

Annex 2. List of subjects and Day One Competences

(as approved by ECCVT on 17 January 2019)

Forewords

A. Competence is a concept that integrates knowledge, skills and attitudes. Competence requires acquisition of technical skills but further involves applying relevant knowledge, and having the confidence and ability to transfer what has been learnt to a variety of contexts.

B. In order to facilitate for educational establishments to meet the requirements of the overall basic veterinary competence that the EU has established it needs to be broken down to more specific “Day One Competences”: Overall basic veterinary competence is currently laid down in different pieces of the EU legislation, namely

- ✓ Directive 2005/36/EC amended by Directive 2013/55/EU (on the recognition of professional qualifications);
- ✓ Directive 2010/63/EU (on the protection of animals used for scientific purposes);
- ✓ Regulation 852/2004/EC (on the hygiene of foodstuffs) ;
- ✓ Regulation 853/2004/EC (on specific hygiene rules for food of animal origin);
- ✓ Regulation 854/2004/EC (on specific rules for the organisation of official controls on products of animal origin intended for human consumption)
- ✓ Regulation (EU) 2017/625 (on official controls)
- ✓ Regulation 1099/2009/EU (on the protection of animals at the time of killing) as amended by Regulation (EU) 2017/625;
- ✓ Regulation (EU) 2016/429 (on transmissible animal diseases and amending and repealing certain acts in the area of animal health); and
- ✓ Proposal on Regulation on veterinary medicinal products

C. Overall basic competence ought to encompass all references in the different pieces of the EU legislation to ensure consistency on the recognition of professional qualifications in European Union and beyond.

D. ‘Day One Competences’ is the minimum standard required and is the starting point for a variety of roles in the veterinary profession. After graduation, ongoing professional development will be needed in whichever field the new graduate decides to enter, and some roles may require postgraduate training and further formal qualifications (e.g. Diplome of a European College, PhD).

E. A new graduate who has achieved Day One Competences should be capable to independently perform appropriate entry-level tasks and duties of the veterinary profession and confident enough to practise veterinary medicine at a primary care level on their own, while knowing when it is appropriate to seek direction from more experienced colleagues. New graduates are likely to need more time to perform some procedures. Support and direction from more senior colleagues should be available.

F. Veterinary educational establishments are responsible for developing the Day One Competences of their students and ensuring that they have met the competences by the time they graduate. They are greatly assisted in this by the practising arm of the veterinary profession, which provides Extramural Practical Training so that students can practise applying these competences in the workplace.

G. These Day One Competences are in agreement with the above-mentioned EU Directives, Regulations and Proposals related to veterinary professional qualifications and the following references:

- OIE recommendations on the Competencies of graduating veterinarians ('Day 1 graduates') to assure National Veterinary Services of quality¹
- European Commission: A working document on the development of a common education and training framework to fulfil the requirements under the Directive²
- FVE & EAEVE report on European Veterinary Education in Animal Welfare, Science, Ethics and Law³
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)⁴
- Final Recommendations of the 4th OIE Global Conference on Veterinary Education⁵
- One Health approach as recognised by WHO⁶ and OIE⁷

1. Day One Competences

1.1 Understand the ethical and legal responsibilities of the veterinarian in relation to animals under his/her care, the environment, clients, policies and society.

1.2 Demonstrate knowledge of the organisation, management and legislation related to a veterinary business economics and employment rights.

1.3 Promote, monitor and maintain health and safety in the veterinary setting; demonstrate knowledge of systems of quality assurance; apply principles of risk management to their practice.

1.4 Communicate effectively with clients, the public, professional colleagues and responsible authorities, using language appropriate to the audience concerned and in full respect of confidentiality and privacy.

1.5 Prepare accurate clinical and client records, and case reports when necessary, in a form satisfactory to colleagues and understandable by the public.

¹ http://www.oie.int/fileadmin/Home/eng/Support_to_OIE_Members/Vet_Edu_AHG/DAY_1/DAYONE-B-ang-vC.pdf

² http://ec.europa.eu/environment/chemicals/lab_animals/pdf/guidance/education_training/en.pdf

³ http://www.carodog.eu/wp-content/uploads/2014/10/full_report_aw_curriculum_adopted3.pdf

⁴ http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf

⁵ http://www.oie.int/eng/vet-education-conf2016/recommendations/A_Final_recommendations_Thailand_education.pdf

⁶ <http://www.who.int/features/qa/one-health/en/>

⁷ <http://www.oie.int/en/for-the-media/onehealth/>

- 1.6 Work effectively as a member of a multi-disciplinary team in the delivery of services.
- 1.7 Understand the economic and emotional context in which the veterinary surgeon operates.
- 1.8 Be able to review and evaluate literature and presentations critically.
- 1.9 Understand and apply principles of clinical governance, and practise evidence-based veterinary medicine.
- 1.10 Use their professional capabilities to contribute to the advancement of veterinary knowledge and One Health concept, in order to improve animal health and welfare, the quality of animal care and veterinary public health.
- 1.11 Demonstrate ability to cope with incomplete information, deal with contingencies, and adapt to change.
- 1.12 Demonstrate that they recognise personal and professional limits, and know how to seek professional advice, assistance and support when necessary.
- 1.13 Demonstrate an ability of lifelong learning and a commitment to learning and professional development. This includes recording and reflecting on professional experience and taking measures to improve performance and competence.
- 1.14 Take part in self-audit and peer-group review processes in order to improve performance.
- 1.15 Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment.
- 1.16 Handle and restrain animal patients safely and with respect of the animal, and instruct others in helping the veterinarian perform these techniques.
- 1.17 Perform a complete clinical examination and demonstrate ability in clinical decision-making.
- 1.18 Develop appropriate treatment plans and administer treatment in the interests of the animals under their care with regard to the resources available.
- 1.19 Attend in an emergency and perform first aid in common animal species*.
- 1.20 Assess the physical condition, welfare and nutritional status of an animal or group of animals and advise the client on principles of husbandry and feeding.
- 1.21 Collect, preserve and transport samples, select appropriate diagnostic tests, interpret and understand the limitations of the test results.
- 1.22 Communicate clearly and collaborate with referral and diagnostic services, including providing an appropriate history.
- 1.23 Understand the contribution that imaging and other diagnostic techniques can make in achieving a diagnosis. Use basic imaging equipment and carry out an examination effectively as appropriate to the case, in accordance with good health and safety practice and current regulations.
- 1.24 Recognise signs of possible notifiable, reportable and zoonotic diseases as well as abuse and take appropriate action, including notifying the relevant authorities.
- 1.25 Access the appropriate sources of data on licensed medicines.
- 1.26 Prescribe and dispense medicines correctly and responsibly in accordance with legislation and latest guidance.
- 1.27 Report suspected adverse reactions through the appropriate channel.
- 1.28 Apply principles of bio-security correctly.
- 1.29 Perform aseptic procedures appropriately.

- 1.30 Safely perform sedation, and general and regional anaesthesia; implement chemical methods of restraint.
- 1.31 Assess and manage pain.
- 1.32 Recognise when euthanasia is appropriate and perform it with respect of the animal, using an appropriate method, whilst showing sensitivity to the feelings of owners and others, with due regard to the safety of those present; advise on disposal of the carcass.
- 1.33 Perform a systematic gross post-mortem examination, record observations, sample tissues, store and transport them.
- 1.34 Perform ante-mortem inspection of animals destined for the food-chain, including paying attention to welfare aspects; correctly identify conditions affecting the quality and safety of products of animal origin, to exclude those animals whose condition means their products are unsuitable for the food-chain.
- 1.35 Perform inspection of food and feed including post-mortem inspection of food producing animals and inspection in the field of related food technology.
- 1.36 Advise on, and implement, preventive and eradication programmes appropriate to the species and in line with accepted animal health, welfare and public health standards.

2. Underpinning knowledge and understanding

In order to be able to undertake their professional duties effectively, new veterinary graduates will need a breadth of underpinning knowledge and understanding of the biological, animal and social sciences and laws related to the animal industries. This will include, but is not restricted to, the following:

- 2.1 Understanding of, and competence in, the logical approaches to both scientific and clinical reasoning, the distinction between the two, and the strengths and limitations of each.
- 2.2 Research methods, the contribution of basic and applied research to veterinary science and implementation of 3Rs (Replacement, Reduction, Refinement).
- 2.3 The structure, function and behaviour of animals and their physiological and welfare needs.
- 2.4 A knowledge of the businesses related to animal breeding, production and keeping.
- 2.5 The aetiology, pathogenesis, clinical signs, diagnosis and treatment of the common diseases and disorders that occur in the common animal species*.
- 2.6 Awareness of other diseases of international importance that pose a risk to national and international biosecurity and trade.
- 2.7 Legislation relating to animal care and welfare, animal movement, and notifiable and reportable diseases.
- 2.8 Medicines legislation and guidelines on responsible use of medicines, including responsible use of antimicrobials and antiparasitics.
- 2.9 The principles of disease prevention and the promotion of health and welfare.
- 2.10 Veterinary public health issues, e.g. epidemiology, transboundary epizootic diseases, zoonotic and food-borne diseases, emerging and re-emerging diseases, food hygiene and technology.
- 2.11 Principles of effective interpersonal interaction, including communication, leadership, management and team working.

2.12 The ethical framework within which veterinary surgeons should work, including important ethical theories that inform decision-making in professional and animal welfare-related ethics.

3. List of subjects

The programme of studies leading to the evidence of formal qualifications in veterinary medicine 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.

Although all subjects are listed into one category, some of them relate to more than one category. The subjects linked to Professional Knowledge are included in the listed categories.

A. Basic Subjects

- Medical physics
- Chemistry (inorganic and organic sections)
- Animal biology, zoology and cell biology
- Feed plant biology and toxic plants
- Biomedical statistics

B. Specific veterinary subjects

a. Basic Sciences:

- Anatomy, histology and embryology
- Physiology
- Biochemistry
- General and molecular genetics
- Pharmacology, pharmacy and pharmacotherapy
- Pathology
- Toxicology
- Parasitology
- Microbiology
- Immunology
- Epidemiology
- Information literacy and data management
- Professional ethics and communication
- Animal health economics and practice management
- Animal ethology
- Animal welfare
- Animal nutrition

b. Clinical Sciences:

- Obstetrics, reproduction and reproductive disorders
- Diagnostic pathology

- Medicine
- Surgery
- Anaesthesiology
- Clinical practical training in common animal species*
- Preventive medicine
- Diagnostic imaging
- Therapy in common animal species*
- Propaedeutics of common animal species*

c. Animal production:

- Animal production, including breeding, husbandry and economics
- Herd health management

d. Food Safety and Quality, Veterinary Public Health and One Health Concept:

- Veterinary legislation including official controls, regulatory veterinary services, forensic veterinary medicine and certification
- Control of food, feed and animal by-products
- Zoonoses
- Food hygiene and food microbiology
- Food technology

*Common animal species as described in the list of Indicators of the ESEVT SOP.

The content and distribution of the theoretical and practical training among the various groups of subjects must be balanced and coordinated in such a way that the knowledge and experience may be acquired in a manner which will enable the veterinarian to perform all their duties.

Annex 3. List of European Standards for Quality Assurance in the European Higher Education Area

(as approved by the European Ministerial Conference on 15 May 2015)

Part 1: European standards and guidelines for internal quality assurance within higher education institutions

1.1 Policy and procedures for quality assurance: Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture, which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. 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.

1.2 Approval, monitoring and periodic review of programmes and awards: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

1.3 Assessment of students: Students should be assessed using published criteria, regulations and procedures which are applied consistently.

1.4 Quality assurance of teaching staff: Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

1.5 Learning resources and student support: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

1.6 Information systems: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

1.7 Public information: Institutions should regularly make public up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

Part 2: European standards for the external quality assurance of higher education

2.1 Use of internal quality assurance procedures: External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

2.2 Development of external quality assurance processes: The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

2.3 Criteria for decisions: Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

2.4 Processes fit for purpose: All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

2.5 Reporting: Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

2.6 Follow-up procedures: Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

2.7 Periodic reviews: External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

2.8 System-wide analyses: Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.

Part 3: European standards for external quality assurance agencies

3.1 Use of external quality assurance procedures for higher education: The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

3.2 Official status: Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

3.3 Activities: Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

3.4 Resources: Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

3.5 Mission statement: Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

3.6 Independence: Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

3.7 External quality assurance criteria and processes used by the agencies: The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

-) a self-assessment or equivalent procedure by the subject of the quality assurance process;
-) an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;

-) publication of a report, including any decisions, recommendations or other formal outcomes;
-) a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

3.8 Accountability procedures: Agencies should have in place procedures for their own accountability.

Annex 4. ESEVT Indicators

(as approved by the EAEVE Executive Committee on 29 May 2019)

Introduction

1. Indicators are to be used in a non-prescriptive way in the evaluation of an Establishment. They reflect its given situation at the time of the Visitation, allowing for EAEVE to compare between Establishments and to recognise trends.
2. The Indicators are calculated from data which are the means of the last three complete academic years, in order to smooth the annual variations and to avoid temporary improvements restricted to the period of the Visitation.
3. In case of tracking (options), the relevant Indicators (I4 to I7) are calculated on the basis of the teaching provided to all undergraduate students, independently of their track. The specific values for each track are provided as an annex.
4. A specific Indicator must not be interpreted in a strictly mathematical and isolated sense, but in the light of all other Indicators and data. For instance, for a specific species, a low number of intra-mural patients may be compensated by a high number of extra-mural patients seen by students under the supervision of a staff member or otherwise qualified and quality assured veterinarians.
5. The recommended minimal values established by ECOVE are equal to the 20th percentile, i.e. the value below which 20% of the values from Establishments with Accreditation status are currently found. These minimal values do not serve as lower threshold levels but are interpreted as a complex set of data in the light of all other observations made.
6. The Indicators are calculated by using the relevant Excel file available on the EAEVE website. The completed Excel file must be sent to the Coordinator and to the EAEVE Office.
7. The complete list of Indicators is also provided by the Establishment on this standardised format at the end of the SER. These proposed Indicators are reviewed by the Coordinator during the site Visitation and the copy validated by the Visitation Team is incorporated in the Visitation Report.

List of Indicators

Staff and students

I1: n° of FTE academic staff involved in veterinary training¹ / n° of undergraduate students²

I2: n° of FTE veterinarians involved in veterinary training³ / n° of students graduating annually⁴

I3: n° of FTE support staff involved in veterinary training⁵ / n° of students graduating annually⁴

Types of training

I4: n° of hours of practical (non-clinical) training⁶

I5: n° of hours of clinical training⁷

I6: n° of hours of FSQ and VPH training⁸

I7: n° of hours of extra-mural practical training in FSQ and VPH⁹

Patients available for intra-mural clinical training

I8: n° of companion animal patients seen intra-murally¹⁰ / n° of students graduating annually⁴

I9: n° of ruminant and pig patients seen intra-murally¹¹ / n° of students graduating annually⁴

I10: n° of equine patients seen intra-murally¹² / n° of students graduating annually⁴

I11: n° of rabbit, rodent, bird and exotic patients seen intra-murally¹³ / n° of students graduating annually⁴

Animals/herds/units available for extra-mural clinical training

I12: n° of companion animal patients seen extra-murally¹⁴ / n° of students graduating annually⁴

I13: n° of individual ruminants and pig patients seen extra-murally¹⁵ / n° of students graduating annually⁴

I14: n° of equine patients seen extra-murally¹⁶ / n° of students graduating annually⁴

I15: n° of visits to ruminant and pig herds¹⁷ / n° of students graduating annually⁴

I16: n° of visits to poultry, rabbit, fish and bee units¹⁸ / n° of students graduating annually⁴

Necropsies available for clinical training

I17: n° of companion animal necropsies¹⁹ / n° of students graduating annually⁴

I18: n° of ruminant and pig necropsies²⁰ / n° of students graduating annually⁴

I19: n° of equine necropsies²¹ / n° of students graduating annually⁴

I20: n° of rabbit, rodent, bird and exotic pet necropsies²² / n° of students graduating annually⁴

Post-graduate degrees

I21: n° of FTE specialised veterinarians involved in veterinary training²³ / n° of students graduating annually⁴

I22: n° of PhD-students graduating annually²⁴ / n° of students graduating annually⁴

Appendix explaining the calculation of the indicators

All values represent an annual average calculated from the last 3 complete academic years. All values (except I22) concern the training of undergraduate veterinary students.

¹ Total number of full-time equivalent (FTE) academic staff in veterinary training (e.g. 100 persons employed full-time (100%) + 50 persons employed half-time (50%) + 10 persons employed quarter-time (25%) = 127.5 FTEs).

Post-graduate students who are registered for a specialised or doctoral degree (i.e. interns, residents, PhD students or equivalent postgraduate students) are not included in these figures unless they are paid and trained to regularly perform structured practical and/or clinical training (for a minimal of 10% and for a maximum of 50% of their annual workload) and are supervised by permanent academic staff (e.g. 10 residents employed half-time (50%) for clinical training of undergraduate students + 8 PhD students employed quarter-time (25%) for practical training of undergraduate students = 7 FTEs).

Researchers, invited speakers, unpaid lecturers, practitioners supervising EPT and other persons who only occasionally contribute to the training of undergraduate students are not included in these figures but should be reported for information in the SER.

² Total number of undergraduate veterinary students. These students have to be officially registered in the database of the Establishment.

³ Total number of FTE veterinarians (DVM or equivalent degree) in veterinary training.

⁴ Total number of graduate veterinary students. These students have to be officially granted the veterinary degree (i.e. at least five years of full-time theoretical and practical study in agreement with the EU Directives) provided by the Establishment being evaluated.

⁵ Total number of FTE support staff involved in veterinary training. Only support staff who are dedicated to administrative, teaching or research tasks related to students and to care of facilities, equipment or animals in the Establishment are taken into account in the Indicators.

^{6*} Total number of hours of supervised practical (non-clinical) training. It includes inter alia laboratory experiments, microscopic examination of histological and pathological specimens, work on documents and idea-formulation without the handling of animals (e.g. assay work, clinical case studies, handling of herd-health monitoring programmes, risk assessment for VPH, computer-aided exercises), work on normal animals (e.g. physiology, ante mortem inspection), work on cadavers, carcasses and organs (e.g. dissection, post mortem inspection, Food Safety and Quality).

^{7*} Total number of hours of supervised clinical training. This training strictly focuses on hands-on procedures by students, which include the relevant diagnostic, preventive and therapeutic activities in the different species. It concerns individual patients, herds and production units and normal animals in a clinical environment.

Propaedeutic, diagnostic necropsies, therapeutic and surgical hands-on activities on cadavers, organs and animal dummies are also classified as clinical training but may not replace the hands-on training on live patients. Simply observing the teacher doing clinical tasks is not considered as clinical training.

^{8*} Total number of hours of theoretical and practical training in Food Safety and Quality (FSQ) and Veterinary Public Health (VPH).

^{9*} Total number of hours of extra-mural practical training in FSQ and VPH (e.g. slaughterhouses, meat inspections, VPH institutes).

^{10**} Total number of companion animal (dogs and cats) patients seen at the VTH. Each patient has to be officially recorded in the electronic patient record system of the Establishment and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

^{11**} Total number of ruminant and pig patients seen at the teaching hospital/clinic. Each patient has to be officially recorded in the electronic patient record system of the Establishment and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

^{12**} Total number of equine patients seen at the teaching hospital/clinic. Each patient has to be officially recorded in the electronic patient record system of the Establishment and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

^{13**} Total number of rabbit, rodent, bird and exotic pet patients seen at the VTH. Each patient has to be officially recorded in the electronic patient record system of the Establishment and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

^{14**} Total number of companion animal (dogs and cats) patients seen extra-murally (e.g. dispensaries). Each patient has to be officially recorded and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Patients seen during EPT are not taken into account in the Indicators.

^{15**} Total number of individual ruminant and pig patients seen extra-murally (e.g. ambulatory clinics). Each patient has to be officially recorded and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Patients seen during EPT are not taken into account in the Indicators.

^{16**} Total number of equine patients seen extra-murally (e.g. training centres). Each patient has to be officially recorded and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Patients seen during EPT are not taken into account in the Indicators.

¹⁷ Total number of visits to ruminant and pig herds under the close supervision of academic staff.

¹⁸ Total number of visits to poultry, farmed rabbit, fish and bee units under the close supervision of academic staff.

¹⁹ Total number of post-mortem examinations carried out on whole carcasses of companion animals (dogs and cats).

²⁰ Total number of post-mortem examinations carried out on whole carcasses of ruminants and pigs.

²¹ Total number of post-mortem examinations carried out on whole carcasses of equines.

²² Total number of post-mortem examinations carried out on whole carcasses of rabbits, rodents, birds and exotic pets. Necropsies of other animals (e.g. sea mammals, wild animals) must be mentioned in the SER in table 5.1.6. in the item 'others'.

²³ Total number of FTE specialised veterinarians in veterinary training. The specialised veterinary status must be officially recognised by the relevant National Accreditation body for national specialisations and/or by the European and/or American Board of Veterinary Specialisation (EBVS/ABVS).

²⁴ Total number of graduate students who are officially granted a third cycle degree (PhD or equivalent doctoral degrees in agreement with the relevant EU directives).

* The number of hours given in items 6 to 9 must apply to ALL undergraduate veterinary students, independently of electives/tracking. Specific data for each track (i.e. pre-specialisation) may be given in an annex.

** Each live animal having received a given procedure (e.g. vaccination, surgery) or treated for one specific clinical episode during a year is counted as 1 single patient, even if it has been examined/treated by several departments/units/clinics (including revisions). Only other visits of the same animal with a different condition would be considered as a different patient in the given year.

Annex 5. Deposits and fees for the ESEVT

(as approved by the EAEVE General Assembly on 30 May 2019)

1. Membership fee

The membership fee is 3000€/year and must be paid by the first of April of each year at the latest. The membership fee for Candidate and Associate members is 50% of the membership fee.

Establishments not in order of payment are neither allowed to vote at the General Assembly nor to be evaluated by the ESEVT.

2. Evaluation fees

-) (full) Visitation: 8000€
-) Preliminary Visitation: 3000€
-) Re-visitation: 4000€ after Non-Accreditation and 2000€ after Conditional Accreditation
-) Interim Report: free of charge
-) Appeal/complaint process: free of charge

A deposit (50% of the fee) must be transferred to the EAEVE account when the official Visitation agreement is signed by the Establishment's Head, in order to start the Visitation process.

The residual amount (50%) must be transferred to the EAEVE account at the latest 6 months before the start of a (full) Visitation and 3 months before the start of a Preliminary Visitation or a Re-visitation.

The deposit and residual fee are non-refundable when the Establishment asks for a cancellation or a postponement, except in the event of force majeure (e.g. natural disaster).

Annex 6. Template and guidelines for the writing of the SER

(as approved by the EAEVE Executive Committee on 29 May 2019)

Forewords (to be read before the writing of the SER)

The SER is the cornerstone of the evaluation process. It must be the result of an in-depth review of the Establishment and the education and training it provides to prepare its students to qualify to join the veterinary profession.

*It is strongly recommended that the preparation of the SER begins about one year before the Visitation at the latest, involves key members of staff in its preparation and is approved by the Establishment's governing body. **Not less than 2 months before the Visitation, the SER (and the appendices) must be sent by the Establishment to all members of the Visitation Team and to the EAEVE Office, both by surface-mail (hard copy) and by e-mail (electronic version in PDF and Word format).***

*The SER must be concise (**maximum 100 pages, without the appendices, written in Times New Roman font, size 12, single spacing**), complete, accurate and written in English in agreement with the ESEVT template. An inadequate SER may be considered by ECOVE as a Major Deficiency, e.g. non-compliance with Substandard 1.5.*

*All Standards must be addressed with Factual Information, Comments (e.g. subjective information, current limiting factors of improvement) and Suggestions for Improvement (e.g. list of desired/planned/ongoing changes in descending order of importance). All the questions in the template must be answered. If there is no activity in the Establishment which corresponds to the question, 'not applicable' must be stated. **The term 'student' used alone means undergraduate student.***

The texts in italic in this template must be deleted in the final copy of the SER.

Long lists of explanatory material and extracts of official texts must be excluded from the core SER and provided as appendices (with cross-reference in the core SER) or provided during the Visitation in the Team room.

The SER and the Visitation Report, which are considered confidential until the final decision of ECOVE, are eventually published on the Establishment's and EAEVE's websites.

Contents of the SER

Introduction

Standard 1. Objectives, Organisation and QA Policy

Standard 2. Finances

Standard 3. Curriculum

Standard 4. Facilities and equipment

Standard 5. Animal resources and teaching material of animal origin

Standard 6. Learning resources

Standard 7. Student admission, progression and welfare

Standard 8. Student assessment

Standard 9. Academic and support staff
Standard 10. Research programmes, continuing and postgraduate education
List of ESEVT Indicators
Glossary
List of appendices

Introduction

Brief history of the Establishment and of its previous ESEVT Visitations (if any)

Main features of the Establishment

Brief summary of the main developments since the last Visitation (or, if there has not been a previous one, in the period since the veterinary degree programme began)

Major problems encountered by the Establishment (whether resolved or not)

Version and date of the ESEVT SOP which is valid for the Visitation

Standard 1: Objectives, Organisation and QA Policy

1.1 The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.

The Establishment must develop and follow its mission statement which must embrace all the ESEVT Substandards.

Description of the mission statement and the objectives

Description of how the Establishment ensures that the provided core curriculum enables all new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession

1.2 The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.

The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

The decision-making process of the Establishment must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Substandards.

Details of the Establishment, i.e. official name, address, phone number, E-mail and website addresses, Establishment's Head, official authority overseeing the Establishment

Organisational chart (diagram) of the Establishment with a brief description of the decision-making process

List of departments/units/clinics with a very brief description of their composition and management (further information may be provided in the appendices)

List of the councils/boards/committees with a very brief description of their composition/function/responsibilities and implication of staff, students and stakeholders (further information may be provided in the appendices)

Description of the formal collaborations with other establishments

Name and degrees of the person(s) responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH

1.3 The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

Summary of the Establishment strategic plan with an updated SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) (the full Strategic Plan may be provided in the appendices)

Summary of the Establishment Operating Plan with timeframe and indicators of achievement of its objectives

1.4 The Establishment must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their Establishment. To achieve this, the Establishment must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the Establishment's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

Description of the global policy and strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:

-) has a culture of QA and continued enhancement of quality;*
-) operates cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;*
-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (teaching, research, services);*
-) informs regularly staff, students and stakeholders and involves them in the QA processes;*
-) closes the loop of any QA Plan-Do-Check-Adjust (PDCA) cycles;*
-) is compliant with ESG Standards.*

1.5 The Establishment must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views

and employment destinations of past students as well as the profile of the current student population.

The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

Description of how the Establishment informs stakeholders and the public on:

-) its objectives,
-) its education, research and teaching activities,
-) employment destinations of past students
-) profile of the current student population

Description of how to access to the ESEVT Establishment's status and to the last ESEVT Self Evaluation Report and Visitation Report on the Establishment's website

1.6 The Establishment must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The Establishment must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data.

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

Description of how (procedures) and by who (description of the committee structure) the strategic plan, the organisation, the activities and the QA policy are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

1.7 The Establishment must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

Date of the last ESEVT Visitation and description on how the deficiencies have been corrected and how it has been used to enhance quality

Comments on Standard 1

Suggestions for improvement on Standard 1

Standard 2. Finances

2.1 Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

*Description of the global financial process of the Establishment
% of margin paid as overhead to the official authority overseeing the Establishment on revenues from services and research grants*

Annual tuition fee for national and international students

Table 2.1.1. Annual expenditures during the last 3 academic years (in Euros)

<i>Area of expenditure</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Personnel</i>				
<i>Operating costs</i>				
<i>Maintenance costs</i>				
<i>Equipment</i>				
<i>Total expenditure</i>				

** The last full academic year prior to the Visitation*

Table 2.1.2. Annual revenues during the last 3 academic years (in Euros)

<i>Revenues source</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Public authorities</i>				
<i>Tuition fee (standard students)</i>				
<i>Tuition fee (full fee students)</i>				
<i>Clinical services</i>				
<i>Diagnostic services</i>				
<i>Other services</i>				
<i>Research grants</i>				
<i>Continuing Education</i>				
<i>Donations</i>				
<i>Other sources**</i>				
<i>Total revenues</i>				

*** Please specify*

Table 2.1.3. Annual balance between expenditures and revenues (in Euros)

<i>Academic year</i>	<i>Total expenditures</i>	<i>Total revenues</i>	<i>Balance***</i>
<i>AY-2</i>			
<i>AY-1</i>			
<i>AY*</i>			

**** Total revenues minus total expenditures*

PS Tables 2.1.1., 2.1.2. and 2.1.3. may be replaced by the official financial reports of the Establishment (translated in English) for the last three academic years

Estimation of the utilities (e.g. water, electricity, gas, fuel) and other expenditures directly paid by the official authority and not included in the expenditure tables

2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Substandards.

Description of the modus operandi for the financial management of the clinical and field services

Degree of autonomy of the Establishment on the financial process

2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

List of the ongoing and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding

Prospected expenditures and revenues for the next 3 academic years

Description of how (procedures) and by who (description of the committee structure) expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Comments on Standard 2

Suggestions for improvement on Standard 2

Standard 3. Curriculum

Definitions

Student: undergraduate student.

Core subject: compulsory subject taken by every student.

Curriculum: a detailed description of the study programme including theoretical, practical and clinical training.

Electives: each student must select from a list of possible subjects; the inherent nature of an elective is that students make a decision and select; however, the total number of hours to be taken by each student out of the various subject groups should be stated.

EPT: External Practical Training. These are training periods that are an integral part of the curriculum, but which are taken outside the Establishment and under the supervision of a non academic teacher (e.g. a practitioner).

Lectures: theoretical teaching given to an entire or partial group 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 hands-on involvement of the students in the material discussed.

Seminars: (sometimes called tutorials or supervised group work): teaching sessions directed towards a smaller group of students during which they work on their own, or as a team, on part of the theoretical aspects, 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.

Study programme: an undergraduate programme leading to the degree of veterinarian.

Supervised self learning: it includes sessions of individual students making use of defined teaching material provided by the Establishment with support from staff, if requested by the students, and with a final assessment (e.g. e-learning).

Laboratory and desk-based work: it includes teaching sessions where students themselves actively perform laboratory experiments, and use microscopes for the examination of 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).

Non-clinical animal work: These are teaching sessions where students themselves work on normal animals, on objects, dummies, products, carcasses etc. (e.g. animal husbandry, ante mortem and post mortem inspection, food hygiene, etc.) and perform dissection. The use of a clinical studies labs (skill labs) with the inclusion of models and equipment designed to realistically mimic surgical and other “hands on” techniques, is included here.

Clinical work. These are strictly hands-on procedures by students both in the intra- and extramural clinical rotations and in the ambulatory clinics under the supervision of an academic teacher; it includes work on normal animals in a clinical environment, on organs and clinical subjects including individual patients and herds, making use of the relevant diagnostic data. Surgery and propaedeutical hands-on work on organ systems and on cadavers to practice clinical techniques, and diagnostic pathology are also classified as clinical work.

NB: If an Establishment offers more than one study programme to become veterinarian, e.g. in different languages or in collaboration with other Establishments, all study programmes and respective curricula must be described separately in this chapter 3.

3.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

Description of the educational aims of the Establishment and the general strategy for the design, resources and management of the curriculum

Description of the legal constraints imposed on curriculum by national/regional legislations and the degree of autonomy that the Establishment has to change the curriculum

Description of how curricular overlaps, redundancies, omissions, and lack of consistency, transversality and/or integration of the curriculum are identified and corrected.

Table 3.1.1. Curriculum hours in each academic year taken by each student

Academic years*	A	B	C	D	E	F	G	H
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								

A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

* An academic year may be subdivided into 2 semesters

Table 3.1.2. Curriculum hours taken by each student

<i>Subjects</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>
<i>Basic subjects</i>								
<i>Medical physics</i>								
<i>Chemistry (inorganic and organic sections)</i>								
<i>Animal biology, zoology and cell biology</i>								
<i>Feed plant biology and toxic plants</i>								
<i>Biomedical statistics</i>								
<i>Specific veterinary subjects</i>								
<i>Basic Sciences</i>								
<i>Anatomy, histology and embryology</i>								
<i>Physiology</i>								
<i>Biochemistry</i>								
<i>General and molecular genetics</i>								
<i>Pharmacology, pharmacy and pharmacotherapy</i>								
<i>Pathology</i>								
<i>Toxicology</i>								
<i>Parasitology</i>								
<i>Microbiology</i>								
<i>Immunology</i>								
<i>Epidemiology</i>								
<i>Information literacy and data management</i>								
<i>Professional ethics and communication</i>								
<i>Animal health economics and practice management</i>								
<i>Animal ethology</i>								
<i>Animal welfare</i>								
<i>Animal nutrition</i>								
<i>Clinical Sciences</i>								
<i>Obstetrics, reproduction and reproductive disorders</i>								
<i>Diagnostic pathology</i>								
<i>Medicine</i>								
<i>Surgery</i>								
<i>Anesthesiology</i>								
<i>Clinical practical training in common animal species</i>								
<i>Preventive medicine</i>								
<i>Diagnostic imaging</i>								
<i>Therapy in common animal species</i>								
<i>Propaedeutics of common animal species</i>								
<i>Animal Production</i>								
<i>Animal Production, including breeding, husbandry and economics</i>								
<i>Herd health management</i>								
<i>Food Safety and Quality, Veterinary Public Health and One Health Concept</i>								
<i>Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification</i>								
<i>Control of food, feed and animal by-products</i>								
<i>Zoonoses</i>								
<i>Food hygiene and food microbiology</i>								
<i>Food technology</i>								

A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

NB: Subjects linked to Professional Knowledge are incorporated within the subcategories and include inter alia Information literacy and data management, Professional ethics and communication, Animal health economics and practice management, Clinical practical training in common animal species, Herd health management and Veterinary legislation.

Table 3.1.3. Practical rotations under academic staff supervision (excluding EPT)

<i>Types</i>	<i>List of practical rotations (Disciplines/Species)</i>	<i>Duration (weeks)</i>	<i>Year of programme</i>
<i>Intra-mural clinics (VTH)</i>			
<i>Ambulatory clinics</i>			
<i>Herd Health Management</i>			
<i>FSQ & VPH</i>			
<i>Electives</i>			
<i>Other (specify)</i>			

Table 3.1.4. Curriculum hours taken as electives for each student

<i>Electives</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>
<i>Basic subjects</i>								
<i>Basic Sciences</i>								
<i>Clinical Sciences</i>								
<i>Animal Production</i>								
<i>Food Safety and Quality, Veterinary Public Health and One Health Concept</i>								

A: lectures; B: seminars; C: supervised self learning; D: laboratory and deskbased work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: hours to be taken by each student per subject group

Table 3.1.5. Optional courses proposed to students (not compulsory)

<i>Subjects</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>
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A: lectures; B: seminars; C: supervised self learning; D: laboratory and desk based work, E: non-clinical animal work; F: clinical animal work; G: others (specify); H: total

Description of the core clinical exercises/practicals/seminars prior to the start of the clinical rotations

Description (timing, group size per teacher, ...) of the core clinical rotations and emergency services (both intramural VTH and ambulatory clinics) and the direct involvement of undergraduate students in it (responsibilities, hands-on versus observation, report writing, ...)

Description (timing, group size per teacher, ...) of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track)

Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity (pre-clinical, clinical, ambulatory clinics, EPT) by all students

3.2 Each study programme provided by the Establishment must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The Establishment must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.

Description of how the Establishment:

-) ensures that the study programmes meet the objectives
-) promotes an academic environment conducive to learning
-) encourages and prepares students for self-learning and lifelong learning.

3.3 Programme learning outcomes must:

- ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework
- include a description of Day One Competences
- form the basis for explicit statements of the objectives and learning outcomes of individual units of study
- be communicated to staff and students
- be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

Description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcomes

Description of how the Establishment ensures that the learning outcomes fit with the ESEVT Day One Competences

Description of how (procedures) and by who (description of the committee structure) the learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised

3.4 The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:

- determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum
- oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes
- perform on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to

continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned

- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

Description of how (procedures) and by who (description of the committee structure) the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

3.5 External Practical Training (EPT) is compulsory training activities organised outside the Establishment, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).

Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

Description of the organisation of the EPT and how it complements (but not replaces) the academic clinical training

Table 3.5.1. Curriculum days of External Practical Training (EPT) for each student

<i>Fields of Practice</i>	<i>Minimum duration (weeks)</i>	<i>Year of programme</i>
<i>Production animals (pre-clinical)</i>		
<i>Companion animals (pre-clinical)</i>		
<i>Production animals (clinical)</i>		
<i>Companion animals (clinical)</i>		
<i>FSQ & VPH</i>		
<i>Others (specify)</i>		

3.6 The EPT providers must have an agreement with the Establishment and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.

There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

Description of how the EPT providers are linked to the Establishment (a copy of one of the agreements to be provided in the appendices), assess the students and provide feedback to the Establishment

Name of the academic person(s) responsible for the supervision of the EPT activities

3.7 Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The Establishment must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

Description of the implications of students in the preparation, recording and assessment of their EPT

Description of the complaint process in place concerning EPT

Comments on Standard 3

Suggestions for improvement on Standard 3

Standard 4. Facilities and equipment

4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.

Description of the location and organisation of the facilities used for the veterinary curriculum (surface area, distance from the main campus for extramural facilities, ...) (maps to be provided as appendices)

Description of the strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones

Description of how the Establishment ensures that all physical facilities comply with all relevant legislation

4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.

Short description (number, size, equipment, ...) of the premises for:

-) lecturing
-) group work (seminars, tutorials, ...)
-) practical work (laboratories, ...)
-) skill labs (preclinical stimulation-based training on dummies, ...)

Short description (number of rooms and places, ...) of the premises for:

-) study and self-learning
-) catering, canteens, ...
-) locker rooms
-) accommodation for on call students
-) leisure
-) sanitary (toilets, washing and/or shower facilities, ...)

Brief description of the staff offices and research laboratories

4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the Establishment for teaching purposes must:

- **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **be of a high standard, well maintained and fit for the purpose**
- **promote best husbandry, welfare and management practices**
- **ensure relevant biosecurity and bio-containment**
- **be designed to enhance learning.**

Description (number, size, species, ...) of the premises for housing:

-) *healthy animals*
-) *research animals*
-) *hospitalised animals*

Description (number, size, equipment, species, disciplines, ...) of the premises for:

-) *clinical activities*
-) *diagnostic services including necropsy*
-) *others (specify)*

Description of the equipment used for clinical services (diagnostic, treatment, prevention, surgery, anaesthesia, physiotherapy, ...)

Brief description of the premises (both intra-mural and extra-mural) used for the practical teaching of FSQ & VPH (slaughterhouses, foodstuff processing units, ...)

4.4 Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the Establishment must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Substandards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.

The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

Description of the organisation and management of the VTH and ambulatory clinics (opening hours and days, on-duty and on-call services, general consultations, list of specialised consultations, hospitalisations, emergencies and intensive care, ...)

Description on how the VTH and ambulatory clinics are organised in order to maximise the hands-on training of all students

Statement that the Establishment meets the national Practice Standards

4.5 The Establishment must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

Description of how all students can have access to all relevant facilities

4.6 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

Description (number, size, species, ...) of the premises for housing isolated animals and how these premises guarantee isolation and containment of infectious patients

4.7 The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.

Description of how and by who field veterinary medicine and Herd Health Management are taught to all students

Description of the vehicles and equipment used for the ambulatory clinic

4.8 The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.

Brief description (number, size, equipment, ...) of the vehicles used for:

-) transportation of students (e.g. to extramural facilities)
-) transportation of live animals
-) transportation of cadavers/organs

4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The Establishment must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The Establishment must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

Description of how (procedures) and by who (description of the committee structure) changes in facilities, equipment, biosecurity procedures (health & safety management for people and animals, including waste management) good laboratory practices and good clinical practices are decided, communicated to staff, students, stakeholders (and, if appropriate, to the public), implemented, assessed and revised.

The Establishment's manual for biosecurity, health and safety must be provided as an appendix (with a summary in English).

Comments on Standard 4

Suggestions for improvement on Standard 4

Standard 5. Animal resources and teaching material of animal origin

5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

Description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences (see Annex 2)

Description of the specific strategy of the Establishment in order to ensure that each student receives the relevant core clinical training before graduation, e.g. numbers of patients examined/treated by each student, balance between species, balance between clinical disciplines, balance between first opinion and referral cases, balance between acute and chronic cases, balance between consultations (day patients in the clinic) and hospitalisations, balance between individual medicine and population medicine

Description of the procedures developed to ensure the welfare of animals used for educational and research activities

Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training

<i>Species</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Cattle</i>				
<i>Small ruminants</i>				
<i>Pigs</i>				
<i>Companion animals</i>				
<i>Equine</i>				
<i>Poultry & rabbits</i>				
<i>Aquatic animals</i>				
<i>Exotic pets</i>				
<i>Others (specify)</i>				

** The last full academic year prior to the Visitation*

Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, animal production, propaedeutics, ...)

<i>Species</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Cattle</i>				
<i>Small ruminants</i>				

Pigs
Companion animals
Equine
Poultry & rabbits
Exotic pets
Others (specify)

Table 5.1.3. Number of patients** seen intra-murally (in the VTH)

<i>Species</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Cattle</i>				
<i>Small ruminants</i>				
<i>Pigs</i>				
<i>Companion animals</i>				
<i>Equine</i>				
<i>Poultry & rabbits</i>				
<i>Exotic pets</i>				
<i>Others (specify)</i>				

*** Each patient has to be officially recorded in the electronic patient record system of the Establishment and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as 1 single patient, even if it has been examined/treated by several departments/units/clinics.*

Table 5.1.4. Number of patients** seen extra-murally (in the ambulatory clinics)

<i>Species</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Cattle</i>				
<i>Small ruminants</i>				
<i>Pigs</i>				
<i>Companion animals</i>				
<i>Equine</i>				
<i>Poultry & rabbits</i>				
<i>Exotic pets</i>				
<i>Others (specify)</i>				

*** Each patient has to be officially recorded and has to be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff. Each live animal affected by one specific clinical episode is counted as 1 single patient.*

Table 5.1.5. Percentage (%) of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. tables 5.1.3 & 5.1.4)

<i>Species</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Cattle</i>				
<i>Small ruminants</i>				
<i>Pigs</i>				
<i>Companion animals</i>				
<i>Equine</i>				
<i>Poultry & rabbits</i>				
<i>Exotic pets</i>				
<i>Others (specify)</i>				

Table 5.1.6. Cadavers used in necropsy

<i>Species</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Cattle</i>				
<i>Small ruminants</i>				
<i>Pigs</i>				
<i>Companion animals</i>				
<i>Equine</i>				
<i>Poultry & rabbits</i>				
<i>Aquatic animals</i>				
<i>Exotic pets</i>				
<i>Others (specify)</i>				

Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management

<i>Species</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Cattle</i>				
<i>Small ruminants</i>				
<i>Pigs</i>				
<i>Poultry</i>				
<i>Rabbits</i>				
<i>Aquatic animals</i>				
<i>Others (specify)</i>				

Table 5.1.8. Number of visits in slaughterhouses and related premises for training in FSQ

<i>Species</i>	<i>AY*</i>	<i>AY-1</i>	<i>AY-2</i>	<i>Mean</i>
<i>Ruminant slaughterhouses</i>				
<i>Pig slaughterhouses</i>				
<i>Poultry slaughterhouses</i>				
<i>Related premises **</i>				
<i>Others (specify)</i>				

*** Premises for the production, processing, distribution or consumption of food of animal origin*

Description of how (procedures) and by who (description of the committee structure) the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

5.2 In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the Establishment.

Description of the organisation and management of the external sites (teaching farms, ...) and the involvement of students in their running (e.g. births, milking, feeding, ...)

5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.