**European Association
of Establishments for Veterinary Education**

**Association Européenne
des Etablissements d'Enseignement
Vétérinaire**

Guiding Notes on the Preparation of a Visitation Report for Stage 2

The new **SOPs** including *Instructions for Visiting Team Experts* can be found on the new EAEVE Website at www.eaeve.org, access to members only section by member and caracas. Stage 2 experts please consider carefully Annexes **IIIb**, **Vb** and **VI** 3.2 & 4

The attached is the format of the Stage 2 visitation report. Please note that it is now assumed, that the end readers of the final visitation report will have access to the relevant SER.

The report is intended to be a compilation of individual pages, one per chapter or section, in the format of brief reports containing only the important salient features and suggestions in the well established format of Findings, Comment and Suggestions. Conciseness is of ultimate importance.

Following initial review of your particular sections of the SER, you can probably draft some findings and comments and list a number of key questions which you need to get answered during the visitation.

Robin G. Oakley May 2010

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**REPORT ON THE STAGE 2 EVALUATION VISITATION TO THE FACULTY OF
VETERINARY MEDICINE OF** (City, Country)

date

by the EXPERT GROUP

name, location of employment, country

Expert Visitor 1

name, location of employment, country

Expert Visitor 2

name, location, country

Student Visitor

CONTENTS

In order to derive the necessary information, the Faculty must develop twelve (12) assessment procedures (AP 1 – 12).

INTRODUCTION

The frame for establishing the SER 2 is much more open for styling by the Faculty than SER 1. Description of processes and – in some cases – also the results of assessments are required rather than figures. In order to allow evaluation for Stage-2, the processes of assessing quality should have been in operation for a minimum of two years. *Check this item carefully.*

A **flow chart** should be provides for each assessment procedure with examples of documentation. Unless the documentation is in English, a one page summary must be provided. *Check that this has been done.*

Full documentation of the assessment procedures must be made available at the visit on day one, the person responsible for quality assurance for each assessment procedure must be available on call for the visiting experts. Communication in English must be guaranteed. *If this aspect is not respected, the conclusion would automatically be negative.*

Please identify the way unexpected events are handled and documented. *Follow up closely.*

The minimum period of 2 years is considered necessary in order to judge adequately the results of assessment and – where appropriate – any measures taken by the Faculty. *Ensure that this is the case.*

As Stage-1 and -2 are separate evaluation procedures, all information required should be provided in the SER 2 and not by reference to SER 1, even when the relevant information had already been given there. *This is a clear statement.*

Chapter 1.   POLICY STATEMENT

Please check that the following points have been covered realistically:

Findings
Comments
Suggestions

- the relationship between teaching and research so that research education and research quality can be distinguished
- Faculty´s strategy for quality and standards

- organisation of the quality assurance system

- responsibilities of organisational units and individuals for the assurance of quality

- involvement of students in quality assurance

- ways in which the policy is implemented, monitored and revised

Chapter 2.   ASSESSMENT OF STUDENTS, POST GRADUATE EDUCATION AND STUDENT WELFARE

Please check that the following points have been completely addressed:

2.1   UNDERGRADUATE EDUCATION

Findings
Comments
Suggestions

a)   How are students assessed when applying to study veterinary medicine and to what extent is the system open for foreign students?

How and by whom are the assessment procedures developed and by what means is the result validated?

Table1: Assessment admission of students

Number of students applying		Year[1] n	Year n-1
Number of students admitted based on criterion[2]			
Number of students admitted based on criterion[2]			
% foreign students			
Assessment of selection criteria[3]:	good		
	acceptable		
	need improvement		

[1]year n: year preceding evaluation   [2]depending on the country and school, student-cohorts may be admitted based on different selection criteria [3]please specify when different criteria had been used

b)   Assessment procedures of the performance of enrolled undergraduates. (see also Annex III, Contents SER 1, chapter 5)

Student performance must be assessed regularly. Please describe the underlying systems(s), its adequacy, system validation and results of the past two years (Year n, Year n-1). Please provide records of the process and include examples of formative and summative assessment (Flow chart from learning objectives to examination results, including the way students are informed).

What are the means to cope with problems in the student assessment system?

In respect of examinations; do students have to pass them within a certain time; how many retakes are allowed and to what extent have students to pass examinations before they can start other courses?

How is student assessment communicated to the students and what, if applicable, is the student involvement e.g. is there participation in a joint committee?

2.2 POST-GRADUATE STUDENT EDUCATION; ACADEMIC TRACK

Findings
Comments
Suggestions

Postgraduate education may be performed at different levels, e.g. master or PhD-programme. Please specify the specific admission procedures for national and foreign students separately for each programme and how these procedures are developed and advanced.
Describe the financial basis securing these programmes, the involvement of the Faculty, the type of training provided, the course work required and the procedures for assessment of the underlying scientific programme(s) (see also Annex III b, chapter 7).

How are post graduate students assessed, how is assessment communicated to the students and what are the results of the past 2 years?

Tables 2: figures for post-graduate academic education

Year	Type of programme	Number students enrolled	Number students passed	Mean number paper per student	Mean number impact factor obtained per student
n[1]	PhD				
n	Master [2]				
n	other[3]				
n-1	PhD				
n-1	Master [2]				
n-1	other[3]				

[1] year n: year preceding evaluation [2] make a distinction between a taught master`s and a master`s by research [3] please specify

2.3 POST-GRADUATE STUDENT EDUCATION; PROFESSIONAL TRACK

Findings
Comments
Suggestions

In taking into account that professional specialisation may follow a national and/or international (e.g. European) track, information must be provided to the following points:
- types of programmes offered and admission procedures for national and foreign students
- cooperation with other institutions
- student assessment procedures and results

Table 3: figures postgraduate professional specialisation

Diplomate title offered	Number of diplomates on staff	Number of interns		Number of residents		Success rate	
		N[1]	n-1	n	n-1	n	n-1

National track specialisation	Number of specialists on staff	Number of trainees		Success rate	

[1]n: year proceeding evaluation

Chapter 3. ASSESSMENT OF TEACHING STAFF

The assessment of teaching staff should be carefully checked that it <u>really</u> in practice involves the following and functions well:

Findings
Comments
Suggestions

- evaluation by students
- evaluation by teaching success
- evaluation by scientific merit.

a)   Evaluation by students relates to teaching engagement, the didactic qualities, provision of support/learning material and the raising of student interest in respect to lifelong learning.

The Faculty should provide its policy on the evaluation of the teaching staff by students and indicate when and how students are asked to record their impressions and how they are involved in preparing the questionnaires.

In addition to evaluation by students the Faculty should lay out its policy to assess teaching success and scientific merits and how the whole system of assessing teaching staff is managed and further developed.

* Is there an award policy or are other consequences taken and what are the measures taken/offered to improve individual teaching qualifications.

If assessment of individual teaching staff results in a single grade, please provide a graph showing the distribution.

Example:

	1: excellent
	2: good
	3: fair
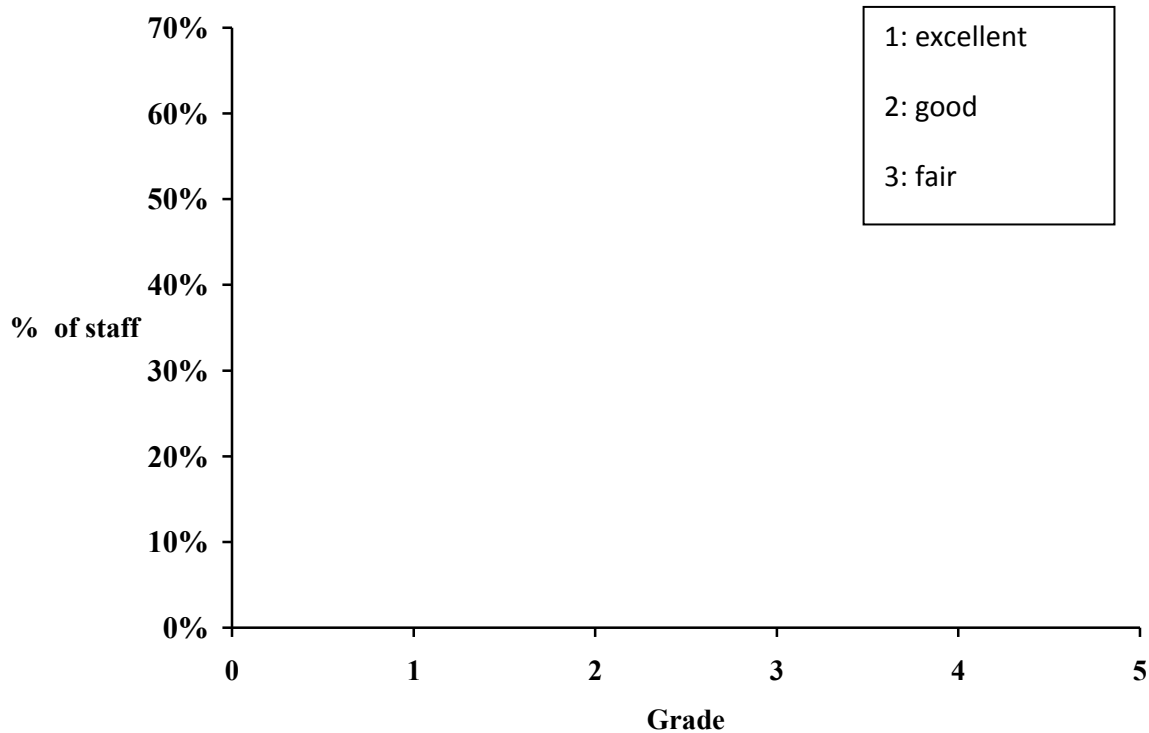
Chapter 4.   ASSESSMENT OF LEARNING OPPORTUNITIES

Check that in reality the following are carried out:

Findings
Comments
Suggestions

The technical term "learning opportunities" encompasses a number of aspects, beginning with the provision of and advice on learning material to individual teachers, the provision of IT and library facilities at the Faculty level and the creation of the academic environment that provides adequate opportunities for self studies and interactions with the teaching staff beyond regularly scheduled lectures. Regular control and updating is necessary.

The report on this topic must include how such a system is managed at the Faculty level, how critical control point analysis is executed, who is responsible and to whom they have to report and to what extent are students involved.

Chapter 5.   ASSESSMENT OF TRAINING PROGRAMMES AND THE   AWARD OF THE TITLE OF VETERINARY SURGEON

- Development and publication of explicit intended learning outcomes, including a description of essential competences required at graduation (the so-called "day one- skills") as listed in **Annex IV of the SOP.**
- Procedures for formal curriculum and teaching programme approval and regular reviews
- Application of the ECTS to the programme and evidence for its use
- Procedures for monitoring delivery of the curriculum and the teaching programme
- Assurance concerning the participation of students in quality assessment activities
- Parameters assessed and procedures to monitor regular feedback from stakeholders and graduates
- Provision of a structure that promotes life-long learning

(It is accepted that statements given to the above points cannot be in a standardised form due to the (legal) differences between countries and also Faculties.)

In order to avoid duplication it is possible to refer to previous or following chapters in case the respective information has already been provided.

Chapter 6.   ASSESSMENT OF QUALITY ASSURANCE FOR CLINICS, LABORATORIES AND FARM

Provide information on the system(s) of quality assurance in the clinical area, laboratory diagnostic services and farm facilities. List any existing accreditation from external quality assurance bodies.

Chapter 7.   ASSESSMENT OF CONTINUING EDUCATION

The Faculty should describe the system of quality assurance it possesses to monitor and promote the design, implementation and quality control of its own, or joint Continuing Professional Development (CPD)

programmes in specific areas of practical veterinary medicine and whether there is a legal basis or other official requirement for continuing education.

This documentation should be accompanied by a list of courses offered in the preceding year (year n) and their assessment by the participants.

Chapter 8. ASSESSMENT OF RESEARCH

Findings
Comments
Suggestions

The institution should describe the system of quality assurance it possesses to develop and maintain and audit research programmes. Of particular interest is how research provides opportunities for student training, staff promotion, how research methods and results are conveyed into basic veterinary training and to what extent bibliometric methods are applied.

A list of publications of year n (prior to evaluation) and year n-1 should be added to the SER 2, supplemented with the respective bibliometric data. Following implementation and adoption of Stage two (2) evaluation information on year n-2 will be required.

Chapter 9. ASSESSMENT OF INTERNATIONALISATION OF EDUCATION AND RESEARCH

Findings
Comments
Suggestions

The institution should describe the system it possesses to promote and assess the development of international post-graduate education and of co-operating research projects with other countries, including developing countries (see also chapter 2).

Of particular importance is the description of the measures of encouragement applied to engage veterinary students and newly graduated in international mobility of training (e.g. EU programmes such as Erasmus, Socrates, Tempus, Marie Curie etc) as well as the effectiveness of the activities.

Chapter 10. ASSESSMENT OF COOPERATION WITH STAKEHOLDERS AND SOCIETY

Findings
Comments
Suggestions

The institution should provide proof that it regularly publishes up to date, objective and accurate information, both quantitative and qualitative, about the study programme. This information should be readily accessible and should not be used simply as a marketing opportunity. The institution should describe to what extend it meets its own expectations. Published information might also include the views and employment destinations of past students and the profile of the current student population.

Is there an alumnus association and how does the Faculty maintain communication with former students?

Executive Summary

Summary of Category 1Deficiencies and Key Suggestions