculty” is used throughout to refer to Establishments of Veterinary Education in general, no matter their local or national denomination.
EVALUATION OF VETERINARY EDUCATION IN EUROPE

BACKGROUND

1- EU-legislation governing basic veterinary training 1978-2005

The legislation governing basic veterinary training in the European Union countries (Directives 78/1026 and 78/1027/EEC) laid down the minimum compulsory requirements for all EU Member States. The EC-directive 78/1026/EEC regulated the principle of recognition of education, examination and other proofs of competence for veterinarians (veterinary surgeons) in order to ensure they can be established as professionals and provide services with full freedom throughout the European market. In order to secure that the education programmes of veterinary training are comparable among the member states of the Union, the EC-Directive 78/1027/EEC ("Veterinary Training Directive") was issued immediately thereafter. This particular Directive 78/1027 listed the minimum requirements that veterinary education should bear in form and contents, in order to make them comparable among institutions of higher education. Since the intention was to secure a comparable high level of education, a third Directive (78/1028/EEC) was issued, which established the Advisory Committee on Veterinary Training (ACVT). One of this Committee’s tasks was 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, Europe-wide system of evaluation of veterinary faculties. The system was developed in stages. From 1986 to 1989, a pilot study, designed to review and refine the scheme, was conducted in one veterinary faculty per 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 Community and, where appropriate, to put forward suggestions aimed at improving that education. 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 education.

The responsibility for administrating the programme was assigned by the Commission to the European Association of Establishments for Veterinary Education (EAEVE) in 1992. Within the frame of EAEVE a specific Evaluation Unit was established, free from the mother organisation and with own finances, holding the responsibility to run and administer the evaluation system.

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 faculties and in many faculties 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 method of evaluation of veterinary faculties, were adopted by the ACVT at its plenary session of 12 March 1999 and, being summarized in a Standard Operation Procedures booklet, these principles have been used until 200x. The method was based on a comparison between the requirements defined by the ACVT to ensure a high standard of veterinary education (Annex I) and the characteristics of the faculty to be evaluated.
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 requirements set out in the European Union Directives;
- Visited institutions failing to meet one or more of the requirements set out in the Directives (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 with 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. In March 1999, the ACVT plenary meeting adopted this procedure and accepted the list. At the EAEVE General Assembly in Lisbon, in May 1999, the membership unanimously agreed that this list of evaluated and approved establishments should be made available on the EAEVE website.

By the year 2000, the European Commission disbanded the ACVT to concentrate efforts in matters of wider professional recognition and the preparation of an open market and the expansion of the EU, including the evolvement of the General System Directive (1999/42/EC). Under these circumstances EAEVE, still holding the mandate given by the EEC to run the evaluation system build, together with the Federation of Veterinarians of Europe (FVE), a common education committee (Joint Education Committee, JEC) that took over the role of ACVT as the reviewing instance of the evaluation reports yielded by the evaluation teams.

During the period 1986 – 2005, a total of 75 institutions of veterinary training have been evaluated once. Of these, 14 have been evaluated again in the "2nd cycle". In the "List of Visited and Approved Institutions” there are 39 institutions at present. Within EAEVE and FVE, the incorporation of an accreditation system has been discussed and preliminarily agreed upon (see http://www.eaeve.org/documents/Review2000.pdf).

2- A new EC-Directive legislates basic veterinary training from October 27th, 2005


The new Directive 2005/36/EC establishes that the training of veterinary surgeons shall comprise a total of at least five years of full-time theoretical and practical study at a university or at a higher institute providing training recognised as being of an equivalent level, or under the supervision of a university, covering at least the study programme referred to in the Annex V of the Directive: Veterinary surgeon, which lists the requirements for knowledge and skills (5.4.1.), the study programme for veterinary surgeons as well as a clear description of extramural practical training.
The Directive 2005/36/EC further defines the distribution of the theoretical and practical training to warrant that “the knowledge and experience may be acquired in a manner which will enable veterinary surgeons to perform all their duties (5.4.2.).”

The study programme shall 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 courses”.

I- Basic subjects:
Physics, chemistry, animal biology, plant biology, statistics (biomathematics). (NB: some of these subjects can be studied prior to the entry to veterinary education)

II- Specific subjects:

Group 1: Basic sciences
Anatomy (including histology and embryology), physiology, biochemistry, genetics, pharmacology, pharmacy, toxicology, microbiology, immunology, epidemiology, professional ethics

Group 2: Clinical Sciences
Obstetrics, pathology (including pathological anatomy), parasitology, clinical medicine and surgery (including anaesthetics), clinical lectures on the various domestic animals, poultry and other animal species, preventive medicine, radiology, reproduction and reproductive disorders, veterinary state medicine and public health, veterinary legislation and forensic medicine, therapeutics, clinical methodology (propadeutics)

Group 3: Animal production
Animal production, animal nutrition, agronomy, rural economics, animal husbandry, veterinary hygiene, animal ethology and protection

Group 4: Food hygiene
Inspection and control of animal foodstuffs or foodstuffs of animal origin, food hygiene and technology, practical work (including practical work in places where slaughtering and processing of foodstuffs takes place).

The content listed in Annex V, point 5.4.2 may be amended in accordance with the procedure referred to in Article 54(2) with a view to adapting it to scientific and technical progress.

It is noteworthy to remember that the Directive 2005/36/EC does not require all veterinary establishments to have the same curriculum. The objective (stated in the terms of reference of the EEC's ACVT in 1998) is that the courses of training shall be of a comparably high standard, the objectives being as follows:

- Veterinary training institutions are to provide adequate, ethical, 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.
- In addition, the institutions should conduct research, provide postgraduate and specialist training and play a role in continuing veterinary education.
- They should, furthermore, provide services to members of the veterinary profession and the community as a whole.”
The European Directive 2005/36/EC sets out, therefore, minimum training requirements for all European veterinary surgeons, stating in its Section 5, Article 38 (The training of veterinary surgeons), point 3a-h that

“Training as a veterinary surgeon shall provide an assurance that the person in question has acquired the following knowledge and skills:

(a) adequate knowledge of the sciences on which the activities of the veterinary surgeon are based;

(b) adequate knowledge of the structure and functions of healthy animals, of their husbandry, reproduction and hygiene in general, as well as their feeding, including the technology involved in the manufacture and preservation of foods corresponding to their needs;

(c) adequate knowledge of the behaviour and protection of animals;

(d) adequate knowledge of the causes, nature, course, effects, diagnosis and treatment of the diseases of animals, whether considered individually or in groups, including a special knowledge of the diseases which may be transmitted to humans;

(e) adequate knowledge of preventive medicine;

(f) adequate knowledge of the hygiene and technology involved in the production, manufacture and putting into circulation of animal foodstuffs or foodstuffs of animal origin intended for human consumption;

(g) adequate knowledge of the laws, regulations and administrative provisions relating to the subjects listed above;

(h) adequate clinical and other practical experience under appropriate supervision.”

The Directive 2005/36/EC requires all EU-member states to recognise the professional qualifications awarded to EU-nationals from any other member state. It also foresees the establishment of a Committee on the recognition of professional qualifications that shall assist the Commission on matters concerning the application of the Directive. The Committee shall comprise representatives of the Member States and be chaired by a representative of the Commission. The Commission shall ensure the consultation of experts from the professional groups, also at European level, concerned and shall provide a reasoned report on these consultations to that committee.

THE EVALUATION SYSTEM FOR EUROPEAN VETERINARY FACULTIES

1. Background

The current Evaluation method has always been expected to evolve and adapt to the changes that would inevitably take place in the institutions, including the application of systems of quality assurance. Revisions of the Evaluation method and the procedures used (SOP) were therefore performed (latest in 2000) by EAEVE and FVE. A further revision was requested by the VET2020/EAEVE/FVE ad-hoc working group (“Suggestions for improving the educational requirements of veterinary education in Europe”) to EAEVE and FVE in September 2003. A decision to revise the Evaluation system and its SOP was taken by EAEVE and FVE in 2004.

The present document presents an evolved, compulsory, two-stage system for approval-accreditation of establishments responsible for veterinary training, to be automatically
implemented step-wise in all European veterinary faculties, members of EAEVE. The document, compiled as a Manual of Standard Operation Procedures, provides an overview of the principles of the method of evaluation and a series of guidelines, requirements and instructions, described in Annexes I to X.

Establishments that become members of the EAEVE have agreed statutory to “…comply with the Evaluation System promoted by the EAEVE. They should also comply with the principle of periodic international peer-group evaluation of their functioning as an academic institution according to defined protocols, in particular as regards the standards of undergraduate training.” (Chapter 3, Article 5 of the Statutes of EAEVE). Moreover, member establishments can be excluded from membership “…as a result of non-compliance with the principle of the European System of Evaluation of Veterinary Training (article 5)” (Chapter 3, Article 7 of the Statutes of EAEVE). Under these statutes, the principle of evaluation is automatically compulsory for all members of the Association.

2 – Principles of the Evaluation of Veterinary Education in Europe

a- General principles

The evaluation system focuses on undergraduate veterinary education, seeking to ensure that such training is of a comparably high standard throughout the European Union, thereby making the mutual recognition of qualifications possible. A pre-requisite for this assumption is the definition of a veterinary graduate, as follows:

“A new graduate should be a veterinary surgeon capable of entering all commonly-recognised branches of the veterinary profession immediately on graduation or of being capable of undergoing training for them by established procedures or after a generally-accepted period of practical experience”.

Such a definition complies with the Directive 2005/36/EC on the “Recognition of Professional Qualifications” Chapter III, Section 5, Article 38, point 3 and its Annex V.4 (Veterinary surgeon). The above definition automatically determines the presence of a core course as being that which provides an assurance that the person in question has acquired the adequate knowledge (as listed in Article 38, point 3, a-g) and skills (clinical and other practical experience under appropriate supervision) as listed in Article 38, point 3 h of the Directive. This is not “omnicompetence” but basic, essential competence at graduation. Considering more than half of the approximately 150,000 veterinary surgeons in the EU’s 25-member states are clinically active, emphasis should be placed on the clinical training of veterinary students. The awarded degree should cover clinical training across all common, domestic species, and all students must have acquired “day-one” competences by the time they graduate (see Annex IV).

The above definition also contemplates freedom for intercalated degrees, electives, tracking etc as the faculty wishes or as the student desires. As stated above, the Directive 2005/36/EC foresees possibilities for curricular amendments in order to provide the basis for adapting the list of knowledge and skills as well as the study course to scientific and technical progress within veterinary medicine and its training. Finishing the 5-year full-time minimum undergraduate veterinary education leads to the degree of Veterinary Surgeon (or equivalent professional denomination). Graduation after completing this veterinary education is equivalent to a Master level according to the Bologna Declaration (http://www.bologna-berlin2003.de/pdf/bologna_declaration.pdf). Within such length of education, faculties may also follow the Bologna Declaration by offering an intermediate Bachelor degree.
Quality of education implies the provision of learning opportunities for the students towards life-long learning. Postgraduate education and research are the basis for the advancement of veterinary science and hence have a great impact on undergraduate veterinary education. Consequently, the evaluation system will also evaluate continuing education, postgraduate training and research within a context of scrutiny of the presence of a functioning, transparent and robust system of quality assurance in the Faculty.

The evaluation of veterinary faculties in Europe as a whole is carried out by the EAEVE in co-operation with the Federation of Veterinarians of Europe (FVE). Evaluation of EU veterinary faculties is carried out in conjunction with the European Commission. The evaluation system is managed by the European Evaluation Committee of Veterinary Education (ECEVE), assisted by an evaluation programme co-ordinator.

Evaluations are carried out within a 10 year interval, depending of being evaluated for the first- or second stage. It is foreseen that the new evaluation system will entail 10 to 15 visits per year to veterinary institutions in Europe. Evaluations, including site visits, are only carried out in English.

b- A two-stage approach

The new evaluation system consists of two stages, of similar mechanical steps, but with a different approach and intention. The first stage attempts approval of the Faculty to conform to the Directives 1026, 1027 and -from the moment these are repealed- with the Directive 2005/36/EC, regarding the training of veterinary surgeons (Chapter III, Section 5, Article 38 and Annex V). The second stage attempts certification/accreditation of the faculty following generally accepted criteria of appropriate academic standards and provision of learning opportunities of acceptable quality. For this, the Faculty shall prove to have the relevant methods for quality control of training, assessment and learning opportunities, a sustainable system for quality assurance and a designed plan for quality enhancement; thus providing confidence -towards all stakeholders (i.e., the funding organizations, which in most countries are the state and, indirectly, the tax payers, the prospective and current students, the potential and current employers, the clients, the professional associations, etc.)- that the quality of learning of the trainees is acceptable. A Faculty that has reached this level is to be regarded as certified by the European Evaluation Committee of Veterinary Education (ECEVE, Annex IX), as member of the European Network for Quality Assurance in Higher Education (ENQA, Helsinki, http://www.enqa.net/files/bergenreport210205.pdf).

c- Main steps of the evaluation

For either stage, the evaluation procedure comprises several steps, the broad lines of which are described below, with the guidelines and instructions set out in Annexes I to VII.

The main steps of the evaluation procedure are the:

- Agreement of an evaluation between the faculty and the ECEVE, in terms of stage and period for a visitation.
- Preparation of a self-evaluation report (SER) by the faculty (see Annexes II-IV), which is to be scrutinised by a group of experts (see Annex VI),
- Visit to the institution by a group of experts, for a duration of approximately 3 days for either stage,
- Preparation of draft report/s on the visit by the group of experts, including a preliminary executive summary in tabular form (see Annex VIII) for each stage,
• Preparation, following a factual scrutiny by the Faculty, of a Final Report under the end-
responsibility of the Chairman of the visitation team,
• Review of the Final experts’ report in the presence of the Chairman and Head of the Faculty 
for eventual clarifications by the ECEVE,
• Adoption of the Final Report, without changes or negotiations on its contents, redaction of the 
Executive Summary (see Annex VIII) with the conclusions drawn and classification of the 
Faculty by the ECEVE,
• Inclusion of the Faculty in the List of Evaluated Establishments, including year of evaluation 
and date of ECEVE-decision, status and a link to the Executive Summary/ies of the 
evaluation/s.

THE PROCESS OF EVALUATION

1- Agreement of an evaluation between the Faculty and the ECEVE, in terms of stage of 
scrutiny intended and the period for a site visit.

Albeit compulsory for EAEVE-members, Faculties are free to choose whether they request 
evaluation solely for Stage-one, for Stage-two or for both, depending on their current status. A 
faculty can choose for a full evaluation (Stage-one and Stage-two) in a single exercise (one single 
site-visit) or to apply for either one of these stages of evaluation (two site-visits), depending on 
their own will and current status. Only evaluated institutions found to meet the requirements set 
out in the EC Directives 78/1026 and 78/1027 within the past 5 years of the adoption of this New 
System of Evaluation (Date in full) are considered to hold the status of Full approval in Stage-one 
and can therefore immediately apply for the second stage of evaluation (certification/accreditation).

A provisional schedule of visits is drawn up by the ECEVE well in advance in cooperation 
with the institution to be evaluated. This agreement must be obtained at least one year prior to 
the visit so that the identities of the group of experts and the identity of the liaison officer are 
available to both parties well in advance. Once agreed upon, the date cannot be changed, except in 
the event of force majeur.

The travel and accommodation expenses (economy rates, middle-class hotels) of the visiting team 
(experts, secretariat and liaison officer) are borne by the institution visited. The institution also 
contributes to the administrative costs incurred by the ECEVE for the visit.

In order to facilitate preparatory work for the visits and the task of the visiting experts, the ECEVE 
has considered worthwhile to prepare guides: three for the institutions to be visited (Annexes I, II 
and V), one for the visiting experts (Annex VI) and one for the liaison officers (Annex VII).

2- The Self-Evaluation Report/s (SER)

The SER is an essential part of the evaluation method used, providing basic data for the group of 
visiting experts. The organisation of the SER is, however, different for Stage-one (SER-1) and 
Stage-two (SER-2). When preparing this report (either as SER-1 or SER-2), it is essential that the 
institution’s administration carefully follow the instructions contained in the Annexes I to IV.

Stage-one: The SER-1 describes the aims, structures, system of organisation, methods, resources, 
mode of operation and results of the institution concerned, as described in Annexes Ia and IIa. 
The SER-1 must contain, in standardised form, full but concise quantitative and qualitative data to 
allow for a proper evaluation of the training of veterinary surgeons regarding conformity to the
Directives 1026, 1027 and -from the moment these are repealed- with the Directive 2005/36/EC. In drawing up the report, the faculty must answer all the questions contained in the Annex IIIa.

**Stage-two:** The SER-2 must describe the policies and procedures that the faculty uses with the intention to assure adequate academic standards and the promotion of quality of learning opportunities for the students in the entire field of veterinary undergraduate education. As well, the SER-2 must describe the underlying strategy devised by the academic management of quality improvement. The SER-2 should follow the recommended set of standards and guidelines listed in Annexes Ib, IIb, IIIb and IV.

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

### 3- The group of experts

The ECEVE defines the membership of the visiting groups of experts. For this purpose, the ECEVE has a list of experts who have agreed to be involved in this task and, if needed, followed the necessary training. Periodically, the ECEVE invites applications for individuals to be considered as visitors, through the EAEVE and FVE diffusion channels. The experts’ personal files contain various items of information, in particular, their area of expertise and knowledge of European languages. The ECEVE puts together, based on this background, a team of people with the necessary combination of subject expertise, clinical and academic experience, as balanced as possible. The chairman of the visitation team is normally a person that has experience in the application of the evaluation system, being a minimum to have participated in at least three visitations in the past. The chairman is usually one who holds, or recently held, a senior academic position with documented knowledge in the requirements for veterinary education. If a chairman is appointed who does not have an academic background, the team shall at least include at least one other person with senior academic experience who can advise on such matters as university organisation, requirements for veterinary education, etc. It is desirable that not more than one (1) member of the visitation team has ever acted as visitors in other evaluations.

In the **Stage-one** evaluation, the group of experts must comprise five persons, one for each of the four sectors defined in Annex I of Directive 1978/1027/EEC or Annex V.4 of the Directive 2005/36/EC, encompassing basic science subjects (one member), clinical science subjects (one teacher and one practising veterinarian), animal production (one member) and food hygiene (one member). Four experts are selected from peers and one from stakeholders (e.g. a practising veterinary surgeon).

In the **Stage-two** evaluation, the group of experts must comprise four persons, nominated according to the criteria provided by ENQA.

When the faculty wishes to undertake a full two-stage evaluation (Stage-one and Stage-two) the group of experts must not surpass the number of five persons, three selected from peers and two from stakeholders, covering the sectors described above for Stage-one and at least two able to evaluate Stage-two.

The chairperson is nominated by the ECEVE being the end-responsible for the delivery of the final expert’s report. The group will generally be accompanied by the programme co-ordinator, or its representative, acting as a **rapporteur**. In consultation with the ECEVE, the institution appoints
a liaison officer who is well-acquainted with that institution, but not actively involved in its matters.

As stated above, 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 agreed visit. Each of the experts and the liaison officer must be provided with the guide(s) directly concerning them, plus the other guides.

4- Visit to the Faculty

The aim of the site-visit/s is to verify and, where appropriate, complete the information provided in the SER/s and to give views on the level of undergraduate education, on the extent to which the minimum adequate standards set by EU legislation are respected (Stage-one) and on the ability of the Faculty to monitor, maintain and enhance quality and standards at the level of the veterinary degree (Stage-two). It is also to try to put forward practical suggestions for improving training. To help the institution prepare for the visit, an Annex V 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, an Annex VI is provided.

The liaison officer has a vital role during the visit. She/he is responsible for settling material questions and providing additional information requested by the visiting team as quickly and as fully as possible. An Annex VII is available to help them prepare and to facilitate their work during the visit.

5- Report of the group of experts

The report of the group of experts must summarise the work done by the experts during the evaluation of the SER and the site-visitation. It should be prepared along the same lines as the SER/s and take due regard of the Annex Ia regarding Stage-one and to the Annex Ib and ENQA-guidelines for Stage-two. Each chapter should comprise a descriptive section under the heading “Findings” (based on the SER/s and on the findings made during the visit) and one analytical section in the form of “Comments”. It should be completed, where appropriate, by a section entitled “Suggestions”. A preliminary self-explanatory, two-page Executive Summary (see Annex VIII) must accompany, but not be a part of, each final report delivered to the ECEVE.

In drawing up their report, it is in the experts’ interest to follow closely the recommendations contained in the Annex VI. The draft report prepared by the experts should be sent, as soon as possible after the visit, to the head of the Faculty visited for correction of factual errors which are added as foot-notes. The chairman of the visitation team is the one who decides when the visitation report is to be considered as ready to be sent to the ECEVE as a Final Report. Only the Final report and the accompanying preliminary Executive Summary are sent to the members of the ECEVE before the meeting where the evaluation of the faculty is to be discussed and its status decided. Each ECEVE-member is instructed to study all reports on visits before group discussions.

6- Review of the final evaluation report by the ECEVE

The ECEVE in plenum discusses the final report with the head of the institution concerned and the chairperson of the group of visiting experts, asks for clarifications and draws conclusions. The ECEVE does not make any change to the Final report nor negotiate its contents. The Final report must indicate the extent to which the institution presumably complies with guidelines, requirements and main indicators of Annex Ia and an established definition of graduate quality
(e.g. presence of essential competences required at graduation, Annex IV) for Stage-one and of Annex Ib for Stage-two, and these are noted under one of the following headings:

Stage-one:
- Firstly, weaknesses (category I deficiencies) which, if allowed to persist, could lead the ECEVE to consider that the training given does not conform to the requirements of Directive 78/1027/EEC, the proposals for amending this Directive adopted by the ACVT on 10 February 1993, doc III/5171/7/92) and the Directive 2005/36/EC.
- Secondly, suggestions for changes which the team of experts conclude would improve the training, even though they relate to weaknesses that do not conform to the requirements of the above listed directives and amendments (category II deficiencies).

Stage-two:
Certification/Accreditation can only be given when full approach on stage-one has been reached and depends whether the faculty has qualified in providing a functional system of quality assurance which ensures:

- Confidence,
- Limited confidence or,
- No confidence

to the stakeholders that the quality of learning of the trainees is adequate.

Following scrutiny and discussion of the final report, the ECEVE draws a series of conclusions to be included in the Final Executive Summary and classifies the Faculty.

7- Criteria for determining approval and classification of the evaluated faculties

In order for the evaluated study programme to be recommended for approval, the faculty must have met, or have exceeded, for Stage-one: requirements I to X and present satisfactory levels for the main indicators (Annex Ia) and, for Stage-two: requirements I to V (Annex Ib). Requirements XI to XIII will be considered in relation to the overall academic environment in which the students are educated, and recorded as such during Stage-one evaluation (Annex Ia). Further consideration of these requirements pertains to the evaluation for Stage-two.

The evaluated faculty will be classified after Stage-one evaluation as holding status of:

a) Full approval of the faculty (No Category 1 deficiencies were present)
b) Conditional (provisional, temporary) approval of the faculty (Category 1 deficiencies present but considered possible, by agreement between the ECEVE and the faculty, of correction within a 2 year period). A re-visit will be undertaken at the end of this period to assess correction of the Category 1 deficiencies. If these were rectified, the ECEVE shall grant full approval of the faculty. If substantial progress was made, but full compliance with the recommendations were not yet established, conditional approval can be renewed by the ECEVE for a final, further period of 2 years. A final decision will be made not later than 4 years after the original visitation.
c) Non approval (Category 1 deficiencies present that would not be possibly corrected within 2 years).
The faculty will be classified after **Stage-two** evaluation as holding status of:

- **a)** *Full certification (accreditation)* of the faculty. The decision indicates the faculty has met the set of requirements (full confidence). However, the decision giving this status may include recommendations to eliminate minor shortcomings.
- **b)** *Conditional (provisional, temporary) certification (accreditation)* of the faculty (for a non-renewable 5-year period). The decision indicates the faculty has major shortcomings (limited confidence) to the set of requirements, which need to be eliminated or addressed.
- **c)** *Not certified (accredited)*. The decision indicates the faculty has serious shortcomings to the set of requirements (no confidence) that jeopardize the quality of training.

As stated above, a faculty evaluated for both stages at a single opportunity, that failed to be fully approved but has otherwise met the criteria required by Stage-two, will not be certified/accredited until its status has reached the level of *Full approval*.

### 8- Transparency of the evaluation system

When the ECEVE has adopted the final evaluation report and scrutinised the preliminary executive summary; the set of recommendations and the classification of the Faculty are orally communicated at the ECEVE meeting to the Head of the evaluated faculty, informing her/him of the Appeal procedure and of the transparency up on which the system of evaluation is based.

The ECEVE is responsible for the scrutiny of the compiled data and the redaction of a *Final Executive Summary* of standardised format, with very succinct non-negotiable structure, stating specific information for the stakeholders (e.g. the extent to which the graduate is suited to their purpose). The Final Executive Summary(ries) should have a tabular format and include:

**For Stage-one:**
- a grid with grading (insufficient/low/satisfactory/good/outstanding) of the quality of training based on the recorded indicators and the level of compliance against day-one skills,
- the presence or absence of Category I deficiencies,
- a final classification of the faculty (Full approval, Conditional approval, not approval), and
- a list of main suggestions for improvement of the Faculty’s veterinary programme.

**For Stage-two:**
- A grid with grading (confident/limited confidence/not confident) of the system of quality assurance applied by the Faculty, based on:
  i. the policy statement of the faculty,
  ii. the formal procedures and mechanisms for the approval, monitoring and periodic review of the veterinary training programme and the title awarded,
  iii. the degree of involvement of teachers, students and other stakeholders in the process of quality assurance,
  iv. the level of compliance against the list of essential competencies reached at graduation (Day-one skills),
  v. the formal strategy devised by the faculty for the continuous enhancement of quality of training, and
  vi. a description of the process of dissemination of information to stakeholders.
- A definition of how effective/ineffective the management of the study programme, continuing education, research and research education,
- A grading of how confident (full confidence, limited confidence, no confidence) the faculty is providing the stakeholders with an acceptable quality of learning of the trainees,
- A final classification of the faculty (Full certification, Conditional certification, Non certified), and
- A list of main suggestions for improvement of the Faculty’s quality assurance.

In the case of a report on an EU faculty, the full final report including the final Executive Summary is send by the Chairman of the ECEVE to the head of the faculty visited, to the appropriate competent/responsible authority and to the Committee on the recognition of professional qualifications that shall assist the Commission on matters concerning the application of the new Directive 2005/36/EC, as well as for official dispatch and legal measures to the Directorate General XV (Internal Market), and other DG’s of the European Commission with an interest in veterinary training (e.g. SANCO) and any other European institutions that make a valid request. A copy is to be made available to the European Coordinating Committee for Veterinary Training (ECCVT) whose purpose is to co-ordinate the policies of the founding organisations (EAEVE, EBVS and FVE) on matters of veterinary pre- and postgraduate training.

For a non-EU faculty, the full final report including the final Executive Summary is send by the Chairman of the ECEVE to the head of the faculty visited and to the appropriate competent/responsible authority. It is also sent to the Committee on the recognition of professional qualifications, as well as the Directorate General XV (Internal Market), and other DG’s of the European Commission with an interest in veterinary training (e.g. SANCO) and any other European institutions that make a valid request, for information.

Owing to the need for full transparency of the system of evaluation, the administration of the visited institutions and the competent authorities are required to make these documents available to the stakeholders. Therefore, the List of Evaluated Establishments, including not only the name of the faculty but also the year of evaluation, the date of ECEVE-decision, the status (Fully approved/certified, Conditionally approved/certified or Not approved/certified) and their final Executive Summary/ies of the Evaluation/s is/are made public in the homepages of EAEVE/FVE.

9- Review of the Faculty’s response to the final evaluation report

Institutions have the right to comment upon the conclusions drawn from the Final evaluation report and address the Secretariat and the ECEVE with future steps, including appeal. In case of faculties only evaluated for Stage-one showing Category 1 deficiencies, the ECEVE secretariat asks the institution concerned to provide details of the changes plan to be introduced in the wake of the report. For non-EU and EU veterinary institutions whose reports have not identified any Category 1 deficiency and were thus classed with Full approval status; the faculties are to be requested to express their intention to apply for the Stage-two of the Evaluation (Certification/Accreditation). Their replies are to be forwarded to the ECEVE.

For EU veterinary institutions whose reports reveal one or more category 1 deficiencies (but considered possible, by agreement of the ECEVE and the faculty, of correction within a 2-year period) and were thus classed as with Conditional approval status they will be requested within a year from the decision by the ECEVE secretariat (as well as the competent authority) to provide information on the follow-up measures taken, in particular, the changes made in order to correct category I deficiencies, which are to be screened by a re-visit. Faculties shall be reminded that correction of the Category 1 deficiencies within this period implies full approval of the faculty.
For EU veterinary institutions whose reports have lead to an status of Non approval (Cat 1 deficiencies present that would not be possibly corrected within two years), two to three years after the report adopted by the ECEVE has been forwarded to the institutions concerned, the ECEVE secretariat asks the institutions and the competent authority to provide information on the follow-up measures taken, in particular, the changes made in order to correct Category 1 deficiencies.

When a faculty considers that it has rectified a Category 1 deficiency, it should inform the Chairman of the ECEVE accordingly. The ECEVE will then decide if a new visit to verify the situation is necessary, at the expense of the faculty, and if so by whom. The ECEVE will inform the faculty of the result of this investigation. If the result is unfavourable, the institution is informed of its right to appeal (Annex X).

In case of faculties only evaluated for Stage-two, following submission of the final report, the ECEVE secretariat asks the institution concerned to provide details of the changes introduced as response to the evaluation. Being these either recommendations to eliminate minor shortcomings (for instance in faculties with Full certification/accreditation status) or the elimination of major shortcomings (Faculties with Temporary/limited accreditation status), the latter faculties are to be requested, 2-3 years after the evaluation, of the follow-up measures taken.

As stated above, a faculty evaluated for both Stages at a single opportunity, that failed to be fully approved on Stage-one but has passed Stage-two, will not be certified/accredited until its status does not reach the level of Full approval. In case the faculty was classified as with Conditional (provisional, temporary) approval status, it does, however, not need to be fully re-visited for certification/accreditation, but must substantiate for a status-quo proof of the accrediting requirements. If it fails to provide such proof, the faculty must undertake a full Stage-two re-evaluation.

When a faculty considers that it has rectified such shortcomings, it should inform the Chairman of the ECEVE accordingly. The ECEVE will then decide if a new visit to verify the situation is necessary, at the expense of the faculty, and if so by whom. The ECEVE will inform the faculty of the result of this investigation. If the result is unfavourable, it is for the pertinent authority of the member state and the Commission to decide upon the appropriate measures to be taken.

10- Re-scrutiny procedures

Re-scrutiny is to be attempted every ten (10) years from the ECEVE-decision for the Fully accredited and every five (5) years from the ECEVE-decision for the Conditionally-approved/accredited faculties. In either case, a full SER is to be delivered by the faculty and scrutinised by a panel of experts but a short-visitation (to solely examine SER-items in doubt) is to follow. For the fully- and conditionally accredited, the re-scrutiny focus on the certification/accreditation status unless changes have been imposed in the basic training that could not longer conform with the Directive 2005/36/EC. Those conditionally approved faculties, not yet accredited, can be evaluated for eventual certification (Stage-two) twice within a 10-year period before they need to be primarily re-evaluated for approval (Stage-one). Those fully approved faculties (Stage-one) that are not entering Stage-two (certification/accreditation) are to be re-evaluated for Stage-one (primary approval) within a 10-year period. Those faculties that had not been primarily approved can attempt evaluation whenever they feel ready following the recommendations of the ECEVE.
ANNEX I

GUIDELINES, REQUIREMENTS AND MAIN INDICATORS FOR STAGE-ONE (a) AND STAGE-TWO (b)

In order to ensure transparency and to have homogeneous criteria for the evaluation of veterinary training institutions in Europe, a list of guidelines and requirements is used as part of an evaluation system built in two consecutive stages. These guidelines and requirements are aimed at achieving comparably high standards of training, indicating for evaluation Stage-one: potential deficiencies that prevent the establishment of conforming to the Council Directive 78/1027/EEC concerning the coordination of provisions laid down by Law, Regulation or Administrative Action in respect of the activities of veterinary surgeons (herein called Directive 1027), the proposals for amending this Directive adopted by the ACVT on 10 February 1993, doc III/5171/7/92 and of Directive 2005/36/EC on the “Recognition of Professional Qualifications” (in effect as from October 27th 2005), ruling among other professions that of veterinary surgeon (Chapter III, Section 5, Article 38, Point 3 and its Annex V.4 (veterinary surgeon). The Directive 2005/36/EC establishes the repeal of Directives 78/1026/EEC and 78/1027/EEC from the date laid down in Article 58 (transposition) by 2 years from the publication in the EU-Official Journal at the latest.

For Stage-two, these guidelines and requirements include disclosure of the presence of a policy of quality assurance (including presence of sustainable reporting mechanisms, of course evaluation, annual reports and total course reports), an established definition of product quality (presence of professional requirements), of research education and research quality, and provision of proof for a structure that promotes life-long learning encompassing the Bologna Declaration requirements for added value. Conformity to the requirements of Stage-two leads to certification or accreditation by the European Evaluation Committee of Veterinary Education (ECEVE).

Guidelines and Requirements

These apply to each chapter of the self-evaluation report, describing how the institutions operate. It is up to the institution to apply for a Stage-one or Stage-two (or both).

Main indicators

These focus on the essential factors for determining deficiencies and classifying the situation as satisfactory, acceptable or unacceptable for Stage-one (eventually leading to full approval, conditional approval or non-approval of the Faculty) and as providing full confidence, limited confidence or no confidence when assuring the quality of learning of the trainees is acceptable as expected by stakeholders in Stage-two (eventually leading to full certification, provisional certification or no certification of the Faculty).

It should be remembered that the indicators for Stage-one 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 the mobile clinics). Guidelines and requirements for Stage-two follow those set up by the European Network for Quality Assurance in Higher Education (ENQA, Helsinki, 2005). (http://www.enqa.net/files/bergenreport210205.pdf).
Annex Ia
Guidelines and Requirements for Stage-one

I- OBJECTIVES

I.1. The objectives of veterinary training institutions are to provide adequate, ethical, research-based veterinary training that enables the new graduate to perform as a veterinary surgeon capable of entering all commonly recognised branches of the veterinary profession immediately on graduation or of being capable of performing adequately after a generally accepted period of practical experience. Veterinary surgeons are to be competent when examining and treating animals, contribute to animal production whilst maintaining the animals' health and welfare, protect humans from zoonoses and ensuring 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. Veterinary education should be based on scientific ground and proven experience and provide students with adequate learning opportunities thus laying the basis for life-long learning. Considering more than 50% of active veterinarians in Europe are engaged in clinical practice, a clinical focus is expected to be maintained during the basic training in veterinary medicine.

I.2. In addition the institutions should conduct research, provide postgraduate and specialist training and play a role in continuing veterinary education (see also Stage-two).

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 (University, a higher institute providing training recognised as being of an equivalent level, or under the supervision of an University, Directive 2005/36/EC), 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. A minimal number of veterinarians as educators is to be provided (usually a minimum of 80 individuals working full time on the Faculty) 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. The training of the graduate should be controlled for quality at the subject and institution levels, laying the basis for a confident system of quality assurance (see Stage-two).

II.3. In order to ensure that the veterinary training meets the objectives and requirements, the organisational structure should allow input not only from educators and students but also from stakeholders (e.g. members of the profession and from the public) (see also Stage-two).
III- FINANCES

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 based on public services (e.g. patient care). It must also be considered that veterinary education has to take place in a research environment and that salaries should be sufficiently high so as to attract and retain highly qualified staff. Insufficient funding is to be regarded as a major cause for potential deficiencies, constraining the possibilities of a given establishment to conform to Directives 1027/78/EEC or 2005/36/EC. Therefore, core funding from central sources must be specifically available for teaching and research purposes, with a fully transparent budget. The budget must allow to:

- Attract and retain highly qualified academic and support staff to reach, or exceed satisfactory teaching staff/student and teaching staff/support staff ratios.
- Ensure provision and renewal of up-to-date teaching (including IT facilities), laboratory and clinical equipment (including vehicles for the ambulatory clinics).
- Ensure teaching and clinical training in premises with adequate hygienic and safety standards, which warrant use of modern teaching and learning methods for all students.
- Ensure adequate intramural clinical training by securing adequate caseload across animal species and adequate provision of stationary and ambulatory clinical services, including emergencies, according to the most recent advances in veterinary medicine.

III.2. 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 Faculty has expertise.

IV- CURRICULUM

A. GENERAL

IV.a.1. The total body of knowledge of veterinary science has grown to such an extent that it is difficult to achieve, within the time allotted for undergraduate training, a level of expertise that would allow for an immediately highly-qualified professional in all fields of Veterinary Medicine. Therefore, it is desirable to combine the acquisition of basic knowledge in all fields of veterinary science, particularly in clinical instruction (thus enabling veterinary surgeons to perform all their duties, as ascribed by the Directive 2005/36/EC, Annex V) with more advanced training (e.g. differentiation) in one given field (albeit not higher than 10% of the minimum total training time). This layout would enable qualified veterinarians to begin their careers in a given field with more confidence and autonomy.

IV.a.2. Veterinary training must comprise at least five years’ full-time theoretical and practical study in a University or equivalent higher education establishment.

IV.a.3. Provided that the curriculum maintains an adequate level of training, the faculties can follow the Bologna Declaration offering a Bachelor degree (e.g. “Bachelor in Animal Biology”) prior to finishing the 5-year full-time minimum undergraduate veterinary education as regulated by the Directive 2005/36/EC and the award of the professional title of Veterinary Surgeon (or equivalent professional title). Graduation after completing this veterinary education is equivalent to a Master level and, depending on national regulations, such degree may be assigned to the Veterinary Surgeon (or equivalent professional denomination). It should be made clear that the award of Veterinary Surgeon (or equivalent title) is the only professional title provided (Directive 2005/36/EC) after having completed these full-time, 5-year long studies.
IV.a.4. Acquisition of skills in written and oral communication must be a major goal at all stages of the curriculum.

IV.a.5. In order to meet the aims, the curriculum (e.g. the distribution of the theoretical and practical training among the various groups of subjects) shall be balanced and coordinated in such a way that the knowledge and experience listed in Article 1 (1) of the Directive 1027 and Annex V (Directive 2005/36/EC) may be acquired in a manner which will adequately enable **veterinary surgeons to perform all their various duties**. The curriculum must, therefore, be designed in such a way as to allow each student to acquire:

- adequate general knowledge and technical expertise in biomedical sciences;
- adequate knowledge in the broad field of veterinary science, particularly clinical training;
- when ever possible, greater knowledge and technical skills in a specific field of veterinary science (e.g. restricted differentiation within undergraduate education, see point IV.a.1).

IV.a.6. Curriculum development is the responsibility of the institution as a whole, and should not be left to individual departments (see also Stage-two).

IV.a.7. The aims of the curriculum and the learning objectives/outcomes must be clearly explained to both staff and students (see also Stage-two).

IV.a.8. These aims must reflect the needs of the profession and of society, and mechanisms must be introduced to ensure this (see also Stage-two).

IV.a.9. Methods must be established to monitor and, where necessary, amend the curriculum. Faculties should aim towards the Quality Assurance mechanisms prescribed for Stage-two.

IV.a.10. The instruction provided must include basic clinical training across all common, domestic species, e.g. companion animals (dog, cat), equine and the food-producing animals of the bovine, ovine, caprine, porcine, avian and farmed fish species. In case where the faculty cannot give adequate teaching with hands-on in a species, the student should be given the freedom to learn this at another faculty (freedom of learning – ECTS principle). Effective control systems must be provided.

IV.a.11. 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 (see also IV.a.4.) and experience mentioned in these guidelines. Practical training (particularly clinical training) requires the active participation of students under appropriate staff supervision, in adequate ratios.

IV.a.12. Extra-mural practical training may form part of a full-time veterinary course as long as it is supervised by the institution concerned and does not exceed six months of the total five-year training period (in accordance with the Directive 2005/36/EC). Extra-mural training is a complement, and can not be used to replace training at the Faculty, but can be used to supplement the basic intramural training provided by the institution. Extramural instruction should only be accepted on the basis of an agreement defining the tasks of the teaching veterinarian (or the institution) and the student, the teaching objectives and the way to monitor these.

IV.a.13. Provisions should be made for those undergraduate students who want to gain a specific experience in research.
B. STUDY PROGRAMME

IV.b.1. In meeting Directive 2005/36/EC, the core veterinary medicine curriculum eventually leading to the award of veterinary surgeon (or the official title given in the member state; alternatively Master of Science in Veterinary Medicine, following the Bologna declaration) must include at least the subjects in the groups listed below.

1. BASIC SUBJECTS

IV.b.2. Instruction in basic subjects, (Physics, Chemistry, Animal biology, Plant biology, Biomathematics) may be given as part of, or in association with, other disciplines of the veterinary course. They could also advantageously be taken prior to entry to the veterinary course. These subjects should provide a solid background in chemical, physical and biological sciences, with the objective of preparing students for the subjects to be taught later in the veterinary curriculum.

2. BASIC SCIENCES

IV.b.3. Instruction in basic sciences must provide students with an understanding of the fundamental biological principles and mechanisms underlying animal health, disease and therapy, from the molecular and cellular level to the level of the organ, the whole animal and animal populations. This includes an understanding of the biological basis of normal structure and function, the mechanisms governing homeostasis, the physiopathology of organ systems and the biological and pharmacological evidence-based mechanisms, by which disordered states may be returned to normal.

IV.b.4. The teaching must also cover the biology of agents that cause and transmit diseases from animal to animal and from animal to man, the transmission mechanisms the mechanisms by which animal defend themselves against infectious agents and how these mechanisms can be induced.

The basic subjects must include:
- Anatomy (including histology and embryology)
- Biochemistry, cellular and molecular biology
- Physiology
- Genetics (including molecular genetics)
- Microbiology (including parasitology, virology, bacteriology and mycology)
- Immunology
- Pathology (physiopathology and pathological anatomy [macroscopic and microscopic])
- Pharmacy
- Pharmacology
- Toxicology (including environmental pollution)
- Epidemiology (including scientific and technical information and documentation methods)
- Professional ethics

3. CLINICAL SCIENCES

IV.b.5. The course of instruction in the basic sciences (pre- and para-clinical subjects) should have laid the necessary groundwork on which to build clinical knowledge and skills.

IV.b.6. The propaedeutic training, as listed in the Annex V.4 of Directive 2005/36/EC, must provide the skills required to examine the patient or analyse the case, collect the clinical and laboratory data and set a diagnostic and therapeutic plan for the case.
IV.b.7. The intramural clinical training must be provided so all students receive a common clinical ground, encompassing all species and disciplines, in accordance with the Directive 2005/36/EC (Annex V) and adequately enable veterinary surgeons to perform basic clinical duties in all species, if required (see the list of essential competences required at graduation (the so-called “day-one skills”) in Annex IV). This does not preclude the acquisition of additional knowledge in selected areas for which there is less demand as considered in the Directive 2005/36/EC.

IV.b.8. Extramural clinical training and exposure to patient-driven clinical services are, albeit encouraged, only to be considered supplementary to the intramural clinical instruction provided at the Faculty, with equal consideration to teaching hospital (stationary) clinics or ambulatory (mobile) clinical services, which should remain the core of the intramural clinical instruction.

The clinical subjects must include:
- Propaedeutics (including laboratory diagnostic methods)
- Anaesthetics (including management of pain and welfare of laboratory animals)
- Diagnostic imaging (including radiology)
- Medicine and surgery
- Reproduction and reproductive disorders (including obstetrics and udder health)
- Preventive and herd-health medicine (including health monitoring programmes)
- Field veterinary medicine (ambulatory clinics)
- Pathology (necropsy diagnosis)
- Infectious diseases, state veterinary medicine and public health (zoonoses)
- Veterinary legislation and forensic medicine
- Therapeutics and pharmacy administration

4. ANIMAL PRODUCTION

IV.b.9. Animal Production is the broad term used to describe the entire discipline of breeding, rearing and disposal of food-producing animals and their products by sale, slaughter for food or as waste. Tuition must cover the major food-producing species (cattle, sheep and/or goat, pig, poultry and equine) and one example of a farmed fish species. Knowledge of animal production in its broad sense is essential for the veterinarian in order that changes in normal behaviour and management can be detected, animals can be handled safely, treatment can be given in an appropriate manner and appropriate recommendations can be made for prophylactics and care.

IV.b.10. The training must be oriented towards the application of prophylactics and clinical treatment on individual and herd basis, preventive veterinary medicine (e.g. herd health) and management of epidemic diseases, reproductive management, housing of animals and feeding regimes. The training provided should allow veterinarians to derive proper data for food chain information and possible risks to human health.

IV.b.11. Training must familiarize with the normal methods for disposal or recycling of animal waste and the common requirements for ethical, environmentally-sound and hygienic disposal of the bodies of companion animals and the carcasses of food-producing animals.

IV.b.12. Training must provide adequate knowledge on animal welfare issues, covering the rearing and holding on-farm until slaughter.

IV.b.13. Knowledge of the economics of animal rearing enterprises and their place in the rural economy is required to make informed decisions about disease control and euthanasia.
IV.b.14. The importance of genetics in animal breeding and trade as well as for disease resistance should be understood.

IV.b.15. Theoretical and practical training must cover the broad requirements of the individual member states.

IV.b.16. Theoretical instruction should be accompanied by practicals which provide the confidence to handle major domestic animal species safely and the ability to carry out basic tasks in animal management, breeding and rearing.

**The animal production subjects must include:**

- Animal production (the domestic food-producing animal species in society and the economy)
- Animal nutrition (nutrition and feeding of food-producing species)
- Agronomy (cropping, grazing and land use in relation to food-producing animal species)
- Rural economics (animals as a business and their importance in the countryside)
- Animal husbandry (housing, management and reproductive management systems, including artificial reproduction techniques, e.g. artificial insemination, multiple ovulation and embryo transfer).
- Veterinary hygiene (farm layout, drainage, cleaning, disinfection and bio-security)
- Animal ethology and protection (behaviour, social organisation in animal populations and common welfare issues [including behavioural disorders and their remediation])

5. **FOOD HYGIENE**

IV.b.17. The training 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).

IV.b.18. The Directive 2005/36/EC (Annex V.4, 5.4.1) requires therefore adequate knowledge of the hygiene and technology involved in the production, manufacture, and putting into production of animal foodstuffs or foodstuffs of animal origin. It further requires adequate knowledge of the laws, regulations and administrative provisions relating to the production of such foodstuffs. Food Hygiene education for veterinarians must therefore ensure that, on graduation, they can be trained by the Competent Authority (CA) to carry out the tasks described in the Food Hygiene Regulations (178/200, 852/2004, 853/2004, 854/2004), the Regulation on Official Food and Feed Safety Controls (OFFSC, 882/2004) and the associated EC and domestic enabling legislation.

IV.b.19. Since the above mentioned core functions are of a supervisory and auditing nature and require knowledge of the processes in the food chain and of veterinary public health, practical work (including practical work in places where slaughtering and processing of foodstuffs takes place) is, therefore, still considered basic and relevant. The instruction must, however, focus on the acquisition of knowledge and skills necessary to develop and implement programmes on the supervision and assurance of:

- Inspection and control of animal foodstuffs or foodstuffs of animal origin (quality assurance, certification of companies and products)
- Food Hygiene and technology (in line with the principles used to develop the HACCP system) in the context of veterinary public health.

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IV.b.20. Study programmes should therefore build on a sound knowledge in the field of food hygiene so that students would:

- know how to carry out ante-mortem inspection on farm or in the abattoir and assess the welfare of the animals concerned.
- be familiar with veterinary public health and the respective legal regulations.
- understand post-mortem inspection and possess basic practical skills within the food production business and inspection requirements.
- know that the Food Business Operator is responsible for the samples required by the Directives.
- understand the importance of risk-based monitoring of the processes (HACCP concept). These tasks require a sound knowledge of the pathology, microbiology, parasitology, pharmacology and toxicology of food animals and of epidemiology, allowing them to ensure public health and report back along the food chain to the farmer and to the Competent Authority.
- interprete the information returned by the Food Business Operator to the farm so as to benefit production, animal welfare and public health.

IV.b.21. Knowledge of Food Technology should be such that they can be trained by the CA to audit processes in Food Businesses under veterinary control and they should understand the importance of Food Hygiene in the production of safe foods.

IV.b.22. Students should acquire an acceptable knowledge of the principles of Food Hygiene Legislation at EU-level and in the individual state.

The food hygiene subjects must include:

- Certification of human food and feed-stuff production units
- Food hygiene
- Food science, food quality and technology (including legislation)
- Inspection, control and certification of animal foodstuffs or foodstuffs of animal origin
- Practical work (including practical work in places where slaughtering and processing of foodstuffs takes place).

6. PROFESSIONAL KNOWLEDGE

IV.b.23. 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.

IV.b.24. Undergraduates must receive broad information on the different opportunities of post-grade training and specialisation.

Professional knowledge subjects must include:

- Practice management
- Professional ethics
- Veterinary certification and report writing
- Veterinary legislation
- Career planning and opportunities
V- TEACHING, QUALITY AND EVALUATION

A. BASIC SUBJECTS

V.a.1. One of the major course objectives is the acquisition of problem-solving skills. To this end, the instruction must cover the methods of acquiring, documenting and analysing scientific and technical data.

V.a.2. Practical training must serve to familiarise students with subjects studied in theoretical courses and to give them some insight into how scientific knowledge might be acquired. Practical training does not mean simply observing the teacher during demonstrations.

B. CLINICAL SCIENCES

V.b.1. Propaedeutic courses must ensure that students become familiar with the methods of handling and examining animals prior to the start of clinical training proper.

V.b.2. Clinical instruction must take place in groups that are small enough to ensure hands-on experience for all.

V.b.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. The instruction provided must include basic clinical training across all common, domestic species, e.g. companion animals (dog, cat), equine and the food-producing animals of the bovine, ovine, caprine, porcine, avian and farmed fish species (see IV.a.11). In case where the faculty cannot give teaching with hands-on in a species, the student should be given the freedom to learn this at another faculty (freedom of learning – ECTS principle). Effective control systems are, however, to be provided.

V.b.4. Time-tabled lectures should be excluded from a substantial proportion of the clinical course as they may clash with students' case management activities.

V.b.5. Those responsible for theoretical clinical training must also be involved in the practical side dealt with in the institution's clinics.

V.b.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.b.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 Faculties.

C. ANIMAL PRODUCTION

V.c.1 Those teaching the theory of animal production subjects should also be involved in practical training with the major domestic animal species (cat, dog, horse, cattle, sheep, pig, poultry and farmed fish). Teaching should reflect the species balance and management systems of the country. Practical work should be based on-farm and be case-based as much as possible.
V.c.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 (see point IV.a.1.).

D. FOOD HYGIENE

V.d.1. Practical training must familiarise students with the concepts of Food Business audit especially with regard to foods of animal origin, at various stages in the food chain, particularly in slaughterhouses. Students should develop Day 1 competencies in the interpretation of Food Chain Information, ante-mortem inspection and post-mortem inspection and be capable of being trained as OVs by the Competent Authority.

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. ESSENTIAL COMPETENCIES AT GRADUATION (DAY-ONE SKILLS)

V.e.1. Students should be provided with clear learning objectives for each of the essential competencies at graduation (day-one skills) listed in Annex IV.

F. THE TEACHING AND LEARNING ENVIRONMENT

V.f.1. The academic environment must be conducive to learning of the students and the didactic and pedagogic development of the teaching staff (see also Stage-two).

G. MONITORING AND EVALUATION

Of students

V.g.1. Student performance must be evaluated regularly. Where appropriate, the faculty should differentiate between evaluation and examination of the knowledge and skills (see also Stage-two).

V.g.2. Written, project and practical work, problem-solving abilities and professional attitude must all be evaluated.

V.g.3. Evaluation methods must be known and understood by the students.

V.g.4. Results of evaluation must be documented properly

Of teachers and instruction

V.g.5. A system must be available to allow students to evaluate teacher performance and teaching.

V.g.6. Students must be able to participate in the monitoring of courses and the curriculum in general.
H. STUDENT WELFARE

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

V.h.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.h.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. Buildings, for both basic and specialist facilities must be adequate, suited to the teaching programme, well maintained, clean and safe.

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 acceptable laboratory practice.

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/ambulatory clinic for farm animals or equivalent facilities so that students can practise field veterinary medicine 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 farm/s where veterinary field training is performed 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. The farm should be an example of animal welfare for the profession and the students.

VII.2. Arrangements should also be in place to ensure teaching in the management and husbandry of companion animal species.

VII.3. 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 clinical training should account for at least 40% of the entire curriculum.

VII.4. The clinical material should be varied, providing experience in routine and complex cases.

VII.5. The clinical services must have access to appropriate diagnostic support.

VII.6. 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.7. An adequate data retrieval system must be available so that students can undertake case studies.

VII.8. 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. Selection should be competitive, based upon academic achievements and on other criteria.
IX.3. A good science background is necessary, including high standards in chemical, physical and biological sciences.

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 in any field of Veterinary Medicine.

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 full-time academic staff must enable coverage of all the subject areas of the curriculum, except where alternative arrangements are made for outside teachers. The number of full-time academic staff (FTE) must allow teaching small groups, thus maximising the learning opportunities for the students. A recommended number is 80 FTE for the instruction of an equivalent number of students per year of instruction. A minimum percentage of 70% of the academic staff is to have veterinary training. Teachers of clinical veterinary subjects must be veterinarians, as should be those carrying out para-clinical services reporting to the public.

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. The Faculty should define which academic level is required.

X.3. Overall, the workload of the academic staff should be organised in such a way that apart from teaching and clinical duties, they should be able to perform research and other non-teaching-related academic activities within working hours.

X.4. Appropriate teacher supervision requires satisfactory teaching staff/student and teaching staff/support staff ratios.

XI- CONTINUING EDUCATION (see Stage-two)

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 (see Stage-two)

A. Towards a qualification in a specific area

XII.a.1. The institution should co-operate with other professional organisations and competent authorities in the design, implementation and quality control of continuing education programmes leading to qualifications in the clinical and paraclinical fields, including the reach of national specialist level.

XII.a.2. Where appropriate, institutions should aim their programmes to meet the standards and regulations of the respective European specialist colleges and of the European Board of Veterinary Specialisation or equivalent bodies.
B. Research training

XII.b.1. The institution must offer post-graduate training programmes by research (PhD or equivalent) based on an international-level programme in biomedical and veterinary research.

XII.b.2. The programmes should be well-designed and cover theoretical as well as practical training (including research projects), leading to a certificate/degree within a period of three-to-four years.

XII.b.3. The institution should provide an adequate number of places for research students related to (i) needs for academic renewal and (ii) national research potential development.

XIII- RESEARCH (see Stage-two)

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. They should provide an appropriate balance between basic, applied and clinical research.

XIII.3. The institution should assign an appropriate number of academic and technical posts specifically to research.

XIII.4. The institution should also allocate adequate facilities, equipment and operating funds to research.

Main Indicators for Stage-one

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 disclosed as teacher-student intramural contact hours, extramural instruction and self studies.

A TEACHING STAFF

Veterinary Faculties 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 (100%), two part-time (50%), 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 (≥ 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 workload\(^1\) is 600 hours per year per lecturer and a researcher teaches undergraduates for 60 hours per year, this is counted as 0.1 FTE).

\(^1\) Average workload: this includes the actual time of teaching, the preparation for teaching and the time spent on examination/evaluation of students. It is generally accepted that 1 teaching hour on average requires two hours of preparation.
• Students working towards a postgraduate doctoral degree should not be included in this number, unless they perform regular, paid, teaching activities for a minimum of 20% of their work load. Similarly, interns and residents can be included in this number, as far as they participate actively to the hands-on clinical teaching (supervised, clinical or practical group work for 20% of their work load) and if/where they are paid for the teaching activity. 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 and associated external teachers who teach at the institution on a regular or ad hoc basis are not included in this number but should be reported for information purposes

• The provision of instruction to students belonging to other institutions must not be included in this calculation.

B STUDENTS

b- The total number of registered undergraduate students includes all those who are specifically enrolled for the course at the start of each academic year.

b’- The number of students in clinical training during the last year of the curriculum.

b’’- The number of students who received their diploma at the end of undergraduate veterinary studies during last year (student attrition).

b’’’ - The number of students enrolled beyond the time allotted to the regular veterinary curriculum.

b’’’’- The number of students dropping out after each academic year.

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 academic 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 and seminars provided to each student in a given academic year for the EU-listed subjects.

E SUPERVISED PRACTICAL TRAINING

• Only intramural teaching under the responsibility or in the presence of lecturers should be taken into account (extramural placements should not be included).
• Only training 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 training (e) is divided into three groups based on the work in which the students are involved:

  e1. **Animal-free supervised practical work**
      The total number of teaching hours to small groups in animal-free supervised work. This includes work on documents and idea formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).

  e2. **Supervised practical non-clinical animal work**
      The total number of hours of practical work (practical training). This includes teaching sessions where students themselves actively perform laboratory experiments, carry out dissection or necropsy, use microscopes for examination of histological or pathological specimens; work on normal animals, on objects, products, carcasses etc (e.g. animal husbandry, practical bacteriology/physiology and biochemistry, meat inspection, etc.)

  e3. **Clinical training**
      The total number of hours of intramural clinical practical work. This includes work on normal animals, on organs and clinical cases.

  \( e = e1 + e2 + e3 \)

**F HANDS-ON CLINICAL TRAINING**

The total number of hours of intramural clinical practical work (strictly hands-on). This includes work on normal animals (propaedeutics), on organs and clinical cases (individual patients and herds), including scheme-driven, teacher-supervised work and duty.

**G SELF-STUDIES**

The number of hours each student has for self-studies per week, in relation to the scheme-driven, supervised teaching load (teacher-student contact hours). Note the recommendation for ECTS (25 h of teacher-student contact hours on a 40 h/week study load leaves 15 h of self-study time/week).

**H ANIMAL CASE-LOAD FOR TRAINING**

The total number of animal cases available for students’ practical and clinical intramural training.

  **H1 Livestock**
  The total number of individual or on-farm cases of livestock (cattle, sheep, goats, other ruminants, pigs and poultry) recorded by the institution’s clinics (stationary and/or ambulatory).

  **H2 Herds or production units**
  The total number of herds or production units attended by the student/s

  **H3 Equine**
  The total number of horses, donkeys, mules recorded by the institution’s clinics.
H4 Companion animals and exotics
The total number of companion animals (excluding horses) and exotics recorded by the institution’s clinics.

I POST-MORTEM EXAMINATIONS
The number of post-mortem examinations carried out by the institution on cattle, small ruminants, wild ruminants, pigs, horses, dogs, cats, exotic animals (including birds).

J AMBULATORY (MOBILE) CLINIC
This refers to clinical services provided outside the Faculty, e.g. on farms, with the number of visits carried out by the ambulatory (mobile) clinic to perform field veterinary medicine.

Summary table for Stage-one indicators
The table below entitled “MAIN INDICATORS TO BE USED IN THE EVALUATION OF VETERINARY TRAINING INSTITUTIONS” 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 or not.

As already mentioned at the beginning of this Annex I, the main indicators must not be interpreted in a strictly mathematical and isolated sense, but in the light of all other indicators and data. The list of indicators provided at the SER and rechecked during the team visitation are to be placed in the preliminary executive summary.
# MAIN INDICATORS TO BE USED IN THE EVALUATION OF VETERINARY TRAINING INSTITUTIONS

<table>
<thead>
<tr>
<th>Activity, service or facility to be evaluated</th>
<th>Indicator</th>
<th>Ratio numerator and denominator</th>
<th>Satisfactory level</th>
</tr>
</thead>
</table>
| **Teaching staff**                           | Teacher/student ratio | • Teachers: (a) non-clinical (a1) clinical  
• Students: (b) non-clinical (b2) clinical | R = \( \frac{a}{b} \leq 8 \)  
R = \( \frac{a_1}{b_1} \leq 5 \) |
| **Support staff**                            | Teacher/support staff ratio | • Teachers: (a) general (a1) clinical  
• Support staff: (c) | R = \( \frac{a}{c} \geq 0.5 \)  
R = \( \frac{a_1}{c} \geq 0.5 \) |
| **Theoretical, practical and clinical training** | Ratio of theoretical/supervised practical training: RE  
Ratio of intramural clinical training/theoretical and animal-free practical training: RC  
Ratio of self study time/teaching load: RSS | • Theoretical training: (d)  
• Practical training: (e)  
• Intramural hands-on clinical training: (f)  
• Self-study time: (g) | \( RE = \frac{d}{e} \geq 1 \)  
\( RC = \frac{f}{d+e} \leq 4 \)  
\( RSS = \frac{g}{d+e+f} \leq 4 \) |
| **Animals available to the clinic**           | Student/animal ratios | • Students in clinical training: (b1)  
• Animals:  
  - Individual food-producing (h1) and herds (h2)  
  - Horses (h3)  
  - Companion animals (h4) | \( R = \frac{b_1}{h_1} > 20 \)  
\( R = \frac{b_1}{h_2} > 5 \)  
\( R = \frac{b_1}{h_3} > 20 \)  
\( R = \frac{b_1}{h_4} > 50 \) |
| **Animals available for post-mortem examinations** | Student/post-mortem examination ratio | • Students graduating: (b2)  
• Post-mortem examinations: (i) | \( R = \frac{b_2}{i} > 4 \) |
| **Infrastructure and related activities**     | Hospitalisation of large animals  
Hospitalisation of small animals with students’ duty  
Isolation of infected animals  
Institution owns or has access to a farm  
Institution owns or has access to a slaughterhouse  
Institution has a mobile (ambulatory) clinic  
Institution has an organised, 24 h duty, emergency service (with students’ access) for both ambulatory (mobile) and stationary clinics | Yes  
Yes  
Yes  
Yes  
Yes  
Yes  
Yes  |
| **Essential competencies at graduation**      | Institution provided a summary of evidence-based data for each of the required essential competencies at graduation | Yes |
Annex Ib

Guidelines and Requirements for Stage-two

Per definition, each institution is responsible for the quality of its own educational provision. The institutions applying for evaluation at Stage-two will be therefore required to demonstrate how responsibility for quality is followed up with actual quality assurance. Regarding the scrutiny of Stage-two, a prerequisite for the status of a certified/accredited institution will be the existence of an internal system of quality assurance that complies with the criteria set by the Standards and Guidelines for Quality Assurance in the European Higher Education Area established in 2005 by the European Network for Quality Assurance in Higher Education (ENQA, Helsinki, 2005) (http://www.enqa.net/files/BergenReport210205.pdf).

In particular, the Faculty must present its policy statement including all associated formal procedures and mechanisms designed for the approval, monitoring and periodic review of their veterinary training programme and of the title of veterinary surgeon (or equivalent) it awards (including a description of essential competences required at graduation (the so-called “day 1 skills”) as an important component of quality control of the graduate. The Faculty must also present a strategy for the continuous enhancement of quality of training leading to the development of a culture which recognises the importance of quality, and quality assurance, in their work. This should include not only the assessment of the students (measure the achievement of the intended learning outcomes and other programme objectives) but also include the mechanisms in practice for the quality assurance of the teaching staff. The SER-2 should also present the way the Faculty collects, analyses and uses relevant information for the effective management of its study programme and other relevant activities, particularly continuing education, research and research education. How the public (stakeholders) is informed should also be included. The description of strategy, policy and procedures should have a formal status and be publicly available. The SER-2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance.

In summary, the institution should present proof of having a sound:

Ib. Policy statement: The institution must provide a clear policy and set of procedures for internal quality control and quality assurance of its teaching programme and of the requirements leading to the award of the degree of veterinary surgeon. A statement of the institution’s strategy to implement a continuous enhancement of quality should also be provided. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders. The policy statement is expected to -at least- include the:

- relationship between teaching and research in the institution so that an established definition of research education and research quality is evident
- institution’s strategy for quality and standards
- organisation of the quality assurance system
- responsibilities of departments, faculties and other organisational units and individuals for the assurance of quality
- involvement of students in quality assurance
- ways in which the policy is implemented, monitored and revised

IIb. Institutional self-knowledge – Internal quality control processes: The institution should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities. There should be presence of sustainable reporting mechanisms (course evaluation, annual reports and total course reports). The institution should have formal mechanisms for the approval, periodic review and monitoring of the reports.
IIb.1. **Student assessment:** Students should be assessed using published criteria, regulations and procedures which are applied consistently. Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives;
- be appropriate for their purpose, whether diagnostic, formative or summative;
- have clear and published criteria for marking;
- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;
- where possible, not rely on the judgements of single examiners;
- take account of all the possible consequences of examination regulations;
- have clear regulations covering student absence, illness and other mitigating circumstances;
- ensure that assessments are conducted securely in accordance with the institution’s stated procedures;
- be subject to administrative verification checks to ensure the accuracy of the procedures.
- in addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

IIb.2. **Quality assessment of teaching staff:** Teaching staff, the single most important learning resource available to most students should be quality-assessed. Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills, providing consistent opportunities for didactic and pedagogic training and specialisation. The level of competence must be reflected in promotion of salary or positions, providing not only a source of encouragement but also a token of excellence. The institution should provide description as to whether a system of reward for teaching excellence (e.g. accelerated promotion) is available. Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

IIb.3. **Quality assessment of support staff:** Qualified support staff (technical and administrative staff) is a pre-requisite for an effective basic veterinary training and the research and management functions of an University and should, therefore, also be quality-assessed. The institution should describe the system of quality assurance it posses to promote enhancement of qualifications among its support staff, to monitor their participation in basic training of veterinary students and of post-graduate training as well as in research and management activities. Support staff should be given opportunities to develop and extend their capacity and should be encouraged to value their skills, providing consistent opportunities for further training and specialisation. Their level of competence must be reflected in promotion of salary or positions, providing not only a source of encouragement but also a token of excellence for the institution. Institutions should provide proof of a system to monitor training but also to remove them from their duties if they continue to be demonstrably ineffective.

IIIb. **Provision of learning opportunities:** Learning opportunities for the students shall be warranted and clearly described by the institution which should routinely monitor, review and improve the effectiveness of the support services available to their students. The institution must
provide proof of a quality assurance system that promotes and monitors the presence of an academic environment highly conducive to self-learning. The institution should describe how it manages the promotion of modern facilities for supervised and self-studies, the early incorporation of informatics, the promotion of life-learning concepts and the availability of time for self-studies, social interaction and co-government.

IVb. Effective quality assurance

IVb.1. Of the training programme and the award as veterinary surgeon: The quality assurance of the training programme and award is expected to include:

- development and publication of explicit intended learning outcomes, including a description of essential competences required at graduation (the so-called “day one-skills”) as listed in Annex IV.
- careful attention to curriculum and programme design and content
- specific needs of different modes of delivery (e.g. full time, part-time, distance-learning, e-learning) and types of higher education (e.g. academic, vocational, professional)
- availability of appropriate learning resources
- formal programme approval procedures by a body other than that teaching the programme
- monitorisation of the progress and achievements of students
- regular periodic reviews of programmes (including external panel members)
- regular feedback from employers, labour market representatives and other relevant organisations; including graduated employments rates, assessment of alumni and employers, etc
- participation of students in quality assurance activities
- a structure that promotes life-long learning

IVb.2 Of continuing education: The institution should describe the system of quality assurance it possess to monitor and promote the design, implementation and quality control of own-or run in co-operation with professional organisations and/or competent authorities- Continuing Professional Development (CPDs) programmes in specific areas of practical veterinary medicine.

IVb.3. Of post-graduate education: The institution should describe the system of quality assurance it possess to promote and monitor the development of effective post-graduate programmes including those of professional character (towards national- or international specialisation) and of academic character (MSc and PhD degrees). Of particular importance is the description of the measures of encouragement applied to engage newly graduates into post-graduate education. A description of the various programmes available, their standard (e.g. whether they meet the standards and regulations of the respective European specialist colleges and of the European Board of Veterinary Specialisation or equivalent bodies), the number of places and their financial support as well as their effectiveness and impact on society (e.g. opinion of stakeholders) must be provided.

IVb.4. Of research: The institution should describe the system of quality assurance it possess to promote the Faculty of academic environments that would nurture the development of research programmes of international level. It should also provide proof that those environments are supported by staff recruiting, substantial allocation of research time, suitable facilities and equipment by providing these figures. As well, the institution should describe the methods used to monitor the effectiveness of the research carried out, in terms of external funding success, of publications (disclosed and reported as original articles published in peer-reviewed international
journals, communications in international meetings, books, etc), the building of research cooperation at national and international level and the perception of stakeholders. Of particular interest is how research provides opportunities for student’s training, and staff promotion, and how much of research methods and results are conveyed into basic veterinary training.

IVb.5. Of internationalisation of education and research: The institution should describe the system of quality assurance it posses to promote and monitor the development of effective international post-graduate programmes and of co-operating research projects with other countries, including developing countries. Of particular importance is the description of the measures of encouragement applied to engage veterinary students and newly graduates into international mobility of training (e.g. EU programmes as Erasmus, Socrates, Tempus, Marie Curie etc) as well as the effectiveness of the activities. The institution should also describe the system of quality assurance it uses to promote and monitor the Faculty of international academic and research environments of importance for the internationalisation of veterinary medicine.

IVb.6. Of academic leadership: The institution should describe its system of quality assurance for the promotion of academic leadership at all levels. Participation of students, staff and stakeholders in the development of academic leadership implies not only the promotion of a sound academic environment but also the democratic promotion of co-government, participation in decision-making and responsibility-taking in the different levels of the institution’s function. Participation of students, staff and stakeholders in processes of policy-shaping, and interactions with the society are to be described as tokens of academic leadership.

Vb. Cooperation with stakeholders and society: Cooperation with stakeholders and public information is very relevant. The institution should provide proof it regularly publishes up to date, objective and accurate information, both quantitative and qualitative, about the study programme. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be readily accessible and should not be used simply as a marketing opportunity. The institution should verify that it meets its own expectations. Such quality-related information is expected to cover:

- student progression and success rates;
- relative employability of graduates;
- students’ satisfaction;
- effectiveness of teachers;
- profile of the student population;
- learning resources available and their costs;
- the institution’s own key performance indicators, including research outcomes, internationalisation profile and academic excellence.

The list of indicators provided at the SER and re-checked during the team visitation are to be placed in the preliminary executive summary.
ANNEX II

GUIDE FOR THE PREPARATION OF THE SELF-EVALUATION REPORT/S (SER)

These document/s (SER-1 for evaluation Stage-one and SER-2 for evaluation Stage-two), for the attention of the administration of the institution to be visited, provides information on how to prepare the self-evaluation report/s.

1- GENERAL

The submission of a well-prepared report in good time 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, for both Stage-one and Stage-two evaluations. The quality of the SER is often an indication of the overall quality of an institution.

Important points to note are:

- It is recommended that preparation of the SER begins well in advance of the visit. It must reach the visiting experts and the Evaluation programme co-ordinator at least two months prior to the scheduled date of the visit.
- Therefore, it is recommended that preparation of the SER-1 and SER-2 begins about one year prior to the date of the visit.
- The SER must be prepared in English, which is the only language used for the Evaluation, including the site visitation.
- The SER 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 and support staff, students and other groups concerned) to be assigned to the preparation of the report.
- The SER should be as brief, concise and complete as possible. The authors should avoid using unnecessary abbreviations, acronyms and unusual technical or administrative terms.
- The SER-1 should set out the Faculty’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 Faculty 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.
- The SER-2 should describe the policies and procedures that the Faculty uses with the intention of assuring academic standards and the promotion of quality of learning opportunities for the veterinary students. It should provide a view of how the Faculty develops, executes and monitors the effectiveness of their quality assurance systems concerning the veterinary study programme as well as continuing education, research and research education, all components of a life-long learning strategy. The SER-2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance and how the public (stakeholders) is informed of the Faculty’s academic achievements and excellence.
• Minority opinions at all levels may be indicated. Recommendations for improvements should be included under each heading. A SER which fails to highlight weaknesses or areas for improvement will be viewed with concern.

2- REPORT LAYOUT

SER-1

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 about ten years. In this chapter, the institution should highlight major organisational changes, new teaching regulations, new equipment or buildings, curricular changes, major decisions made by the Faculty 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 Ia)

Chapter I Objectives
Chapter II Organisation
Chapter III Finances
Chapter IV Curriculum
Chapter V Teaching, Quality and evaluation
Chapter VI Facilities and equipment
Chapter VII Animals and teaching material of animal origin
Chapter VIII Library and learning resources
Chapter IX Admission and enrolment
Chapter X Academic and support staff
Chapter XI Continuing education
Chapter XII Postgraduate education
Chapter XIII Research

Each chapter or sub-chapter should set out providing:
• 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 SER-1 should be responded to in the report and all the questions of Annex III must receive a response. If there is no activity in the Faculty which corresponds to the paragraph or the question, please state “not applicable”.

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 VII and VIII) 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 VII and VIII) should be prepared by those services for inclusion in the general report.

Brevity is essential, both in the SER 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. Care should be taken not to include excessive extracts from official texts (especially if they are in a language other than English).

Chapter I (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 IV (Curriculum) by each responsible area.

As regards timetables (Chapters IV and V), 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 V, a summary of the analysis of evidence-based data collected for each of the twelve (12) listed essential competencies at graduation (Day-one skills) used to assure that graduates are prepared for entry level practice must be given.

Chapter VII (Animals and teaching material) and Chapter VIII (Library and learning resources), in particular, should contain only basic data, with the complete documentation provided by each service placed in the appendices.

In Chapter XIII (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, a map of the institution and references on the map to the various stages of and a suggested route for the visit, with floors clearly indicated should be attached to the report.

**SER-2**

The self-evaluation report should begin with an introductory chapter describing the policies and procedures that the Faculty uses with the intention of assuring academic standards and the promotion of quality of learning opportunities for the students. In particular, it should provide a view of how the Faculty develops and monitors the effectiveness of their quality assurance systems. As well, it must describe how the Faculty promotes quality as a process of continuous strategic management.

This chapter must also cover the period that has elapsed since the Stage-one evaluation (or Stage-two, if applicable) has been done with a brief description of the outcome (weaknesses, corrections introduced, etc).

The chapters below must be drafted in line with the guidelines and requirements described in **Annex Ib**.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Policy statement</td>
</tr>
<tr>
<td>II</td>
<td>Internal quality control processes</td>
</tr>
</tbody>
</table>
Chapter III Provision of learning opportunities
Chapter IV Quality assurance
Chapter V Cooperation with stakeholders and society

Each chapter or sub-chapter should set out providing:

- 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. In particular, the Faculty must present its policy statement including all associated formal procedures and mechanisms designed for the approval, monitoring and periodic review of their veterinary training programme and of the title of veterinary surgeon (or equivalent) it awards (including a full description of essential competences required at graduation [the so-called “day 1 skills”] and the extent to which they comply with those listed in Annex IV) as an important component of quality control of the veterinary graduate. The Faculty must also present a strategy for the continuous enhancement of quality of training leading to the development of a culture which recognises the importance of quality, and quality assurance, in their work. This should include not only the assessment of the students (measure the achievement of the intended learning outcomes and other programme objectives) but also include the mechanisms in practice for the quality assurance of the teaching staff. The SER-2 should also present the way the Faculty collects, analyses and uses relevant information for the effective management of its study programme and other relevant activities, particularly continuing education, research and research education. How the public (stakeholders) is informed should also be included. The description of strategy, policy and procedures should have a formal status and be publicly available. The SER-2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance.

All the chapters required for the SER-2 should be responded to in the self evaluation report and all the questions of Annex III must receive a response. If there is no activity in the Faculty which corresponds to the paragraph or the question, please state “not applicable”.

As for SER-1, brevity is essential, both in the SER 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. Care should be taken not to include excessive extracts from official texts.

3- RECOMMENDATIONS FOR THE DISSEMINATION OF THE REPORT/S*

The self-evaluation report/s (as hard copy and electronic copy, the latter compatible with Microsoft Office applications) 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 Faculty.

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.

*) Under the veterinary Faculty self-evaluation system, the SER/s is/are intended solely for the members of the group of visiting experts and the co-ordinator of the evaluation programme. It is not disseminated by the EAEVE/FVE.
ANNEX III

INFORMATION TO BE PROVIDED IN THE SELF EVALUATION REPORT/S

This annex contains the series of instructions indicating the information that must be provided in the self-evaluation report (SER) for Stage-one (SER-1) and Stage-two (SER-2).

It is suggested that the information should be provided only after careful study of Annexes I, II and IV of this SOP-manual.

This annex provides the format that should be used for the SER/s, namely an introduction and 13 (I-XIII) chapters for SER-1 and an introduction and 5 (I-V) chapters for SER-2.

The aim of this annex 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 present annex features explanations (in italics) concerning the information that is requested, and the requests for information that the Faculty 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, policies and formal documentation),
- 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 a replying to an enquiry that is unclear, it is recommended that the Faculty consults the chairperson of the group of visiting experts or the co-ordinator.

It can also arise that an Faculty has certain unusual features, and that explanations are necessary in order to provide a clear reply. Where necessary, the Faculty 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 of the SER-1

The contents of the Self Evaluation Report (SER-1) should be:

Introduction
Chapter I. Objectives
Chapter II. Organisation
Chapter III. Finances
Chapter IV. Curriculum
Chapter V. Teaching: quality and evaluation
Chapter VI. Facilities and equipment
Chapter VII. Animals and teaching material of animal origin
Chapter VIII. Library and learning resources
Chapter IX. Admission and enrolment
Chapter X. Academic and support staff
Chapter XI. Continuing education
Chapter XII. Postgraduate education
Chapter XIII. Research

INTRODUCTION

Please provide an outline of the main features of the history of the Faculty in the period since the last evaluation visit or, if there has not been a previous visit, in the last ten (10) years.

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 Faculty, or by the authorities responsible for it
- major problems encountered by the Faculty, whether resolved or not

Chapter I - OBJECTIVES

1. FACTUAL INFORMATION

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

If this is the case; please indicate these.
- Who determines the official list of objectives of the Faculty?
- By what procedure is this list revised?
- Do you have a permanent system for assessing the achievement of the Faculty’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 Faculty?
3. SUGGESTIONS

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

Chapter II- ORGANISATION

1. FACTUAL INFORMATION

Details of the Faculty

Name of the Faculty:
Address:
Telephone:
Fax: Website:
Title and name of head of the Faculty:
Is the Faculty within a university?
If so, please give address of the university.
Details of the competent authority overseeing the Faculty:

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

Provide a diagram of the internal administrative structure of the Faculty 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 Faculty.

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

2. COMMENTS

Add any comments on the organisation and functioning of the Faculty that 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 III- FINANCES

1. FACTUAL INFORMATION

III.1: Expenditure

This means the total expenditure made by the Faculty itself and by other bodies on behalf of the Faculty (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) and overheads.

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:
- \( a1 \) - salaries of teaching personnel
- \( a2 \) - salaries of support staff
- \( b2 \) - expenditure relating to teaching
- \( c1 \) - equipment relating to teaching

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 III.1.1: Salaries

Please provide the following factual information: mean salary and the respective range of a mean salary range for:

- full professor
- associate professor
- assistant professor
- senior research assistant
- research assistant
- technician
- animal care taker
• who provides the budget for cost of personnel and how is it handled?
• how are people assigned to their respective positions and what are the mechanisms for promotion?
• what are the possibilities and limitations of an extra income for the professorial and non-professorial staff?

### Table III.1.2: Annual expenditure of the Faculty

<table>
<thead>
<tr>
<th>Calendar year</th>
<th>or</th>
<th>Academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National currency</th>
<th>Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**a. Personnel**
- a.1 teaching staff
- a.2 support staff
- a.3 research staff

Total for a

**b. Operating costs**
- b.1 utilities
- b.2 expenditure relating specifically to teaching
- b.3 " " " " research
- b.4 general operations (excluding the above)

Total for b

**c. Equipment**
- c.1 teaching
- c.2 research
- c.3 general (or common) equipment

Total for c

**d. Maintenance of buildings**

**e. Total expenditure**

<table>
<thead>
<tr>
<th>National currency</th>
<th>Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table III.1.2: Cost of veterinary training

<table>
<thead>
<tr>
<th></th>
<th>National currency</th>
<th>Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Annual direct cost of training a student</td>
<td>.......................</td>
<td>........</td>
</tr>
<tr>
<td>2. Direct cost of training for a diploma</td>
<td>.......................</td>
<td>........</td>
</tr>
</tbody>
</table>
III.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 III.2.2.

<table>
<thead>
<tr>
<th>Calendar year</th>
<th>or</th>
<th>Academic year</th>
<th>National currency</th>
<th>Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. revenue from the State or public authorities for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.a. teaching</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>A.b. research</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>A.c. other</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>B. revenue from private bodies for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.a. teaching</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>B.b. research</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>B.c. other</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>C. revenue earned and retained by the Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.a. registration fees from students</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>C.b. revenue from clinical activities</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>C.c. revenue from diagnostic activities</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>C.d. other sources</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>D. changes in funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.a. revenue from the state or responsible public authority for teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of evaluation:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>Year of evaluation –1:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>Year of evaluation –2:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>Year of evaluation –3:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>Year of evaluation –4:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>D.b. revenue from the state or responsible public authority for research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of evaluation:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>Year of evaluation –1:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>Year of evaluation –2:</td>
<td></td>
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<td>......................</td>
<td>....</td>
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<tr>
<td>Year of evaluation –3:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>Year of evaluation –4:</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
<tr>
<td>F. Total revenue from all sources</td>
<td></td>
<td></td>
<td>......................</td>
<td>....</td>
</tr>
</tbody>
</table>
Outline how the allocation of funding (including public funding) to the Faculty 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 Faculty 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 Faculty is decided.

What are the mechanisms for funding major equipment and its replacement?

Briefly describe the mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment) and how decisions are taken in this matter.

Briefly describe the mechanism(s) to provide the necessary support for building maintenance and how decisions are taken in this matter.

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

- clinical or diagnostic work:
- research grants:
- other (please explain):

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

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 Faculty’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. Please make any comments that you feel would help the experts concerning the Faculty’s finances.

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

Comment on the degree of autonomy and flexibility available to the Faculty in financial matters.
Comment on the percentage of income from services that the Faculty 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 any shortcomings and provide suggestions -in order of importance- to solve the problem.

Chapter IV- 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 Faculty has to change the curriculum.

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

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

Please describe the curriculum in tabular form.

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

Power of subject
- "core" subjects taken by every student (section IV.1);
- "electives" which each student must select from a list of permissible subjects (section IV.);
  - obligatory extramural work (section IV.2).

and

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.

Theoretical training

- Lectures convey theoretical knowledge. Lectures 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.

- Seminars (sometimes called tutorials or supervised group work) are teaching sessions directed towards a smaller 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.
Supervised practical training

- **Animal-free supervised practical work.** Teaching hours to small groups in animal-free (including clinical) supervised work. Includes teaching sessions where students themselves actively perform laboratory experiments, use microscopes for examination of histological or pathological specimens. It also includes work on documents and idea-formulation without the handling of animals, organs, objects or products (e.g. essay work, clinical case studies, handling of herd-health monitoring programmes, risk-assessment computer-aided exercises).

- **Supervised practical non-clinical animal work.** These are teaching sessions where students themselves work on normal animals, on objects, products, carcasses etc actively as well as they perform dissection or necropsy (e.g. animal husbandry, practical bacteriology/physiology and biochemistry, meat inspection, pathology, etc.)

- **Clinical practical work.** This are strictly hands-on procedures by students which includes work on normal animals (propaedeutics), on organs and clinical subjects (individual patients and herds), including scheme-driven, teacher-supervised work and duty). Surgery or propaedeutical hands-on work on organ systems on cadavers to practice clinical techniques are also classified as clinical work. Simply observing the teacher doing these tasks is not clinical work.

### IV.1.1: CURRICULUM FOLLOWED BY ALL STUDENTS

#### Table IV.1.1: General table of curriculum hours taken by all students

<table>
<thead>
<tr>
<th>Year</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Animal-free Supervised practical work</th>
<th>Supervised practical non-clinical animal work</th>
<th>Clinical practical work</th>
<th>Self-studies</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Second</td>
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<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Fourth</td>
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<tr>
<td>Fifth</td>
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<tr>
<td>Sixth</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table IV.1.2: Curriculum hours in EU-listed subjects taken by every student

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theoretical training</th>
<th>Supervised practical training</th>
<th>Self studies</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
<td>Seminars</td>
<td>Animal-free supervised practical work</td>
<td>Supervised practical non-clinical animal work</td>
<td>Clinical training</td>
</tr>
</tbody>
</table>

1. **Basic subjects**
   a) Physics
   b) Chemistry
   c) Animal biology
   d) Plant biology
   e) Biomathematics

   **1- Total number of hours**

2. **Basic sciences**
   a) Anatomy (incl. histology and embryology)
   b) Biochemistry, cellular and molecular biology
   c) Physiology
   d) Genetics (including molecular genetics)
   e) Microbiology (including parasitology, virology, bacteriology and mycology)
   f) Immunology
   g) Pathology (physiopathology and pathological anatomy [macro- and microscopic])
   h) Pharmacology
   i) Pharmacy
   j) Toxicology (including environmental pollution)
   k) Epidemiology (including scientific and technical information and documentation methods)
   l) Professional ethics

   **2- Total number of hours**

3. **Clinical Sciences**
   a) Propaedeutics (including laboratory diagnostic methods)
   b) Anaesthetics (including management of pain and welfare of laboratory animals)
   c) Diagnostic imaging (including radiology)
   d) Medicine and surgery
   e) Reproduction and reproductive disorders (including obstetrics and udder health)
   f) Preventive and herd-health medicine (including health monitoring programmes)
   g) Field veterinary medicine (ambulatory clinics)
   h) Pathology (necropsy diagnosis)
   i) Infectious diseases, state veterinary medicine and public health (zoonoses)
   j) Therapeutics and pharmacy administration
   k) Veterinary legislation and forensic medicine

   **3- Total number of hours**
Table IV.1.2: Curriculum hours in EU-listed subjects taken by every student (Contn.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theoretical training</th>
<th>Supervised practical training</th>
<th>Self studies</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
<td>Seminars</td>
<td>Animal-free supervised practical work</td>
<td>Supervised practical non-clinical animal work</td>
<td>Clinical training</td>
</tr>
<tr>
<td>4. Animal Nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Animal production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Animal nutrition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Agronomy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Rural economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Animal husbandry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Veterinary hygiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Animal Ethology and protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- Total number of hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Food hygiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Certification of human food and feed-stuff production units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Food hygiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Food science, food quality and technology (including legislation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Inspection, control and certification of animal foodstuffs or foodstuffs of animal origin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Practical work (including practical work in places where slaughtering and processing of foodstuffs takes place)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5- Total number of hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professional knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Practice management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Professional ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Veterinary certification and report writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Veterinary legislation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Career planning and opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6- Total number of hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IV.2: OBLIGATORY EXTRAMURAL WORK

These are training periods that are an integral part of the course, but which are taken outside the Faculty, for instance with practitioners, on farms, or with commercial or government organisations. Extra-mural training is a complement, and can not be used to replace training at the Faculty, but can be used to supplement the minimal training provided by the institution.

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 IV.2 is that preceding the period of extra mural work.

<table>
<thead>
<tr>
<th>Nature of work</th>
<th>Minimum period</th>
<th>Year of the course in which work is carried out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

IV.3: 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:

\[
\frac{\text{Theoretical training}}{\text{Supervised practical training}} = \frac{1}{\text{___}} = \text{___}
\]

\[
\frac{\text{Clinical training}}{\text{Theoretical and animal-free practical training}} = \frac{1}{\text{___}} = \text{___}
\]

\[
\frac{\text{Self-study time}}{\text{Teaching load}} = \frac{1}{\text{___}} = \text{___}
\]

IV.4: FURTHER INFORMATION ON THE CURRICULUM

IV. 4.1 Provide the visiting team with highlights and any unusual or innovative aspects of the teaching programme.

IV.4.2. State the parts of the programme that must be attended as obligatory by the students and how the attendance is verified.
IV.4.3: SPECIFIC INFORMATION ON THE PRACTICAL 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 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 Table IV.1.2.

IV.4.4: 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

Please 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.
- the way the curriculum is structured and reviewed.
- the major developments in the curriculum, now and in the near future.
- the local conditions or circumstances that might influence the ratios in IV.5.

3 SUGGESTIONS

If the ratios in IV.3 for your Faculty do not fall into the category “satisfactory” according to the indicative table in Annex I, what can be done to improve the ratios?
Chapter V- TEACHING: QUALITY AND EVALUATION

1. FACTUAL INFORMATION

V.1: THE TEACHING PROGRAMME

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

Describe 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 Faculty 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.

Describe the learning objectives for each of the listed essential competencies required at graduation (Day-one skills) recommended in Annex IV.

Describe how the Faculty collects the evidence-based data required to ensure students are equipped with these Day-one skills.

V.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.

V.3: THE EXAMINATION SYSTEM

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

- Is there a central examination policy for the Faculty 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?
### V.4: EVALUATION OF TEACHING

| **Describe the method(s) to assess the quality of teaching used in the Faculty.** |
| **Indicate whether the evaluation is an Faculty 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.** |

### V.5: STUDENT WELFARE

| **Describe the facilities (not related to the teaching programme) which the Faculty provides for students (accommodation, sports, recreation, canteen, restaurant, etc.).** |
| **Describe the guidance offered by the Faculty (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 VI- FACILITIES AND EQUIPMENT

1. FACTUAL INFORMATION

VI.1: PREMISES IN GENERAL

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

VI.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 VI.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

VI.3: PREMISES FOR ANIMALS

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

If the Faculty 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.

VI.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 VI.4.3 not VI.4.2.
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).

Table VI.4.1: **Premises for lecturing**
Number of lecture halls

<table>
<thead>
<tr>
<th>Hall no.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of places in lecture halls

Table VI.4.2: **Premises for group work**
Number of rooms that can be used for group work (supervised work)

<table>
<thead>
<tr>
<th>Room no.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Room no.</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of places in rooms for group work

Table VI.4.3: **Premises for practical work**
Number of laboratories for practical work by students

<table>
<thead>
<tr>
<th>Room no.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of places in laboratories:
VI.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.)

VI.6: SLAUGHTERHOUSE FACILITIES

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

VI.7: FOODSTUFF PROCESSING UNIT

Foodstuff Processing Unit
Describe briefly any access that the Faculty has to foodstuff processing units.

VI.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.

VI.9: FUTURE CHANGES

Future Changes
Outline any proposed changes in the premises that will have a substantial effect on the Faculty, 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 VII- ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

1. FACTUAL INFORMATION

VII.1: BASIC SUBJECTS

**Anatomy**

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

**Pathology**

Table VII.1: **Number of necropsies over the past 3 years**

<table>
<thead>
<tr>
<th>species</th>
<th>Number of necropsies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>year N*</td>
</tr>
<tr>
<td>Food-producing animals:</td>
<td></td>
</tr>
<tr>
<td>cattle</td>
<td></td>
</tr>
<tr>
<td>small ruminants</td>
<td></td>
</tr>
<tr>
<td>pigs</td>
<td></td>
</tr>
<tr>
<td>other farm animals**</td>
<td></td>
</tr>
<tr>
<td>Equine</td>
<td></td>
</tr>
<tr>
<td>equines</td>
<td></td>
</tr>
<tr>
<td>Companion animals/exotic</td>
<td></td>
</tr>
<tr>
<td>dogs</td>
<td></td>
</tr>
<tr>
<td>cats</td>
<td></td>
</tr>
<tr>
<td>other pets</td>
<td></td>
</tr>
</tbody>
</table>

*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.

VII.2 ANIMAL PRODUCTION

Indicate the availability of food-producing animals for the practical teaching of students

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

VII.3 FOOD HYGIENE

Indicate the availability of farms, farm animals and products of animal origin for the practical teaching of students in food hygiene, inspection and technology.
VII.4 - VII.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 VII.4 and VII.5, only animals coming into the Faculty should be included. Animals studied in practical teaching outside the Faculty should be entered in at the section entitled "Mobile Clinic" (VII.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 "policlinics", "out-patient clinic" or "stationary clinic"; both terms are interchangeable. When referring to clinical services provided outside the Faculty, e.g. on farms, the term "ambulatory clinic" or "mobile clinic" should be used (VII.8).

VII.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 cases: a) received for consultation, and b) hospitalized, in the past three years.

<table>
<thead>
<tr>
<th>Species</th>
<th>Food-producing</th>
<th>Equine</th>
<th>Companion animals/exotics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cattle</td>
<td>equines</td>
<td>dogs</td>
</tr>
<tr>
<td></td>
<td>small ruminants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pigs</td>
<td></td>
<td>cats</td>
</tr>
<tr>
<td></td>
<td>other farm animals*</td>
<td></td>
<td>other pets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Indicate species
### VII.6: VEHICLES FOR ANIMAL TRANSPORT

State the number and nature of the Faculty vehicles that can be used to bring sick animals to the clinics. State whether or not clients are charged for this service.

### VII.7: ON-CALL EMERGENCY SERVICE

Outline what emergency service is available (full-time, 24 h service, ON-CALL or 8-22 h duty) and discriminate for species.

### VII.8: AMBULATORY (MOBILE) CLINIC

State the number of hours of operation per week. Is emergency service provided 24 h/day, 365 days per year? What is the degree of student participation (include duties)?

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

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

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

### VII.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 Faculty (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 Faculty 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 Faculty 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.

### VII.10: RATIOS

See the section 'Main Indicators' in Annex Ia 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.

#### VII.10.1: Animals available for clinical training:

*Ratio: students/food-producing animals*

\[
\frac{\text{number of students in clinical training}}{\text{number of individual food-producing animals}} = \frac{1}{\text{_____}} = \text{_____}
\]

*Ratio: students/food-producing herds*

\[
\frac{\text{number of students in clinical training}}{\text{number of food-producing herds}} = \frac{1}{\text{_____}} = \text{_____}
\]

*Ratio: students/equines*

\[
\frac{\text{number of students in clinical training}}{\text{number of equines}} = \frac{1}{\text{_____}} = \text{_____}
\]

*Ratio: students/companion animals (other than horses)*

\[
\frac{\text{number of students in clinical training}}{\text{number of companion animals}} = \frac{1}{\text{_____}} = \text{_____}
\]
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 VII.10.

3. SUGGESTIONS

If the ratios in VII.10 for your Faculty do not fall into the category "satisfactory" according to the indicative table in Annex I, what can be done to improve these ratios?

Chapter VIII- LIBRARY AND LEARNING RESOURCES

1. FACTUAL INFORMATION

VIII.1: LIBRARY

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

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

<table>
<thead>
<tr>
<th>VII.10.2: Animals available for necropsy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio: students/post-mortem examinations</td>
</tr>
<tr>
<td>number of students graduating</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>number of cadavers necropsied</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Year</th>
<th>National currency</th>
<th>Euros</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year N</td>
<td>...........</td>
<td>...........</td>
</tr>
<tr>
<td>Year N - 1</td>
<td>...........</td>
<td>...........</td>
</tr>
<tr>
<td>Year N - 2</td>
<td>...........</td>
<td>...........</td>
</tr>
</tbody>
</table>

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 Faculty

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

Indicate whether the main library holds a list of individual books of the subsidiary libraries.
VIII.2: INFORMATION TECHNOLOGY SERVICES

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

<table>
<thead>
<tr>
<th>(a) Audio-visual service</th>
</tr>
</thead>
<tbody>
<tr>
<td>- is this specific to the veterinary training establishment?</td>
</tr>
<tr>
<td>- is this common to two or more establishments?</td>
</tr>
<tr>
<td>Number of full-time employees</td>
</tr>
<tr>
<td>Full time equivalents of part time employees</td>
</tr>
<tr>
<td>Total number of videocassettes available</td>
</tr>
<tr>
<td>Total number of videocassettes that have been produced by the services in the past 5 years</td>
</tr>
<tr>
<td>Is there a viewing room?</td>
</tr>
<tr>
<td>If so, indicate:</td>
</tr>
<tr>
<td>- the number of places</td>
</tr>
<tr>
<td>- the number of hours it is open each week</td>
</tr>
<tr>
<td>- the opening hours:</td>
</tr>
<tr>
<td>during term-time</td>
</tr>
<tr>
<td>during vacations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) Computer service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the computer service/department:</td>
</tr>
<tr>
<td>- specific to the veterinary training establishment?</td>
</tr>
<tr>
<td>- common to two or more establishments?</td>
</tr>
<tr>
<td>Number of full-time employees</td>
</tr>
<tr>
<td>Full time equivalents of part time employees</td>
</tr>
<tr>
<td>Number of computers available in the service:</td>
</tr>
<tr>
<td>- less than three years old</td>
</tr>
<tr>
<td>- more than three years old</td>
</tr>
<tr>
<td>Do students have free access to these computers for their own use?</td>
</tr>
<tr>
<td>Is there a computer room for self-use by students?</td>
</tr>
<tr>
<td>If there is, please indicate:</td>
</tr>
<tr>
<td>- the number of places</td>
</tr>
<tr>
<td>- the opening hours:</td>
</tr>
<tr>
<td>during term-time</td>
</tr>
<tr>
<td>during vacations</td>
</tr>
<tr>
<td>Does the service/department provide teaching in the use of computers?</td>
</tr>
<tr>
<td>Does the establishment use interactive CD-ROM for teaching?</td>
</tr>
<tr>
<td>If so, how many programmes are available?</td>
</tr>
</tbody>
</table>
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 Faculty’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 IX- ADMISSION AND ENROLMENT

1. FACTUAL INFORMATION

IX.1: STUDENT NUMBERS

Table IX.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 IX.1.1):

\[
\begin{align*}
    a &= b + c \\
    a &= d + e \\
    a &= f + g + h + i + j + k + l + m
\end{align*}
\]

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 IX.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 IX.1.1: Undergraduate student composition

<table>
<thead>
<tr>
<th>a.</th>
<th>Total number of undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Male students</td>
</tr>
<tr>
<td>c.</td>
<td>Female students</td>
</tr>
<tr>
<td>d.</td>
<td>Nationals</td>
</tr>
<tr>
<td>e.</td>
<td>Foreign students</td>
</tr>
<tr>
<td></td>
<td>- from EU countries</td>
</tr>
<tr>
<td></td>
<td>- from non-EU countries</td>
</tr>
<tr>
<td>f.</td>
<td>1st year students</td>
</tr>
<tr>
<td>g.</td>
<td>2nd year students</td>
</tr>
<tr>
<td>h.</td>
<td>3rd year students</td>
</tr>
<tr>
<td>i.</td>
<td>4th year students</td>
</tr>
<tr>
<td>j.</td>
<td>5th year students</td>
</tr>
<tr>
<td>k.</td>
<td>6th year students</td>
</tr>
<tr>
<td>l.</td>
<td>7th, or subsequent year students</td>
</tr>
<tr>
<td>m.</td>
<td>students not in any specific year</td>
</tr>
</tbody>
</table>
Table IX.1.2 asks for numbers of postgraduate students in the veterinary training institution. Students in postgraduate training are those enrolled at the veterinary training Faculty who have already obtained their basic diploma and who are following the types of courses dealt with in Chapter XII.

Total \( n \) should equal the sum of the following items:
\[
\begin{align*}
    n &= o + p \\
    n &= q + r \\
    n &= s + t + u + v + w
\end{align*}
\]

Table IX.1.2: **Postgraduate student composition**

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

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

**IX.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 previous studies.

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 Faculty plans to adjust to these changes.

Table IX.2 asks for the numbers of undergraduate students admitted to the Faculty over the last ten years. Apart from the ‘standard’ intake, the Faculty 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.
IX.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 IX.2) and we determine which course year they have reached five years after admission.

The figure a (taken from Table IX.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 IX.3.1: Student flow

Of the students whose admission year was N-5 (number a. in Table IX.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 |
Total j in Table IX.3.2 should be equal to the sum of the following:
\[ j = k + l + m + n + o + p + q + r \]

In Table IX.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 IX.3.2 (figure j) and we determine the number of years of veterinary training completed by each of them.

Table IX.3.2: Number of students graduating annually (from undergraduate training) over the past five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>j. N (state which year this is)</td>
<td></td>
</tr>
<tr>
<td>N - 1</td>
<td></td>
</tr>
<tr>
<td>N - 2</td>
<td></td>
</tr>
<tr>
<td>N - 3</td>
<td></td>
</tr>
<tr>
<td>N - 4</td>
<td></td>
</tr>
</tbody>
</table>

Table IX.3.3: Average duration of studies

In the case of students graduating in year N (figure j of Table IX.3.2), how many students have attended the veterinary training course for 4, 5, 6, 7, 8, 9, 10 years or more?

<table>
<thead>
<tr>
<th>Duration of attendance</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. 4 years</td>
<td></td>
</tr>
<tr>
<td>l. 5 years</td>
<td></td>
</tr>
<tr>
<td>m. 6 years</td>
<td></td>
</tr>
<tr>
<td>n. 7 years</td>
<td></td>
</tr>
<tr>
<td>o. 8 years</td>
<td></td>
</tr>
<tr>
<td>p. 9 years</td>
<td></td>
</tr>
<tr>
<td>q. 10 - 13 years</td>
<td></td>
</tr>
<tr>
<td>r. more than 13 years</td>
<td></td>
</tr>
</tbody>
</table>

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 Faculty would oblige students to leave the course.
2. COMMENTS

Comment on standard of the students starting the course.
Comment on the ability of the Faculty 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 Faculty'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 X- 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 Faculty and financed by the university or ministry responsible for the Faculty. 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" unless they perform regular, paid, teaching activities for 20% of their workload. Interns and residents can be included in this number, as far as they participate actively to the hands-on clinical teaching (supervised, clinical or practical group work for 20% of their workload) and if/where they are paid for the teaching activity.

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>
<thead>
<tr>
<th>TableX.1: Personnel in the establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. Academic staff</td>
</tr>
<tr>
<td>a) Teaching component</td>
</tr>
<tr>
<td>b) Research component</td>
</tr>
<tr>
<td>c) Others (please specify)</td>
</tr>
<tr>
<td>d) Total academic staff</td>
</tr>
<tr>
<td>2. Support staff</td>
</tr>
<tr>
<td>e) responsible for the care and treatment of animals</td>
</tr>
<tr>
<td>f) responsible for the preparation of practical and clinical teaching.</td>
</tr>
<tr>
<td>g) responsible for administration, general services, maintenance, etc.</td>
</tr>
<tr>
<td>h) engaged in research work</td>
</tr>
<tr>
<td>i) others (please specify)</td>
</tr>
<tr>
<td>j) Total support staff</td>
</tr>
<tr>
<td>3. Total staff (d + j)</td>
</tr>
</tbody>
</table>
In table X.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 X.2: Allocation of personnel to the various departments

<table>
<thead>
<tr>
<th>Department name</th>
<th>Academic staff</th>
<th>Support staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full prof.</td>
<td>Associate prof.</td>
<td>Technical/animal carers</td>
</tr>
<tr>
<td>Associate prof.</td>
<td>Assistant prof.</td>
<td>Research</td>
</tr>
<tr>
<td>Assistant prof.</td>
<td>Other</td>
<td>general</td>
</tr>
</tbody>
</table>

In table X.3 the figures given may well differ from those given in Table X.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 Faculty. 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 X.1, postgraduate students should not be included unless they perform regular, paid, teaching activities for 20% of their workload. Persons coming from outside to give regular or specific teaching should not be included. Teaching given by staff from the Faculty to students of other establishments should not be included in the calculation.

Table X.3: Personnel responsible for undergraduate teaching

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Number of budgeted and non-budgeted teaching staff involved in undergraduate teaching</td>
</tr>
<tr>
<td>B.</td>
<td>Number of research staff involved in undergraduate teaching (see explanation to this table above)</td>
</tr>
<tr>
<td>C.</td>
<td>Total number of personnel responsible for undergraduate teaching (A + B)</td>
</tr>
</tbody>
</table>
Ratios

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

Ratio: teaching non-clinical staff/non-clinical undergraduate students

\[
\frac{\text{number of teaching staff}}{\text{number of non-clinical undergraduate students}} = \frac{1}{1}
\]

Ratio: teaching clinical staff/undergraduate students in clinical training

\[
\frac{\text{number of teaching clinical staff}}{\text{number of undergraduate students in clinical training}} = \frac{1}{1}
\]

Ratio: teaching staff/support staff

\[
\frac{\text{number of teaching staff}}{\text{number of support staff}} = \frac{1}{1}
\]

Ratio: teaching clinical staff/support staff in clinics

\[
\frac{\text{number of teaching staff}}{\text{number of support staff}} = \frac{1}{1}
\]

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

Outline how the allocation of staff to the departments (or other units) within the Faculty 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 Faculty do not fall into the category “satisfactory” according to the indicative table in Annex I, what can be done to improve the ratios?

Chapter XI- CONTINUING EDUCATION

1. FACTUAL INFORMATION

XL1: CONTINUING EDUCATION COURSES HELD AT THE FACULTY

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

| Table XI.1.1: Courses organised by the establishment itself in the most recent year (State which year) |
|-------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Title of course                                      | Number of participants                          | Total number of hours of the course |
|                                                     |                                                 |                                   |
|                                                     |                                                 |                                   |
|                                                     |                                                 |                                   |
| (extend table as necessary)                          |                                                 |                                   |

| Table XI.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)                          |                                                 |                                   |
Indicate the involvement of teaching staff at the Faculty involved in continuing education organised by outside organisations.

**XI.2: DISTANCE LEARNING (INCLUDING VIA INTERNET)**

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

3 SUGGESTIONS

<table>
<thead>
<tr>
<th>Table XI.1.3: Courses organised at the establishment by outside bodies in the most recent year (state which year).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of course</strong></td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(extend table as necessary)</td>
</tr>
</tbody>
</table>
Chapter XII- 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

XII.1: CLINICAL SPECIALTY TRAINING (INTERNS AND RESIDENTS)

Table XII.1.1: Clinical specialty training

<table>
<thead>
<tr>
<th>Clinical discipline</th>
<th>Duration of training</th>
<th>Number enrolled</th>
<th>Diploma or title anticipated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full time</td>
<td>Part time</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate whether students involved in this training receive a grant or a salary.
Indicate any programmes that are certified by a European Specialty College.

XII.2: OTHER POSTGRADUATE TRAINING

Table XII.2.1: Other postgraduate training

<table>
<thead>
<tr>
<th>(a) Diploma level (discipline) or equivalent</th>
<th>Duration of training</th>
<th>Number enrolled</th>
<th>Diploma or title anticipated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full time</td>
<td>Part time</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) Masters level (discipline) or equivalent</th>
<th>Duration of training</th>
<th>Number enrolled</th>
<th>Diploma or title anticipated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full time</td>
<td>Part time</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

XII.3: RESEARCH EDUCATION PROGRAMMES

Table XII.3. Research training programmes

<table>
<thead>
<tr>
<th>(a) PhD level</th>
<th>Duration of training</th>
<th>Number enrolled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate discipline and/or department.</td>
<td>Full time</td>
<td>Part time</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate the percentage of PhD students holding a veterinary degree.

<table>
<thead>
<tr>
<th>(b) Other doctoral level</th>
<th>Duration of training</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree and discipline and/or department.</td>
<td>Full time</td>
<td>Part time</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 XIII- 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?
CONTENTS of the SER-2

The contents of the Self Evaluation Report (SER-2) should be:

Introduction
Chapter I Policy statement
Chapter II Internal quality control processes
Chapter III Provision of learning opportunities
Chapter IV Quality assurance
Chapter V Cooperation with stakeholders and society

These chapters must be drafted in line with the guidelines and requirements described in Annex Ib.

INTRODUCTION

Please provide an outline of the main features of the Faculty in the period since the last evaluation visit or, if there has not been a previous visit, in the last ten (10) years. Note that this information may be redundant if the Faculty is either evaluated at the same opportunity for Stage-one and – two or if the Stage-one evaluation has been recently done meaning that such data are already available.

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 Faculty, or by the authorities responsible for it
- major problems encountered by the Faculty, whether resolved or not

Chapter I - POLICY STATEMENT

1. FACTUAL INFORMATION

Provide a clear policy and set of procedures for internal quality control and quality assurance of the teaching programme and of the requirements leading to the award of the degree of veterinary surgeon. The policy statement is expected to -at least- include the:

- relationship between teaching and research in the institution so that an established definition of research education and research quality is evident
- institution’s strategy for quality and standards
- organisation of the quality assurance system
- responsibilities of departments, faculties and other organisational units and individuals for the assurance of quality
- involvement of students in quality assurance
- ways in which the policy is implemented, monitored and revised
Provide a description of the strategy/ies the establishments has to implement a continuous enhancement of quality. As well, provide the set of formal procedures used and how they are available to the public and stakeholders.

2. COMMENTS

In your view, to what extent is the implementation of the policy successful?

What, in your view, are the main strengths and weaknesses of the strategy for quality and standards used?

3. SUGGESTIONS

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

Chapter II  
INTERNAL QUALITY CONTROL PROCESSES

1. FACTUAL INFORMATION

Describe the following reporting mechanisms used for:
- course evaluation
- annual reports
- total course reports

As well, describe which formal mechanisms are used for the approval, periodic review and monitoring of the reports.

Describe the way and the criteria used for the internal quality assessment of students, including at least the following points:
- Programme objectives
- Intended learning outcomes
- Character (diagnostic, formative or summative)
- Verification procedures
- Regulations available (purpose, extent and consequences)

Describe the way and the criteria used for the internal quality assessment of teaching staff, including at least the following points:
- Teaching performance and competence screening
- Didactic and pedagogic training opportunities
- Rewarding systems (salaries, promotion, etc)
- Verification procedures used
- Regulations available (purpose, extent and consequences)
Describe the way and the criteria used for the internal quality assessment of support staff, including at least the following points:

- Administrative and technical performance and competence screening
- Training opportunities (administration, clinical care and research aid)
- Rewarding systems (salaries, promotion, etc)
- Verification procedures used
- Regulations available (purpose, extent and consequences)

2. COMMENTS

In your view, to what extent is the implementation of the internal quality control successful?

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

3. SUGGESTIONS

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

Chapter III   PROVISION OF LEARNING OPPORTUNITIES

1. FACTUAL INFORMATION

Describe whether and how the institution routinely monitors, reviews and improves the effectiveness of the support services available to their students.

Describe the way and the criteria used to build an academic environment highly conducive to self-learning, including at least the following points:

- control of essential competencies required at graduation (Day-one skills)
- facilities for supervised and self-studies
- early incorporation of informatics
- incorporation of life-long learning concepts
- availability of time for self-studies, social interaction and co-government.

2. COMMENTS

In your view, how successful has the institution been to provide and enhance learning opportunities for the students?

What, in your view, are the main strengths and weaknesses of the procedures used?
3. SUGGESTIONS

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

Chapter IV QUALITY ASSURANCE

1. FACTUAL INFORMATION

Describe whether and how the institution runs a system of quality assurance, including at least the following scrutiny points:

- Curriculum and programme design and content
- Modes of delivery and types of higher education
- Monitorisation of the progress and achievements
- Learning outcomes, including those competencies required as essential at graduation (the so-called “day 1 skills”)
- Participation of students, and other stakeholders in the design and control of the processes, implementation and consequences

The system of quality assurance must be described for the:

- Training veterinary programme
- Degree of veterinary surgeon or equivalent title
- Continuing education
- Research
- Postgraduate education
- Internationalisation of education and research
- Academic leadership

2. COMMENTS

In your view, how confident is the system of quality assurance employed by the Faculty?

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

3. SUGGESTIONS

If you are not satisfied with the situation, please list your suggestions for change in order of importance.
Chapter V       COOPERATION WITH STAKEHOLDERS AND SOCIETY

1. FACTUAL INFORMATION

List and define the main stakeholders of the institution (e.g. funders, prospective and current students, employers, professional associations, etc).

Describe how the institution cooperates with stakeholders and the public, in relation to:

- Publications of updated, impartial and objective information
- Inclusion of stakeholders’ views and input into funding, profile, performance, quality issues
- Profile of the institution, its students and its product (trainees, researchers, community services etc)
- Employability of graduates
- Student progression and success rates
- students’ satisfaction with their programmes
- effectiveness of teachers
- learning resources available and their costs
- key performance indicators, including research outcomes, internationalisation profile and academic excellence

2. COMMENTS

In your view, how well has the interaction between the institution and the stakeholders been?
What, in your view, are the main strengths and weaknesses of this interaction?

3. SUGGESTIONS

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

LIST OF RECOMMENDED ESSENTIAL COMPETENCIES AT GRADUATION: “DAY-ONE SKILLS”

Establishments of veterinary training must ensure that their graduates have acquired a thorough knowledge and understanding of (i) the basic sciences on which veterinary activities are based upon, including the contributions made by both basic, clinical and applied research, (ii) the structure and function of healthy animals, including all aspects of their husbandry and well-being, (iii) the aetiology, pathogenesis, clinical signs, diagnosis, treatment and prognosis of the common disorders and diseases —including their prevention— that occur in the common domestic animals, primarily in the country of training but with a clear reference to those prevailing in the EU and worldwide owing, (iv) to the understanding of principles of disease prevention and of veterinary public health issues, including zoonoses, as well as (v) the promotion of health and welfare, including legislation of responsible use of medicines, of notifiable diseases and of animal welfare and protection.

The quality of veterinary training is achieved by the concerted action of a series of steps during learning by the students. Very often quality of learning (and, indirectly, of teaching) is translated into the concept of the competence of the graduate, e.g. the graduate is sufficiently qualified to properly perform the tasks associated to the degree awarded by the educating Faculty. This concept is clearly embraced by the Directive 2005/36/EC when establishing the requirements for knowledge and skills to… “enable veterinary surgeons to perform all their duties (Annex V: Veterinary surgeon, 5.4.2.).” The Directive is also very clear in establishing (Article 38, point 3) that the “Training as a veterinary surgeon shall provide an assurance that the person in question has acquired the following knowledge and skills:…”

Attempting the insurance of an acceptable level of “competence” e.g. reaching the state of being adequately or well qualified as a veterinary surgeon, requires fulfilling a series of step indicators during its academic training, comprising (i) the design, content and organisation of the curriculum applied, (ii) the assessment of teaching and learning, (iii) the presence of suitable support and guidance for the students, particularly of learning resources, (iv) the stimulus for a climate of quality management and enhancement as well as (v) the proper control of the progression and achievement of the students at the different steps of learning. Being part of an academic education scheme, learning outcomes are often centred on the maturing process of the student, her/his ability to embrace essential learning concepts such as life-long learning as well as research- and experience-funded concepts, or principles of empathy with animals and clients, economical reasoning and societal engagement. Many of these learning outcomes are difficult to measure beyond the level of “knowing”, classically measured by theoretical examinations or assays, for instance when needing to “show how”, a situation most often linked to the professional exercise.

Moreover, since veterinary medicine is not only an academic education but also a professional training, knowledge, attitudes and skill-development are tightly associated and definitorily of “professional competence”, particularly when considering clinical skills and attitudes. This is particularly so in the veterinary profession, where more than 65% of the European graduates are active clinicians, most of them engaged in clinical work already from Day-one after graduation. It is, therefore, not surprising that professional veterinary associations (such as the AVMA, the RCVS or the FVE, to name a few) have pointed out the need for proper definitions of essential competencies required at graduation, the first named organisations including these as statutory or accrediting requisites. Such essential competencies at graduation, also named “Day-one skills” are not definitorily of proficiency or mastership, levels of competence well above basic veterinary training. They must be seen, embracing the concept of life-long learning expressed in the Bologna declaration, as the starting point of a professional career which will require the maintenance and
continuous development of professional competence. Inherent to this definition of competence is the continuous need to learn, to adapt, to respond to different contingencies and to seek help from better qualified colleagues when needed. This continuum is, basically, a reassuring demonstration of basic competence.

Graduates must be able to develop general professional attitudes including ability to effectively communicate -making appropriate and understandable use of written and spoken language- with animal owners, producers, the lay public, professional colleagues and responsible authorities; including the preparation of patient records, certifications and reports. As professional are the graduate abilities to be aware of the ethical responsibilities of a veterinary surgeon and her/his awareness of the economic constrains animal production are linked to, where the graduate must show as mush respect towards animals as empathy towards owners and producers. The graduate must also demonstrate awareness for the importance of the veterinary profession, and of veterinary research in promoting higher quality of animal care, animal health and human health. In this context, the graduate must show understanding of the need and obligation for a commitment towards continuing professional development, as a component of her/his capacity to recognize personal limitation, adapt and evolve professionally within a very dynamic veterinary science.

In consequence, veterinary graduates must have the basic scientific knowledge, attitudes and skills to practice veterinary medicine, independently, at the time of graduation (Directive 2005/36/EC). This is not “omnicompetence” but basic, essential competence at graduation.

Establishments of veterinary education must, therefore, ensure that the graduates must be, as a minimum, competent in providing entry-level health care for a variety of animal species, as defined in the present SOP. The Faculty must develop relevant measures and provide evidence that students/graduates have had adequate access to primary care cases and hands-on experiences with live animals during their clinical training and must address the following essential competencies at graduation (“Day-one skills”):

1. **Adequate clinical (problem-solving) skills**, including ability to:
   a- obtain an accurate and relevant history of the individual animal or animal group, and its/their environment (farm/production unit etc),
   b- handle and restrain an animal safely and humanely, and instruct others to appropriately perform these handlings,
   c- perform a complete clinical examination, including the correct assessment of the nutritional status of an animal/animal group to advise the owner on principles of husbandry and feeding,
   d- collect, preserve and transport samples, perform standard laboratory tests, and interpret those results generated in-house, as well as those generated by out-house laboratories,
   e- made basic use of radiographic, ultrasonic and other technical diagnostic equipment in accordance with current regulations,
   f- establish a comprehensive medical treatment planning including patient referral when indicated.

2. **Adequate knowledge of basic anaesthesia and pain management**, as well as basic surgical skills, including ability to:
   a- correctly apply principles of sterilisation of surgical instruments and equipment,
   b- safely perform and monitor sedation, local, regional and general anaesthesia, as well as implement chemical methods of animal restrain and restrict pain in relation animal welfare,
   c- correctly apply principles of aseptic surgery,
   d- correctly advise on, and administer appropriate treatment,
   e- properly manage post-surgery cases, including basic intensive care case management.

3. **Adequate knowledge to access the appropriate sources of data on licensed medicines; correctly and responsibly prescribe and dispense medicines in accordance with current, relevant legislation**
including knowledge of safe storage/disposal of medicines as well as of medical and surgical waste.

4. Adequate ability to attend all common domestic animal species in an emergency and perform basic first aid, of surgical or medical nature.

5. Capacity to remit cases to appropriate colleagues or institutions when the level of personal competence does not allow for a safe assistance of the animal/s.

6. Adequate knowledge of correct procedures after diagnosing notifiable, reportable and zoonotic diseases.

7. Recognition of cases where euthanasia is needed, including the use of the procedure in a human manner, following appropriate methodology and showing empathy with/sensitivity to the feelings of owners and others, and with due regard to the safety of those present when performed.

8. Adequate ability to perform a basic gross post-mortem examination, including the recording of details, sampling of relevant tissues, their safe storage and transport to the laboratory.

9. Adequate ability to perform ante-mortem inspection of animals destined to the human-food chain and to correctly identify conditions affecting the quality and safety of products of animal origin.

10. Adequate knowledge to assess and implement basic health, welfare and production records in animal production units, including ability to carry out basic preventive and prophylactic programmes appropriate to the various common species.

11. Adequate knowledge of basic biosecurity, including the ability to minimise risks of contamination, cross infection and accumulation of pathogens in the veterinary premises and in the field.

12. Ability to communicate with customers, lay public, media, colleagues and authorities providing proof of ethical conduct.

The establishments of veterinary basic training must provide:

a) the learning objectives for each of the above listed essential competencies, and

b) a summary of the analysis of evidence-based data collected for each of the above listed essential competencies at graduation used to assure that graduates are prepared for entry level practice (please note that simply listing core and elective subjects does not constitute evidence of learning).
ANNEX V

GUIDE TO THE FACULTY 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 Faculty and the evaluation programme coordinator. The visit must take place in a period of normal activity of the Faculty. It should not clash with an important event in the Faculty which might seriously impede the preparations for the visit, e.g. the election of a new dean/director.

In accepting the visit, the Faculty undertakes to meet the costs of the visit, as estimated by the ECEVE.

The visit to the premises of the Faculty should take the majority of the first two days of the evaluation. The normal plan of a visit for Stage-one visitation is as follows:

- The team will arrive on a Sunday and have its first meeting on Sunday evening.
- The actual visit to the Faculty takes place on Monday through Wednesday.
- The team uses the Thursday for report writing.
- The team returns home on the Thursday evening.

The normal plan of a visit for Stage-two visitation is as follows:

- The team will arrive on a Monday and have its first meeting on Monday evening.
- The actual visit to the Faculty takes place on Tuesday through Wednesday.
- The team uses the Thursday for report writing.
- The team returns home on the Thursday evening.

In case of a combined Stage-one and Stage-two site visitation, the normal plan is as follows:

- The team will arrive on a Monday and have its first meeting on Monday evening.
- The actual visit to the Faculty takes place on Tuesday through Thursday morning for Stage-one and on Thursday afternoon through Friday for Stage-two.
- The team uses the Saturday for report writing.
- The team returns home on the Saturday evening or Sunday morning.

Several pre-requisites have to be fulfilled in order to have the evaluation done in such a period:

1) The team must have a good knowledge of the Self-Evaluation Report (SER), BEFORE coming to the Faculty.
   a. The team must be separated in 3-4 visiting parts so that several areas can be visited at the same time
   b. The evaluation must be carefully planned to see only those areas identified through the SER as potentially defective.
II – INFORMATION FOR THE FACULTY TO BE VISITED

When the date of the visit is fixed, the head of the Faculty should inform all the people in the Faculty (academic and support staff, students) of the aims and principles of the visit. Provision of this information, indicating potential benefits for the Faculty, is vital to the purposes of the evaluation. It should be made absolutely clear that the visit is not an inspection or a penalizing investigation, but that it serves to verify and to supplement the information provided in the SER. 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 Faculty, 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 SER 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 SER 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.

In countries where there are several veterinary training Faculties, the head of the Faculty might wish to consider inviting to the visit, as an observer, the head of that Faculty 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 SER. The actual visit to the Faculty lasts three days (Stage-one) respectively two days (Stage-two) 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 Faculty, subject to agreement by the chairman of the visiting group of experts and by the evaluation programme coordinator. The programme should be finalized not less than two months before the start of the visit.

The head of the Faculty, in consultation with the ECEVE, appoints someone to act as "Liaison Officer". The Liaison Officer must be familiar with the Faculty to be visited, but should preferably be independent of its management. The tasks and the functioning of the Liaison Officer are described in Annex VI.
The programme of the visit for **Stage-one evaluation** should include, apart from the visit of the premises, meetings of the visiting team with the following (groups of) persons:

- The **head of the Faculty and his senior colleagues** (First meeting). 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 the SER 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 predominantly younger staff members in this meeting.

- **Representatives of the support staff**.

- **Representatives of the students** (First meeting). 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 Faculty, 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 e-learning, informatics, computer-aided 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 Faculty **less than five years ago** and who can, therefore, compare their training received in the Faculty 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 Faculty**.

- **Local practitioners** who regularly refer their clients to the clinics of the Faculty.

- **Representatives of the regulatory veterinary authorities**.

- **The (head of the) research committee**.

- **Representatives of the students** (Second meeting). 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 Faculty and his senior colleagues** (Second meeting). The second meeting with this group should conclude the visit. In this exit interview, the chairman of the team of visitors orally presents -very briefly- the main observations and comments of the team. Although this presentation of main conclusions is of a preliminary nature, these should not be altered in the subsequent processing of the visit report. The report of the chairman is not open for discussion during this final meeting. Representatives of the Faculty 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 programme of the visit for **Stage-two evaluation** should include, apart from a brief visit of the premises, meetings of the visiting team with the following (groups of) persons:

- **The head of the Faculty and his senior colleagues**, particularly those involved with policy-making and formally responsible for the internal quality control processes, and the provision of learning opportunities for students. 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
the SER, changes or supplements to the programme of the visit.
- Representatives of the teaching staff, basically heads of Department.
- Representatives of the support staff.
- Representatives of the students, particularly those involved in quality control e.g. student
representatives on governing bodies of the Faculty, etc.
- The (head of the) group for e-learning, informatics, computer-aided instruction.
- Representatives of postgraduate students, interns and residents.
- The (head of the) continuing education group.
- The (head of the) research committee.
- Representatives of stakeholders, e.g. regulatory veterinary authorities, alumni, local
practitioners, alumni, current common employers, local politicians, etc.
- The head of the Faculty and his senior colleagues (Second meeting). The second meeting with
this group should conclude the visit. In this exit interview, the chairman of the team of
visitors orally presents -very briefly- the main observations and comments of the team.
Although this presentation of main conclusions is of a preliminary nature, these should not
be altered in the subsequent processing of the visit report. The report of the chairman is not
open for discussion during this final meeting. Representatives of the Faculty 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 programme of the visit for a combined Stage-one and –two evaluation should combine the
elements of the above described visit of the premises and meetings of the visiting team in such a
way that both components of Stage-one and –two evaluations can be carried out in a 5-day long site
visit.

The team will need office space and facilities. The details of these will be arranged between the head
of the Faculty and the programme coordinator of the EAEVE/FVE.

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 Faculty.

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 Faculty 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 Faculty 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 SER.

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 Faculty 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, 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 Faculty, so that everyone at the Faculty 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 Faculty.

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 Faculty and the chairman of the visitors, the group may be divided into subgroups when visiting (parts of) the facilities.

In almost all Faculties 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.
For **Stage-two**, the site visit is focused on interviews and “spot checks” with responsible of the internal controls, the reporting mechanisms (course evaluation, annual reports and total course reports), and those formally responsible of the approval, periodic review and monitoring of the reports. In other words, meetings are to be done with the Dean’s office, selected teachers and students. As well, contacts with stakeholders as included.

**IV – TRAVEL ARRANGEMENTS**

About three months before the visit the Faculty 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 Faculty, or
- the Faculty 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. Faculties 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. Faculties 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 previous day of the visit 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 Faculty.
ANNEX VI

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/s to the veterinary training Faculty and to the preparation of their report/s.

I – STUDY OF THE SELF EVALUATION REPORT/S

Each visiting expert should receive the self-evaluation report (SER) corresponding to the Stage of evaluation to be carried out (either Stage-one or –two, e.g. SER-1 or -2) 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 her/his more specific area of competence.

Three weeks before the visit each expert should send to the other experts and to the evaluation programme coordinator a draft report upon the sections of the SER for which the chairman has made her/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 Faculty in writing ahead of the visit via the chairman of the group of experts, who assembles the questions sent to her/him (at least three weeks before the visit) by the experts.

II – TRAVEL ARRANGEMENTS

At least three months before the visit the Faculty will contact each visitor about the travel arrangements. The Faculty 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 Faculty, or
- the Faculty 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 sole responsibility of the visitor and not of the Faculty. 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

The normal plan of a visit for Stage-one visitation is as follows:

- The team will arrive on a Sunday and have its first meeting on Sunday evening.
- The actual visit to the Faculty takes place on Monday through Wednesday.
- The team uses the Thursday for report writing.
- The team returns home on the Thursday evening.

The normal plan of a visit for Stage-two visitation is as follows:

- The team will arrive on a Monday and have its first meeting on Monday evening.
- The actual visit to the Faculty takes place on Tuesday through Wednesday.
- The team uses the Thursday for report writing.
- The team returns home on the Thursday evening.

In case of a combined Stage-one and –two site visitation, the normal plan is as follows:

- The team will arrive on a Monday and have its first meeting on Monday evening.
- The actual visit to the Faculty takes place on Tuesday through Thursday morning for Stage-one and on Thursday afternoon through Friday for Stage-two.
- The team uses the Saturday for report writing.
- The team returns home on the Saturday evening or Sunday morning.

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 five fundamental questions:

- Are the objectives and standards of the Faculty 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 Faculty will continue to have the necessary resources at its disposal?
- Does the Faculty have the relevant methods for quality control of training, assessment and learning opportunities, a sustainable system for quality assurance and a designed plan for quality enhancement?
- Does the Faculty ensure its educational provision operates with appropriate academic standards as well as it offers its students with learning opportunities of acceptable quality?
- Does the Faculty provided confidence towards stakeholders that the quality of learning of the trainees is acceptable and deserves certification?

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 of the ECEVE is responsible, under the guidance of the chairman of the team, for making additions and amendments to the draft report. If the team is not accompanied by an ECEVE rapporteur, one should be appointed from among the experts. Questions to the management of the Faculty, 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. She/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. She/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 Faculty 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 is always considered useful.

If media coverage occurs, experts should refrain from any comments regarding the Faculty. 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 Faculty and his senior colleagues orally present very briefly the main observations and comments of the team. This report of the chairman is not open for discussion during the final meeting and no written text is given to the Faculty 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 on the question whether the deficiencies noted fall into the first or the second category for Stage-one evaluation or would prevent certification of the Faculty (Stage-two)(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 ECEVE rapporteur. Inexperienced visitors may request a copy of an existing report (in confidence) from the evaluation programme coordinator, 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 Faculty visited, so that it is understandable for people who have not read the SER/s. It should be clear from the start (and it should be made clear to the people in the Faculty) that the report describes the situation as observed at the time of the visit. Although the Faculty 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 or new quality assurance systems are being implemented, the juxtaposition of two courses or systems 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 and the activities and policies used until the visit was issued.

The chapters of the visit report have the same titles as the chapters of the SER/s (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 concerning Stage-one evaluation 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 group its negative conclusions under one or the other of the following headings:

- On the one hand, deficiencies which, were they to persist, would mean that in the opinion of ACVT the training given could not be regarded as satisfying the requirements laid down in Directive 78/1027/EG (or in the proposals for amendment of this Directive, adopted by the ACVT on February 10, 1993 [EC document III/5171/7/92]) as well as in Directive 2005/36/EC.

- on the other hand, suggestions which, in the opinion of the visiting experts, should be followed up in order to bring about desirable improvements, but which, if not followed up, would not result in the training being regarded as not fulfilling the requirements mentioned above.

The distinction of these two headings in the draft report must be regarded as a proposal by the visitors to the European Committee of Evaluation of Veterinary Education (ECEVE). It is up to the ECEVE to make a final decision.

The report concerning Stage-two evaluation should, in its conclusions, present an assessment of the extent to which the "guidelines, requirements and main indicators" (Annex I) are met regarding the existence of a functional system of quality assurance (including presence of sustainable reporting mechanisms, of course evaluation, annual reports and total course reports), an established definition of product quality (presence of essential competences required at graduation), of research education and research quality, and provision of proof for a structure that promotes lifelong learning. Conformity to the requirements of Stage-two should lead to certification or accreditation by the ECEVE.
Certification or accreditation by the ECEVE will depend whether the Faculty ensures Confidence, Limited confidence or No confidence to the stakeholders that the quality of learning of the trainees is acceptable and they possess the essential competences required at graduation as veterinary surgeons.

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 English. 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/s. In the event of disagreement among the experts about a comment, the latter is retained but the attention of the ECEVE is drawn to it during the presentation of the report/s.

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 Faculty for factual corrections and to the members of the evaluation team for factual comments. After appropriate revision, a final evaluation report is prepared. It is the chairman of the evaluation team who decides when the evaluation report is to be considered as final and ready to be sent to the ECEVE. The final report must indicate the extent to which the institution presumably complies with guidelines, requirements and main indicators of \textit{Annex Ia} and an established definition of graduate quality (e.g. presence of essential competences required at graduation, \textit{Annex IV} for Stage-one and of \textit{Annex Ib} for Stage-two. Furhtermore, a self-explanatory, albeit preliminary Executive Summary (\textit{Annex VIII}) must be complied with. Only this \textit{Final report} and the accompanying Executive Summary are sent to the members of the ECEVE before the meeting where the evaluation of the faculty is to be discussed. In this meeting, the ECEVE \textit{in plenum} discusses the final report with the head of the institution concerned (or his nominee) and the chairperson of the group of visiting experts, asks for clarifications and draws conclusions. This discussion is a definitive stage in the evaluation process. When the ECEVE has adopted the \textit{final evaluation report}, the outcome is orally communicated at the ECEVE meeting to the Head of the evaluated Faculty, informing her/him of the Appeal procedure (\textit{Annex X}) and of the transparency on which the system of evaluation is based.

The ECEVE is then responsible for the redition of a final Executive Summary, which is sent by its Chairman to the head of the Faculty visited and to the appropriate competent/responsible authority. If all people concerned adhere to deadlines, and provided that comments received do not necessitate prolonged consultations and interim revisions of the report, the Final Evaluation Report, including the final Executive Summary, should be fully available to the \textit{Committee on the recognition of professional qualifications} that shall assist the Commission on matters concerning the application of the Directive 2005/36/EC, as well as for official dispatch eventual measures to the Directorate General XV (Internal Market), whenever required, around 24 weeks after the end of the visit.

The List of Evaluated Establishments, including not only the name of the Faculty but also the year of evaluation, the date of ECEVE-decision, the status (Fully approved/certified, Conditionally approved/certified or Not approved/certified) and their final Executive Summary/ies of the Evaluation/s is/are made public to eventual stakeholders by publication in the homepages of the EAEVE and FVE.
ANNEX VII

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 laid down in the EAEVE/FVE SOP (Stages-one and –two). 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 (SER) prepared by the Faculty. The LO should ensure that the Faculty starts work on the SER in good time, 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 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 accommodation (hotel or alternative accommodation), 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 wide information about the visit for all staff and students, and outside groups/bodies that the team will meet. To this end, the LO should ensure that the information note proposed in Annex V receives wide distribution;

- ensuring that the "Open hour", when the team is available to meet people privately, is well advertised.

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

The LO is the main link between the team of experts and the Faculty throughout the visit. She/he 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;
- 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;
- arrange with the Faculty any changes to the programme requested by the team;
- resolve any queries that arise with regard to the hotel, daily travel to/from the Faculty, etc.;
- 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.
ANNEX VIII

“EXECUTIVE SUMMARY MODEL” (ECEVE)

The ECEVE is responsible for the redaction of a Final Executive Summary of standardised format, with very succinct non-negotiable structure, stating specific information for the stakeholders (e.g. the extent to which the graduate is suited to their purpose). The final Executive Summary, which is to be published in the EAEVE and FVE homepages as a link to the List of Evaluated Veterinary Faculties shall include, mostly in tabular form:

For Stage-one:
- a grid with grading (insufficient/low/satisfactory/good/outstanding) of the quality of training based on the recorded indicators and the level of compliance against day-one skills,
- the presence or absence of Category I deficiencies (and of weaknesses [Category II deficiencies]),
- a final classification of the faculty (Full approval, Conditional approval, not approval), and
- a set of suggestions for improvement.

For Stage-two:
- a grid with grading (confident/limited confidence/not confident) of the system of quality assurance applied by the Faculty, based on:
  i. the policy statement of the faculty,
  ii. the formal procedures and mechanisms for the approval, monitoring and periodic review of the veterinary training programme and the title awarded,
  iii. the degree of involvement of teachers, students and other stakeholders in the process of quality assurance,
  iv. the level of compliance against the list of essential competencies reached at graduation (Day-one skills),
  v. the formal strategy devised by the faculty for the continuous enhancement of quality of training, and
  vi. a description of the process of dissemination of information to stakeholders.
- a definition of how effective/ineffective the management of the study programme, continuing education, research and research education
- a grading of how confident (full confidence, limited confidence, no confidence) the faculty is providing the stakeholders with an acceptable quality of learning of the trainees,
- a final classification of the faculty (Full certification, Conditional certification, Non certified), and
- a set of suggestions for improvement.

The tables below entitled “Main information concerning the visit to a veterinary faculty, European Committee of Evaluation of Veterinary Education, ECEVE)” covers a summary of factual information including indicators to be used for illustrate evaluation for Stage-one and Stage-two, respectively:
European Committee of Evaluation of Veterinary Education (ECEVE)
Main information of recorded indicators concerning the visit to a veterinary faculty
Stage-one evaluation

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Visit period:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of years of undergraduate training</td>
<td></td>
</tr>
<tr>
<td>a: Academic teaching staff (total and non-clinical), as FTE’s</td>
<td></td>
</tr>
<tr>
<td>a1: Clinical academic staff</td>
<td></td>
</tr>
<tr>
<td>Number (and %) of veterinarians in the teaching staff</td>
<td></td>
</tr>
<tr>
<td>b: Total number of undergraduate students</td>
<td></td>
</tr>
<tr>
<td>b1: Number of students in clinical training (annually)</td>
<td></td>
</tr>
<tr>
<td>b2: Number of students graduating annually</td>
<td></td>
</tr>
<tr>
<td>c: Support staff</td>
<td></td>
</tr>
<tr>
<td>d: Total number of hours of theoretical training</td>
<td></td>
</tr>
<tr>
<td>e1: Total number of hours of animal-free small group supervised work</td>
<td></td>
</tr>
<tr>
<td>e2: Total number of hours of practical, non-clinical animal work</td>
<td></td>
</tr>
<tr>
<td>e3: Total number of hours of clinical training</td>
<td></td>
</tr>
<tr>
<td>f: Total number of strictly hands-on clinical work</td>
<td></td>
</tr>
<tr>
<td>g: Number of hours/week of self-study time</td>
<td></td>
</tr>
<tr>
<td>h: Total animal caseload available for practical and clinical training</td>
<td></td>
</tr>
<tr>
<td>h1: Annual livestock caseload (individual and on-farm) attended by the student</td>
<td></td>
</tr>
<tr>
<td>h2: Annual number of herds or production units attended by the students</td>
<td></td>
</tr>
<tr>
<td>h3: Annual equine caseload in the clinics of the Faculty</td>
<td></td>
</tr>
<tr>
<td>h4: Annual companion animals and exotics (excluding horses) in the clinic of the Faculty</td>
<td></td>
</tr>
<tr>
<td>i: Annual number of cadaver necropsied (livestock, horses, dogs, cats)</td>
<td></td>
</tr>
<tr>
<td>j: Number of farm visits by the mobile clinic (including hours/week, minimum of vehicles and times per week).</td>
<td></td>
</tr>
</tbody>
</table>

Ratio of teaching staff to students:
- Non-Clinical: $R = \frac{a}{b}$
- Clinical: $R = \frac{a1}{b1}$

Ratio of teaching staff to support staff:
- Non-Clinical: $R = \frac{a}{c}$
- Clinical: $R = \frac{a1}{c}$

Ratio of theory to other types of training: $R_{E} = \frac{d}{e(e1+e2+e3)}$

Ratio of clinical training to practical and theoretical training: $R_{C} = \frac{f}{(d+e1+e2+e3)}$

Ratio of self study time/teaching load: $R_{SS} = \frac{g}{(d+e123+f)}$

Ratio of students in clinical training to total animal caseload: $R = \frac{b1}{h}$

Ratio of students in clinical training to livestock caseload: $R = \frac{b1}{h1}$

Ratio of students in clinical training to herd/production units: $R = \frac{b1}{h2}$

Ratio of students in clinical training to equine caseload: $R = \frac{b1}{h3}$

Ratio of students in clinical training to companion animal caseload: $R = \frac{b1}{h4}$

Ratio of students graduating to necropsies: $R = \frac{b2}{i}$

<table>
<thead>
<tr>
<th>Presence</th>
<th>Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large animal hospitalization (see report)</td>
<td></td>
</tr>
<tr>
<td>Small animal hospitalization</td>
<td></td>
</tr>
<tr>
<td>Isolation of potentially infectious animals</td>
<td></td>
</tr>
<tr>
<td>Possession to or access to a farm</td>
<td></td>
</tr>
<tr>
<td>Possession to or access to a slaughterhouse</td>
<td></td>
</tr>
<tr>
<td>Mobile (ambulatory) clinic</td>
<td></td>
</tr>
<tr>
<td>Emergency service (full-time), with students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of compliance against Day-one skills</th>
</tr>
</thead>
</table>

106
European Committee of Evaluation of Veterinary Education (ECEVE)
Outcome of the Stage-one evaluation

**QUALITY OF TRAINING** *

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient</td>
</tr>
<tr>
<td>Low</td>
</tr>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Outstanding</td>
</tr>
</tbody>
</table>

*based on the recorded indicators and the level of compliance against day-one skills.

<table>
<thead>
<tr>
<th>Areas of veterinary training where deficiencies have been noted</th>
<th>Category of Deficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>(does not conform to legal requirements)</td>
</tr>
<tr>
<td></td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>(weaknesses)</td>
</tr>
<tr>
<td>1)</td>
<td></td>
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<tr>
<td>2)</td>
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<td>3)</td>
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<td>4)</td>
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<td>5)</td>
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<td>6)</td>
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</tbody>
</table>

**Final classification of the Faculty**

<table>
<thead>
<tr>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>Full Approval</td>
</tr>
<tr>
<td>Conditional approval</td>
</tr>
<tr>
<td>Not approval</td>
</tr>
</tbody>
</table>

**Suggestions for improvement**

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
</tr>
<tr>
<td>2)</td>
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<tr>
<td>3)</td>
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<tr>
<td>4)</td>
</tr>
</tbody>
</table>
### European Committee of Evaluation of Veterinary Education (ECEVE)

**Main information of recorded indicators concerning the visit to a veterinary faculty**

**Stage-two evaluation**

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Visit period:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

Policy statement and set of procedures for internal quality control for:

- a: Teaching programme
- b: Award provided (Veterinary surgeon or equivalent)

Internal quality control procedures for:

- c: Student assessment
- d: Teaching staff
- e: Support staff

Provision of learning opportunities

Quality assurance of:

- f: Training programme and award
- g: Continuing education
- h: Post-graduate education
- i: Research
- j: Internationalisation of education and research
- k: Academic leadership

Co-operation with stake-holders and society

Quality-related indicators:

- Student progression (% per year)
- Success rate (or attrition rate, %)
- Employability of graduates (months post graduation with >100% employment)
- Students satisfaction with their programme (rate 1-10)
- Quality of teachers (% high qualification, European Diplomate, PhD degree, etc)

Key performance indicators of the institution

- Economical soundness
- Research outcomes (publications)
- Internationalisation profile
- Academic excellence at national level
- Academic excellence at international level
European Committee of Evaluation of Veterinary Education (ECEVE)
Outcome of the Stage-two evaluation

**Grading of the System of Quality Assurance Applied**

<table>
<thead>
<tr>
<th></th>
<th>Confident</th>
<th>Limited confidence</th>
<th>Not confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy statement</td>
<td></td>
<td></td>
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<tr>
<td>Formal procedures and mechanisms for approval, monitoring and periodic review of the veterinary training programme</td>
<td></td>
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<tr>
<td>Involvement of teachers, students and stakeholders in the process of quality assurance</td>
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<tr>
<td>Compliance against the list of essential competencies reached at graduation (Day-one skills)</td>
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<tr>
<td>Strategy for the continuous enhancement of training quality</td>
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<tr>
<td>Dissemination of information to stakeholders</td>
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</table>

**Management**

<table>
<thead>
<tr>
<th></th>
<th>Effective</th>
<th>Ineffective</th>
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</thead>
<tbody>
<tr>
<td>Study programme</td>
<td></td>
<td></td>
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<tr>
<td>Continuing education</td>
<td></td>
<td></td>
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<tr>
<td>Research</td>
<td></td>
<td></td>
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<tr>
<td>Research education</td>
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</table>

Grading of the ability of the faculty is providing stakeholders with an acceptable quality of learning of the trainees

<table>
<thead>
<tr>
<th></th>
<th>Confident</th>
<th>Limited confidence</th>
<th>Not confident</th>
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</table>

**Final classification of the Faculty**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Full certification/accreditation</td>
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<td></td>
</tr>
<tr>
<td>Conditional certification/accreditation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Not certification/accreditation</td>
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<td></td>
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</tbody>
</table>

**Suggestions for improvement**

1)  
2)  
3)  
4)
ANNEX IX

“MANDATE, COMPOSITION AND INTERNAL RULES OF THE EUROPEAN COMMITTEE OF EVALUATION OF VETERINARY EDUCATION (ECEVE)”

Mandate

1. The evaluation of veterinary faculties in Europe is carried out by the European Association of Establishments of Veterinary Education (EAEVE) in co-operation with the Federation of Veterinarians of Europe (FVE), both members of the European Network for Quality Assurance of Higher Education (ENQA).

2. The evaluation system is managed by the European Evaluation Committee of Veterinary Education (ECEVE), assisted by an evaluation programme co-ordinator. The ECEVE takes over the functions of the EAEVE/FVE Joint Education Committee in these matters, following the adoption of the New Evaluation system for Veterinary Training in Europe and its Manual of Standard Operation Procedures (SOP) by EAEVE and FVE on date/s xxxxxx and xxxx.

3. The new evaluation system consists of two stages, of similar mechanical steps, but with a different approach and intention. The first stage attempts approval of the Faculty to conform to the Directives 1026, 1027 and -from the moment these are repealed- with the Directive 2005/36/EC, regarding the training of veterinary surgeons (Chapter III, Section 5, Article 38 and Annex V). The second stage attempts certification/accreditation of the faculty following generally accepted criteria of appropriate academic standards and provision of learning opportunities of acceptable quality.

4. An Faculty that has reached this level is to be regarded as certified by the European Evaluation Committee of Veterinary Education (ECEVE, Annex IX).

5. The functions of the ECEVE are:

- To build and administer a list of experts for the visitations of the veterinary Faculties under scrutiny,
- To agree on the evaluation of faculties, in terms of stage and period for a visitation,
- To programme, by the assistance of an evaluation programme co-ordinator, the visit to the institution by a group of experts, for a duration of approximately 3 days for either stage (one- or -two),
- To review the Final experts’ report in the presence of the Chairman and Head of the Faculty for eventual clarifications,
- To adopt the Final Report, without changes or negotiations on its contents,
- To redact an Executive Summary with the conclusions drawn and the classification of the Faculty,
- To include the Faculty in the List of Evaluated Establishments, including year of evaluation and date of ECEVE-decision, status and a link to the Executive Summary/ies of the evaluation/s.
Composition

6. The ECEVE will have seven full members, appointed by the EAEVE (n= 3) and FVE (n=3) in agreement. The seventh member is to be appointed by an independent quality assurance organisation. In addition, the EAEVE and FVE shall each appoint two alternates. All members and alternates should have experience of evaluation visits.

7. Alternates do not normally attend meetings. When attending, they have the rights and responsibilities of a full member. Where it is known that they will replace a full member for a meeting, they shall receive all relevant documents. Otherwise, alternates routinely receive all documents that allow them to be generally informed about the work of the Committee.

8. The procedure of selection of members by EAEVE and FVE should ensure that, as far as possible, no two members and alternates are:
   i. of the same nationality
   ii. working in the same country.

9. The only other persons authorised to attend routinely all meetings as observers and receive all documents are: 1) the Coordinator of the evaluation system, 2) the rapporteur(s) of site visit reports and 3) a representative of the secretariat of each organisation.

10. A quorum of those entitled to vote on any issue shall be five.

11. Meetings are chaired by a Chairperson who, together with a Vice-Chairperson is to be elected among the members of the ECEVE. In the event of not being present for any reason, the Chairperson is to be replaced by the Vice-Chairperson.

12. The Committee shall appoint one of its members as Secretary, responsible for preparing the notes of meetings. The secretary’s work is to be conducted in close co-operation with the Evaluation system co-ordinator.

Internal rules of action

13. The draft minutes of the meetings shall be circulated within three weeks of the meeting and any suggestions, corrections or additions shall be submitted to the Secretary within four weeks. The final version is formally approved at the next meeting.

14. The agenda and the documents for a meeting must be distributed at least two weeks before the meeting.

15. The agendas for meetings are decided by the Chairperson, in liaison with the secretariat of the Evaluation system (co-ordinator). Any member can suggest for inclusion on agenda items consistent with the role of the Committee. These should be sent to the Chairperson (copy to the secretariat) at least four weeks prior to the meeting.

16. Conflict of interests may arise with discussions of site visit reports when a member:
   i. is a national of the country in which the faculty in question is located
   ii. works in that country
   ii. has worked or studied at the faculty for a significant period.
17. Where there is conflict of interests, the member concerned does not participate in the discussion of the report. The same applies in the case that a member of the Committee was a member other than the Chairperson of the visit team.

18. Discussion and adoption of the final site visit report is done by the ECEVE in plenum following six stages:
   
i. Exchange of views between members of the Committee alone. Here the Chairperson will make a brief general introduction, and then ask all members for their views about the final report, their suggestions for priority issues to be discussed subsequently with the Chairperson of the team of experts and the Dean of the faculty, and their opinion on possible category 1 deficiencies (whether or not proposed in the report).

   
   ii. Discussion between the Committee and the Chairperson of the team of experts. This is an opportunity for the team Chairperson to make general comments about the visit and the report, and for Committee members to clarify points with him/her.

   
   iii. Discussion between the Committee, the team Chairperson and the Dean about the visit, the final report and the presence of possible category 1 deficiencies (if any) when Stage-one evaluations are made or the level of confidence when Stage-two evaluations are concerned. No changes are made to the final report in the light of the discussion.

   
   iv. On occasions it may be necessary to hold final confidential discussions in the absence of the Dean.

   
   v. The final decision is reached by the ECEVE in camera. Members of the visiting team do not vote during the adoption of the Final Report, without changes or negotiations on its contents.

   
   vi. The Committee Chairperson will conclude the discussion of the report with a summary - in the presence of the team Chairperson and the Dean – of the agreed main points and the classification of the Faculty. He/she will in particular confirm any category 1 deficiencies (Stage-one) or points of no confidence (Stage-two), and provide indications of the actions that the faculty may take to rectify them.

   
   vii. The ECEVE agrees on the compilation and final redaction of the Executive Summary with the conclusions drawn and classification of the Faculty by the ECEVE.

   
   viii. The ECEVE includes the Faculty in the List of Evaluated Establishments, including year of evaluation and date of ECEVE-decision, status and a link to the Executive Summary/ies of the evaluation/s.

19. When Faculties apply to the Chairperson of the ECEVE to change the status of the Faculty, the ECEVE is responsible for the organisation of re-visits. All available information will be distributed to the members of the Committee and the applications will be put on the agenda of the next meeting.

20. Committee decisions on all items will normally be taken by agreement. Should a vote be necessary, each full member has one vote. The Chairperson votes only in event of a tie.

21. The work and documents of the Committee, with the exception of the minutes that are distributed to the members of the Executive Committee of each mother organisation, are confidential and restricted to members and invited observers, unless otherwise indicated.

22. Committee decisions shall be communicated to interested parties, or (when appropriate) made generally public, by the Chairperson, or by the secretariat on his/her behalf.
ANNEX X

“APPEAL MECHANISM”

If the visit to the Faculty has identified any possible category I deficiencies (Stage-one evaluation) or lack of confidence (Stage-two evaluation), these will be discussed in the normal way by the European Committee of Evaluation of Veterinary Education (ECEVE) with the head of the Faculty and the chairperson of the team of experts who prepared the visitation report.

If the ECEVE upholds the team's opinion that the outcome of the visitation yield the classification given to the Faculty, and the Faculty considers that gross injustice has been done, the Faculty has the right to notify the Chairman of the ECEVE of its intention to appeal the classification. That notification, and the basis for the appeal, should be made in writing within 8 weeks of the receipt of the Final Executive Summary from the Chairman of the ECEVE.

The first stage of the appeal process involves reconsideration by the ECEVE. If the ECEVE 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 xxx) (or his nominee in the event that s/he is ineligible through other considerations). One member each is appointed by the EAEVE and the FVE, with the Faculty 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 Faculty 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 Faculty or elsewhere, between the members of the Panel, representatives of the Faculty and the chairperson of the team of experts, all expenses shall be paid by the Faculty.

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