Annex 8. Template and guidelines for the writing of the Full Visitation Report

*(as approved by the EAEVE Executive Committee on 7 June 2023)*



**FULL VISITATION REPORT**

**To** *(official name and location of the VEE)*

**On** *(date of the Full Visitation)*

**By the Full Visitation Team**

*(First name, name, city, country):* Visitor in Basic Sciences

*(First name, name, city, country):* Visitor in Clinical Sciences in Companion Animals

*(First name, name, city, country):* Visitor in Clinical Sciences in Food-Producing Animals

*(First name, name, city, country):* Visitor in Veterinary Public Health (including Food Safety and Quality)

*(First name, name, city, country):* Visitor in Quality Assurance

*(First name, name, city, country):* Practitioner

*(First name, name, city, country):* Student

*(First name, name, city, country):* ESEVT Coordinator

*(Indicate the Chairperson and put first in the list above)*

***Forewords (to be read by each Visitor before the writing of the Full Visitation Report)***

*The Full Visitation Report must be written in agreement with the ESEVT SOP (see Chapter 2, paragraph 1.6). The version of the SOP used to write the Full Visitation Report must coincide with the version the VEE followed when preparing its SER, as stated in the official Full Visitation agreement.*

*After having received the SER, the Coordinator makes the Full Visitation Report template available for all team members in an online document editor. Twenty calendar days before the visitation at the latest, each Visitor must have read the full SER and its Appendices, completed the delegated areas in the draft Full Visitation Report (at least the sections ‘Findings’ and ‘Questions to be asked to the VEE’/ ‘Issues to be clarified on-site’).*

*The final comprehensive list of questions and requests is sent by the Coordinator to the VEE 14 calendar days before the start of the visitation at the latest, to allow the Liaison Officer sufficient time to collect the required data.*

*The Full Visitation Team is responsible for making an independent assessment and proposing an unambiguous statement on the adequacy of the VEE against each ESEVT Standard, i.e. compliant, partially compliant (i.e. one or more Minor Deficiencies that does/do not significantly affect the quality of education and the VEE’s compliance with the ESEVT Standards) or not compliant (i.e. one or more Major Deficiencies that affect the quality of education and the VEE’s compliance with the ESEVT Standards).*

***For the writing of the Full Visitation Report, it is expected from all Visitors to:***

*-) use UK English, the standardised terminology proposed in the SOP and the international system of units (SI) (please remember that the Report will be public);*

*-) be concise and avoid cutting and copying what is already in the SER (the info provided on site must be added of course);*

*-) avoid comments/analysis in ‘Findings’, findings in ‘Analysis of the findings/Comments’, repetitions/redundancies from other chapters;*

*-) avoid using phrases such as ‘It seems that …’, ‘The Team believes…’, ‘The Team finds…’, ‘It is the opinion of the Team that…’;*

*-) be precise and avoid ambiguous terms like ‘lack of’ (please use ‘absence’ or ‘insufficiency’ or ‘inadequacy’ instead).*

***The different parts of each chapter of the Full Visitation Report must include the following:***

***-) Findings****:*

* + *a short summary of the most relevant points from the SER (which according to observations on site must be corrected on site if necessary)*
	+ *new relevant information gained on site*

***-) Analysis of the findings/Comments****:*

* + *commendations to the VEEs for things which are worthy of praise (if any)*
	+ *a brief summary in general terms of what is compliant with the relevant Standard*
	+ *a list of what is partially/not compliant with the relevant Standard, with a clear explanation of the reason for the deficiency (if any)*

***-) Suggestions for improvement****: they must be brief and only focused on ways for improving the partial/non-compliance with the Standards (‘It is suggested to ..’); they should not be too concrete but formulated in a broader sense since it is the responsibility of the VEE to find the most appropriate way to correct the deficiencies.*

***-) Proposal from the Full Visitation Team****: it must be completed by the Coordinator after the Thursday afternoon Team meeting, be consistent with the ‘Findings’ and ‘Analysis of the findings/Comments’ of the relevant Standard and use the following standardised terminology:*

* + - *The VEE is compliant with Standard X.Z.*
		- *The VEE is partially compliant with Standard X.Z. because of (relevant text – e.g. suboptimal clinical training in the equine species).*
		- *The VEE is not compliant with Standard X.Z. because of (relevant text – e.g. insufficient clinical training in the equine species).*

*The draft A Full Visitation Report must be completed by each Visitor in the online document editor twenty calendar days before the start of the visitation at the latest (at this stage it must include at least the ‘Findings’, ‘Questions to be asked to the VEE’ and ‘Issues to be clarified on-site’) and it must be amended during the visitation based on the replies to questions, onsite findings and onsite discussions within the Team. The resulting draft B must be completed before the end of the visitation, edited by the Coordinator and Chairperson and sent to the VEE for correction of factual errors 14 calendar days after the visitation at the latest.*

*If a VEE offers more than one study programme leading to the degree of a veterinarian, the peculiarities of each programme must be described for each Standard.*

***The text in italics in this template must be deleted in the final version of the Full Visitation Report.***

***Standard distribution of the principal writers for the Full Visitation Report***

*(It may be modified at the discretion of the Chairperson and the Coordinator)*

*Introduction: CO*

*Area 1. Objectives, Organisation and Quality Assurance Policy: QA (helped by CO)*

*Area 2. Finances: VPH (helped by CO)*

*Area 3. Curriculum: BS (helped by all experts)*

*Except for Standards:*

*3.1.3: Clinical Sciences in companion animals (including equine and exotic pets): CS-CA*

*3.1.4: Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management): CS-FPA*

*3.1.5: Veterinary Public Health (including Food Safety and Quality): VPH*

*3.1.6: Professional knowledge (including soft skills*, *e.g. communication, team working skills, management skills): P*

*3.2 up to 3.4: QA*

*3.5 up to 3.7: P (helped by ST)*

*Area 4. Facilities and equipment: CS-CA (helped by P)*

*Area 5. Animal resources and teaching material of animal origin: CS-FPA (helped by ST)*

*Area 6. Learning resources: P (helped by ST)*

*Area 7. Student admission, progression and welfare: QA (helped by ST)*

*Area 8. Student assessment: BS (helped by ST)*

*Area 9. Teaching and support staff: CS-FPA (helped by CS-CA)*

*Area 10. Research programme, postgraduate and continuing education: VPH (helped by BS)*

*Executive Summary: CO (helped by Chairperson)*

*ESEVT Indicators: CO (helped by all experts)*

*Rubrics: CO (helped by all experts)*

*(BS: Basic Sciences; CO: Coordinator; CS-CA: Clinical Sciences in companion animals (including equine and exotic pets); CS-FPA: Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management); VPH: Veterinary Public Health (including Food Safety and Quality); P: Practitioner; QA: Quality Assurance; ST: Student)*

**Contents of the Full Visitation Report**

Introduction

Area 1. Objectives, Organisation and Quality Assurance Policy

Area 2. Finances

Area 3. Curriculum

Area 4. Facilities and equipment

Area 5. Animal resources and teaching material of animal origin

Area 6. Learning resources

Area 7. Student admission, progression and welfare

Area 8. Student assessment

Area 9. Teaching and support staff

Area 10. Research programmes, continuing and postgraduate education

11. ESEVT Indicators

12. ESEVT Rubrics

Executive Summary

Glossary

**Introduction**

*Brief history of the VEE and of its previous ESEVT visitations (if any)*

*Main features of the VEE*

*Main developments since the last visitation (or, if there has not been a previous one, in the period since the veterinary degree programme began)*

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

**Area 1. Objectives, Organisation and Quality Assurance Policy**

**Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, 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 VEE must develop and follow its mission statement which must embrace the ESEVT Standards.**

1.1.1. Findings

1.1.2. Analysis of the findings/Comments

1.1.3. Suggestions for improvement

*1.1.3’. Questions to be asked to the VEE*

*1.1.3”. Issues to be clarified on-site*

1.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 1.2: The VEE 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 curriculumand the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.**

**The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.**

1.2.1. Findings

1.2.2. Analysis of the findings/Comments

1.2.3. Suggestions for improvement

*1.2.3’. Questions to be asked to the VEE*

*1.2.3”. Issues to be clarified on-site*

1.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE’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.**

1.3.1. Findings

1.3.2. Analysis of the findings/Comments

1.3.3. Suggestions for improvement

*1.3.3’. Questions to be asked to the VEE*

*1.3.3”. Issues to be clarified on-site*

1.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 1.4: The VEE 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 QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.**

**The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.**

1.4.1. Findings

1.4.2. Analysis of the findings/Comments

1.4.3. Suggestions for improvement

*1.4.3’. Questions to be asked to the VEE*

*1.4.3”. Issues to be clarified on-site*

1.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 1.5: The VEE 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.**

**The VEE’s website must mention the VEE’s ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public**.

1.5.1. Findings

1.5.2. Analysis of the findings/Comments

1.5.3. Suggestions for improvement

*1.5.3’. Questions to be asked to the VEE*

*1.5.3”. Issues to be clarified on-site*

1.5.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 1.6: The VEE 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 VEE 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. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.**

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

1.6.1. Findings

1.6.2. Analysis of the findings/Comments

1.6.3. Suggestions for improvement

*1.6.3’. Questions to be asked to the VEE*

*1.6.3”. Issues to be clarified on-site*

1.6.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 1.7: The VEE 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.**

1.7.1. Findings

1.7.2. Analysis of the findings/Comments

1.7.3. Suggestions for improvement

*1.7.3’. Questions to be asked to the VEE*

*1.7.3”. Issues to be clarified on-site*

1.7.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 2. Finances**

**Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE 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).**

2.1.1. Findings

2.1.2. Analysis of the findings/Comments

2.1.3. Suggestions for improvement

*2.1.3’. Questions to be asked to the VEE*

*2.1.3”. Issues to be clarified on-site*

2.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.**

**The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.**

2.2.1. Findings

2.2.2. Analysis of the findings/Comments

2.2.3. Suggestions for improvement

*2.2.3’. Questions to be asked to the VEE*

*2.2.3”. Issues to be clarified on-site*

2.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

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

2.3.1. Findings

2.3.2. Analysis of the findings/Comments

2.3.3. Suggestions for improvement

*2.3.3’. Questions to be asked to the VEE*

*2.3.3”. Issues to be clarified on-site*

2.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 3. Curriculum**

Standard 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 directive2013/55/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 the ESEVT SOP 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)
* Veterinary Public Health (including Food Safety and Quality)
* Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.

Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

**3.1.1. General findings**

3.1.1.1. Findings

3.1.1.2. Analysis of the findings/Comments

3.1.1.3. Suggestions for improvement

*3.1.1.3’. Questions to be asked to the VEE*

*3.1.1.3”. Issues to be clarified on-site*

3.1.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**3.1.2. Basic Sciences**

3.1.2.1. Findings

3.1.2.2. Analysis of the findings/Comments

3.1.2.3. Suggestions for improvement

*3.1.2.3’. Questions to be asked to the VEE*

*3.1.2.3”. Issues to be clarified on-site*

3.1.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)**

3.1.3.1. Findings

3.1.3.2. Analysis of the findings/Comments

3.1.3.3. Suggestions for improvement

*3.1.3.3’. Questions to be asked to the VEE*

*3.1.3.3”. Issues to be clarified on-site*

3.1.3.4 Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**

3.1.4.1. Findings

3.1.4.2. Analysis of the findings/Comments

3.1.4.3. Suggestions for improvement

*3.1.4.3’. Questions to be asked to the VEE*

*3.1.4.3”. Issues to be clarified on-site*

3.1.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**3.1.5. Veterinary Public Health (including Food Safety and Quality)**

3.1.5.1. Findings

3.1.5.2. Analysis of the findings/Comments

3.1.5.3. Suggestions for improvement

*3.1.5.3’. Questions to be asked to the VEE*

*3.1.5.3”. Issues to be clarified on-site*

3.1.5.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**3.1.6. Professional Knowledge**

3.1.6.1. Findings

3.1.6.2. Analysis of the findings/Comments

3.1.6.3. Suggestions for improvement

*3.1.6.3’. Questions to be asked to the VEE*

*3.1.6.3”. Issues to be clarified on-site*

3.1.6.4 Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 3.2: Each study programme provided by the VEE 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 VEE must provide proof of a QA system that promotes and monitors the presence of a teaching 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 VEE must also describe how it encourages and prepares students for lifelong learning.**

3.2.1. Findings

3.2.2. Analysis of the findings/Comments

3.2.3. Suggestions for improvement

*3.2.3’. Questions to be asked to the VEE*

*3.2.3”. Issues to be clarified on-site*

3.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 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.**

3.3.1. Findings

3.3.2. Analysis of the findings/Comments

3.3.3. Suggestions for improvement

*3.3.3’. Questions to be asked to the VEE*

*3.3.3”. Issues to be clarified on-site*

3.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 3.4: The VEE 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 ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. 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.**

3.4.1. Findings

3.4.2. Analysis of the findings/Comments

3.4.3. Suggestions for improvement

*3.4.3’. Questions to be asked to the VEE*

*3.4.3”. Issues to be clarified on-site*

3.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.**

**EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.**

**EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)).** **A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.**

3.5.1. Findings

3.5.2. Analysis of the findings/Comments

3.5.3. Suggestions for improvement

*3.5.3’. Questions to be asked to the VEE*

*3.5.3”. Issues to be clarified on-site*

3.5.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 VEE on the EPT programme.**

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

3.6.1. Findings

3.6.2. Analysis of the findings/Comments

3.6.3. Suggestions for improvement

*3.6.3’. Questions to be asked to the VEE*

*3.6.3”. Issues to be clarified on-site*

3.6.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 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 VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.**

3.7.1. Findings

3.7.2. Analysis of the findings/Comments

3.7.3. Suggestions for improvement

*3.7.3’. Questions to be asked to the VEE*

*3.7.3”. Issues to be clarified on-site*

3.7.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 4. Facilities and equipment**

**Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE 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 including students with a disability, and EU animal welfare and care standards.**

4.1.1. Findings

4.1.2. Analysis of the findings/Comments

4.1.3. Suggestions for improvement

*4.1.3’. Questions to be asked to the VEE*

*4.1.3”. Issues to be clarified on-site*

4.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and 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 teaching and support staff to support their teaching and research efforts.**

4.2.1. Findings

4.2.2. Analysis of the findings/Comments

4.2.3. Suggestions for improvement

*4.2.3’. Questions to be asked to the VEE*

*4.2.3”. Issues to be clarified on-site*

4.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE 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**
* **take into account environmental sustainability**
* **be designed to enhance learning.**

4.3.1. Findings

4.3.2Analysis of the findings/Comments

4.3.3. Suggestions for improvement

*4.3.3’. Questions to be asked to the VEE*

*4.3.3”. Issues to be clarified on-site*

4.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 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 VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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 VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.**

**The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.**

4.4.1. Findings

4.4.2. Analysis of the findings/Comments

4.4.3. Suggestions for improvement

*4.4.3’. Questions to be asked to the VEE*

*4.4.3”. Issues to be clarified on-site*

4.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.**

4.5.1. Findings

4.5.2. Analysis of the findings/Comments

4.5.3. Suggestions for improvement

*4.5.3’. Questions to be asked to the VEE*

*4.5.3”. Issues to be clarified on-site*

4.5.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 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 the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.**

4.6.1. Findings

4.6.2. Analysis of the findings/Comments

4.6.3. Suggestions for improvement

*4.6.3’. Questions to be asked to the VEE*

*4.6.3”. Issues to be clarified on-site*

4.6.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.**

4.7.1. Findings

4.7.2. Analysis of the findings/Comments

4.7.3. Suggestions for improvement

*4.7.3’. Questions to be asked to the VEE*

*4.7.3”. Issues to be clarified on-site*

4.7.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 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 animal welfare, and to prevent the spread of infectious agents.**

4.8.1. Findings

4.8.2. Analysis of the findings/Comments

4.8.3. Suggestions for improvement

*4.8.3’. Questions to be asked to the VEE*

*4.8.3”. Issues to be clarified on-site*

4.8.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.**

4.9.1. Findings

4.9.2. Analysis of the findings/Comments

4.9.3. Suggestions for improvement

*4.9.3’. Questions to be asked to the VEE*

*4.9.3”. Issues to be clarified on-site*

4.9.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 5. Animal resources and teaching material of animal origin**

**Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas 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.**

5.1.1. Findings

5.1.2. Analysis of the findings/Comments

5.1.3. Suggestions for improvement

*5.1.3’. Questions to be asked to the VEE*

*5.1.3”. Issues to be clarified on-site*

5.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.**

5.2.1. Findings

5.2.2. Analysis of the findings/Comments

5.2.3. Suggestions for improvement

*5.2.3’. Questions to be asked to the VEE*

*5.2.3”. Issues to be clarified on-site*

5.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 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.**

5.3.1. Findings

5.3.2. Analysis of the findings/Comments

5.3.3. Suggestions for improvement

*5.3.3’. Questions to be asked to the VEE*

*5.3.3”. Issues to be clarified on-site*

5.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.**

5.4.1. Findings

5.4.2. Analysis of the findings/Comments

5.4.3. Suggestions for improvement

*5.4.3’. Questions to be asked to the VEE*

*5.4.3”. Issues to be clarified on-site*

5.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 6. Learning resources**

**Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.**

6.1.1. Findings

6.1.2. Analysis of the findings/Comments

6.1.3. Suggestions for improvement

*6.1.3’. Questions to be asked to the VEE*

*6.1.3”. Issues to be clarified on-site*

6.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.**

**The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE’s core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).**

6.2.1. Findings

6.2.2. Analysis of the findings/Comments

6.2.3. Suggestions for improvement

*6.2.3’. Questions to be asked to the VEE*

*6.2.3”. Issues to be clarified on-site*

6.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.**

6.3.1. Findings

6.3.2. Analysis of the findings/Comments

6.3.3. Suggestions for improvement

*6.3.3’. Questions to be asked to the VEE*

*6.3.3”. Issues to be clarified on-site*

6.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 7. Student admission, progression and welfare**

**Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.**

**In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.**

**Formal cooperation with other VEEs must also be clearly advertised.**

7.1.1. Findings

7.1.2. Analysis of the findings/Comments

7.1.3. Suggestions for improvement

*7.1.3’. Questions to be asked to the VEE*

*7.1.3”. Issues to be clarified on-site*

7.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.**

7.2.1. Findings

7.2.2. Analysis of the findings/Comments

7.2.3. Suggestions for improvement

*7.2.3’. Questions to be asked to the VEE*

*7.2.3”. Issues to be clarified on-site*

7.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.**

**The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.**

**Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.**

7.3.1. Findings

7.3.2. Analysis of the findings/Comments

7.3.3. Suggestions for improvement

*7.3.3’. Questions to be asked to the VEE*

*7.3.3”. Issues to be clarified on-site*

7.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.**

7.4.1. Findings

7.4.2. Analysis of the findings/Comments

7.4.3. Suggestions for improvement

*7.4.3’. Questions to be asked to the VEE*

*7.4.3”. Issues to be clarified on-site*

7.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.**

**The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.**

7.5.1. Findings

7.5.2. Analysis of the findings/Comments

7.5.3. Suggestions for improvement

*7.5.3’. Questions to be asked to the VEE*

*7.5.3”. Issues to be clarified on-site*

7.5.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.**

**The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.**

7.6.1. Findings

7.6.2. Analysis of the findings/Comments

7.6.3. Suggestions for improvement

*7.6.3’. Questions to be asked to the VEE*

*7.6.3”. Issues to be clarified on-site*

7.6.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.**

**There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).**

7.7.1. Findings

7.7.2. Analysis of the findings/Comments

7.7.3. Suggestions for improvement

*7.7.3’. Questions to be asked to the VEE*

*7.7.3”. Issues to be clarified on-site*

7.7.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.**

7.8.1. Findings

7.8.2. Analysis of the findings/Comments

7.8.3. Suggestions for improvement

*7.8.3’. Questions to be asked to the VEE*

*7.8.3”. Issues to be clarified on-site*

7.8.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 8. Student assessment**

**Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.**

8.1.1. Findings

8.1.2. Analysis of the findings/Comments

8.1.3. Suggestions for improvement

*8.1.3’. Questions to be asked to the VEE*

*8.1.3”. Issues to be clarified on-site*

8.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.**

**The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.**

**Mechanisms for students to appeal against assessment outcomes must be explicit.**

8.2.1. Findings

8.2.2. Analysis of the findings/Comments

8.2.3. Suggestions for improvement

*8.2.3’. Questions to be asked to the VEE*

*8.2.3”. Issues to be clarified on-site*

8.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.**

8.3.1. Findings

8.3.2. Analysis of the findings/Comments

8.3.3. Suggestions for improvement

*8.3.3’. Questions to be asked to the VEE*

*8.3.3”. Issues to be clarified on-site*

8.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.**

**The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.**

8.4.1. Findings

8.4.2. Analysis of the findings/Comments

8.4.3. Suggestions for improvement

*8.4.3’. Questions to be asked to the VEE*

*8.4.3”. Issues to be clarified on-site*

8.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.**

8.5.1. Findings

8.5.2. Analysis of the findings/Comments

8.5.3. Suggestions for improvement

*8.5.3’. Questions to be asked to the VEE*

*8.5.3”. Issues to be clarified on-site*

8.5.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 9. Teaching and support staff**

**Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.**

**A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.**

**Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.**

9.1.1. Findings

9.1.2. Analysis of the findings/Comments

9.1.3. Suggestions for improvement

*9.1.3’. Questions to be asked to the VEE*

*9.1.3”. Issues to be clarified on-site*

9.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE’s mission.**

**A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.**

9.2.1. Findings

9.2.2. Analysis of the findings/Comments

9.2.3. Suggestions for improvement

*9.2.3’. Questions to be asked to the VEE*

*9.2.3”. Issues to be clarified on-site*

9.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.**

**Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.**

9.3.1. Findings

9.3.2. Analysis of the findings/Comments

9.3.3. Suggestions for improvement

*9.3.3’. Questions to be asked to the VEE*

*9.3.3”. Issues to be clarified on-site*

9.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.**

**Staff must have the opportunity to contribute to the VEE’s direction and decision-making processes.**

**Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.**

9.4.1. Findings

9.4.2. Analysis of the findings/Comments

9.4.3. Suggestions for improvement

*9.4.3’. Questions to be asked to the VEE*

*9.4.3”. Issues to be clarified on-site*

9.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.**

9.5.1. Findings

9.5.2. Analysis of the findings/Comments

9.5.3. Suggestions for improvement

*9.5.3’. Questions to be asked to the VEE*

*9.5.3”. Issues to be clarified on-site*

9.5.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Area 10. Research programmes, continuing and postgraduate education**

**Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).**

10.1.1. Findings

10.1.2. Analysis of the findings/Comments

10.1.3. Suggestions for improvement

*10.1.3’. Questions to be asked to the VEE*

*10.1.3”. Issues to be clarified on-site*

10.1.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in**

**research programmes.**

10.2.1. Findings

10.2.2. Analysis of the findings/Comments

10.2.3. Suggestions for improvement

*10.2.3’. Questions to be asked to the VEE*

*10.2.3”. Issues to be clarified on-site*

10.2.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.**

10.3.1. Findings

10.3.2. Analysis of the findings/Comments

10.3.3. Suggestions for improvement

*10.3.3’. Questions to be asked to the VEE*

*10.3.3”. Issues to be clarified on-site*

10.3.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.**

10.4.1. Findings

10.4.2. Analysis of the findings/Comments

10.4.3. Suggestions for improvement

*10.4.3’. Questions to be asked to the VEE*

*10.4.3”. Issues to be clarified on-site*

10.4.4. Proposal from the Full Visitation Team*, i.e. whether the VEE is compliant, partially compliant (one or several Minor Deficiencies) or not compliant (one or several Major Deficiencies) with the relevant Standard. The Deficiencies (if any) must be listed.*

**11. ESEVT Indicators** *(see Annex 4)*

*(Include here both pages of the Excel file – i.e. the raw data and the calculated Indicators)*

11.1. Findings

11.2. Analysis of the findings/Comments

11.3. Suggestions for improvement

*11.4.3’. Questions to be asked to the VEE*

*11.4.3”. Issues to be clarified on-site*

**12. ESEVT Rubrics** (summary of the proposal from the Full Visitation Team regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

|  |  |  |  |
| --- | --- | --- | --- |
| **Area 1. Objectives, Organisation and Quality Assurance Policy** | **C** | **PC** | **NC** |
| **Standard 1.1: The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, 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 VEE must develop and follow its mission statement which must embrace the ESEVT Standards.** |  |  |  |
| **Standard 1.2: The VEE 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 curriculumand the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.** **The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.** |  |  |  |
| **Standard 1.3: The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE’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.** |  |  |  |
| **Standard 1.4: The VEE 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 QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality.** **The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.** |  |  |  |
| **Standard 1.5: The VEE 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.** **The VEE’s website must mention the VEE’s ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.**  |   |  |  |
| **Standard 1.6: The VEE 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 VEE 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. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education.** **Any action planned or taken as a result of this data analysis must be communicated to all those concerned.** |  |  |  |
| **Standard 1.7: The VEE 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.** |  |  |  |
| **Area 2. Finances** |  |  |  |
| **Standard 2.1: Finances must be demonstrably adequate to sustain the requirements for the VEE 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).**  |  |  |  |
| **Standard 2.2: Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations.**  **The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.** |  |  |  |
| **Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.** |  |  |  |
| **Area 3. Curriculum** |  |  |  |
| **Standard 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 the ESEVT SOP 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)**
* **Veterinary Public Health (including Food Safety and Quality)**
* **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

 **When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.** **If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.**  **Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.** **3.1.1. General findings** |  |  |  |
| **3.1.2. Basic sciences** |  |  |  |
| **3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)** |  |  |  |
| **3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)** |  |  |  |
| **3.1.5. Veterinary Public Health (including Food Safety and Quality)** |  |  |  |
| **3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)** |  |  |  |
| **Standard 3.2: Each study programme provided by the VEE 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 VEE must provide proof of a QA system that promotes and monitors the presence of a teaching 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 VEE must also describe how it encourages and prepares students for lifelong learning.** |  |  |  |
| **Standard 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.**
 |  |  |  |
| **Standard 3.4: The VEE 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 ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. 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.**
 |  |  |  |
| **Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.** **EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.**  **EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.** |  |  |  |
| **Standard 3.6: The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 VEE on the EPT programme.**  **There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.** |   |  |  |
| **Standard 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 VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.** |  |  |  |
| **Area 4. Facilities and equipment** |  |  |  |
| **Standard 4.1: All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE 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 including students with a disability, and EU animal welfare and care standards.** |  |  |  |
| **Standard 4.2: Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and 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 teaching and support staff to support their teaching and research efforts.** |  |  |  |
| **Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE 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**
* **take into account environmental sustainability**
* **be designed to enhance learning**
 |  |  |  |
| **Standard 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 VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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 VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceed the best available clinics in the private sector.**  **The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.** |  |  |  |
| **Standard 4.5: The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.** |  |  |  |
| **Standard 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 the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.** |  |  |  |
| **Standard 4.7: The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.** |  |  |  |
| **Standard 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 animal welfare, and to prevent the spread of infectious agents.** |  |  |  |
| **Standard 4.9: Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.** |  |  |  |
| **Area 5. Animal resources and teaching material of animal origin** |  |  |  |
| **Standard 5.1: The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas 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.** |  |  |  |
| **Standard 5.2: In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.** |  |  |  |
| **Standard 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.** |  |  |  |
| **Standard 5.4: Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.** |  |  |  |
| **Area 6. Learning resources** |  |  |  |
| **Standard 6.1: State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the ‘never the first time on a live animal’ concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary.** |  |  |  |
| **Standard 6.2: Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students.**  **The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE’s core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).** |  |  |  |
| **Standard 6.3: The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.** |  |  |  |
| **Area 7. Student admission, progression and welfare** |  |  |  |
| **Standard 7.1: The VEE must consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression and certification.** **In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.**  **Formal cooperation with other VEEs must also be clearly advertised.** |  |  |  |
| **Standard 7.2: The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.** |  |  |  |
| **Standard 7.3: The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.**  **The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.** **Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.** |  |  |  |
| **Standard 7.4: There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.** |  |  |  |
| **Standard 7.5: The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.**  **The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.** |  |  |  |
| **Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.**  **The VEE’s policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.** |  |  |  |
| **Standard 7.7: Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation.**  **There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).** |  |  |  |
| **Standard 7.8: Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.** |  |  |  |
| **Area 8. Student assessment** |  |  |  |
| **Standard 8.1: The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.** |  |  |  |
| **Standard 8.2: The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.**  **The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.** **Mechanisms for students to appeal against assessment outcomes must be explicit.** |  |  |  |
| **Standard 8.3: The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.** |  |  |  |
| **Standard 8.4: Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.**  **The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the assessment of students reflects this approach.** |  |  |  |
| **Standard 8.5: Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.** |  |  |  |
| **Area 9. Teaching and support staff** |  |  |  |
| **Standard 9.1: The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.**  **A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff.** **Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.** |  |  |  |
| **Standard 9.2: The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE’s mission.**  **A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part-time, teaching or support staff, senior or junior, permanent or temporary, teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.** |  |  |  |
| **Standard 9.3: Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation.**  **Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.** |  |  |  |
| **Standard 9.4: The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.** **Staff must have the opportunity to contribute to the VEE’s direction and decision-making processes.** **Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.** |  |  |  |
| **Standard 9.5: A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.** |  |  |  |
| **Area 10. Research programmes, continuing and postgraduate education** |  |  |  |
| **Standard 10.1: The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).** |  |  |  |
| **Standard 10.2: All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.** |  |  |  |
| **Standard 10.3: The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.** |  |  |  |
| **Standard 10.4: The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.** |  |  |  |
| *C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance*  |

**Executive Summary**

*Brief history of the VEE and its previous EAEVE visitations*

*Brief comment on the SER*

*Brief comment on the visitation*

*Commendations (areas worthy of praise identified by the Team)*

*Recommendations:*

*List of items of potential partial compliance with the ESEVT Standards identified by the Team*

*List of items of potential non-compliance with the ESEVT Standards identified by the Team*

**Glossary**

*(Please use the same terminology and abbreviations as in the ESEVT SOP when possible)*