

ANNEX II

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

1. GENERAL

The self-evaluation report is the cornerstone of the evaluation process, for both Stage one and Stage two evaluations.

Important points to note are:

- It is recommended that preparation of the SER should begin well in advance of the visit. It must reach the visiting experts and the evaluation programme co-ordinator at least two months prior to the scheduled date of the visit.
- Therefore, it is recommended that preparation of the SER 1 and SER 2 should begin about one year prior to the date of the visit.
- The SER should be drafted by the Faculty concerned. The SER must be prepared in English, which is the only language used for the Evaluation and the site visitation.
- Any SER should be as brief, concise and complete as possible. The use of unnecessary abbreviations, acronyms and unusual technical or administrative terms should be avoided.
- The SER 1 is the result of an in-depth review of the institution, its departments and their activities. Each Faculty should obtain an outside opinion as to whether it is achieving its objectives.
- The SER 2 should describe the policies and procedures that the Faculty uses with the intention of assuring academic standards and the promotion of quality of learning for the veterinary students. It should provide a view of how the Faculty develops, executes and monitors the effectiveness of their quality assurance systems concerning the veterinary study programme, research and research education. The SER 2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance and how the public (stakeholders) is informed of the Faculty's academic achievements and excellence.
- Minority opinions at all levels may be indicated. Recommendations for improvements should be included under each heading. A SER which fails to highlight weaknesses or areas for improvement will be viewed with concern.
- Brevity is essential! Long, unnecessary lists of explanatory material are to be excluded from the SER 1 and SER 2. If found necessary, details can be systematically included as appendices. Care should be taken not to include excessive extracts from official texts (especially if they are in a language other than English).

2. REPORT LAYOUT

SER 1

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

The chapters below must be drafted in line with the requirements listed in Annex Ia and the guidelines provided in Annex IIIa.

Chapter 1	Objectives
Chapter 2	Organisation
Chapter 3	Finances
Chapter 4	Curriculum
Chapter 5	Teaching, Quality and Evaluation
Chapter 6	Facilities and Equipment
Chapter 7	Animals and Teaching Material of Animal Origin
Chapter 8	Library and Learning Resources
Chapter 9	Admission and Enrolment
Chapter 10	Academic and Support Staff
Chapter 11	Continuing education
Chapter 12	Postgraduate education
Chapter 13	Research

Each chapter or sub-chapter should set out providing:

- Factual information,
- Factual information, (whenever possible Annex IIIa should be used as a template to provide this information)

The information should be provided in the same order and under the same headings.

All chapters required for SER 1 should be addressed in the report and all the questions of **Annex III** must receive a response. If there is no activity in the Faculty which corresponds to the paragraph or the question, please state "not applicable".

Annex III, Chapter 1 (Objectives) must include the institution's general objectives (teaching, research, service, continuing and postgraduate education), not detailed objectives, which are to be dealt with in Annex III, Chapter 4 (Curriculum).

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In Annex III, Chapter 5.1.1, evidence and data should be collected to confirm that students are equipped with essential competences at graduation (Day one skills), these should be analysed and given as a summary.

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

In Annex III, Chapter 13 (Research), the information should cover in particular the involvement of undergraduate students in research.

It is important that:

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

A map of the Faculty should be attached to the report in order to facilitate the preparation of, and to lay the groundwork for, the visit.

SER 2

The SER 2 can only be drawn up following at least two (2) year's implementation, together with the supporting documentation.

The self-evaluation report should begin with an introduction providing an outline of the main features of the Faculty in the period since the last evaluation or, if there has not been a previous visit, in the last ten (10) years. It must clearly be stated when implementation of assessment procedures for quality control was started and when the complete programme was first implemented. Evaluation according to SER 2 requires a minimum of two (2) year's documentation.

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

Chapter 1.	Policy statement
Chapter 2.	Assessment of students, post graduate education and student welfare
Chapter 3.	Assessment of teaching staff
Chapter 4.	Assessment of learning opportunities
Chapter 5.	Assessment of training programme and the award of the title of Veterinary Surgeon
Chapter 6.	Assessment of quality assurance systems for clinics, laboratories and farm
Chapter 7.	Assessment of continuing education
Chapter 8.	Assessment of research
Chapter 9.	Assessment of internationalisation of education and research

Chapter 10. Assessment of cooperation with stakeholders and society

Each chapter or sub-chapter should provide:

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

The Faculty must present its policy statement including all associated formal procedures and mechanisms designed for the approval, monitoring and periodic review of their veterinary training programme. The Faculty must also present a strategy for the continuous enhancement of quality of training leading to the development of a culture which recognises the importance of quality and quality assurance in their work. This should include not only the assessment of the students (measure the achievement of the intended learning outcomes and other programme objectives) but also include the mechanisms employed for quality assurance of the teaching staff. The SER 2 should also present the way the Faculty collects, analyses and uses relevant information for the effective management of its study programme and other relevant activities, particularly, clinics, research, research education and continuing education. How the public (stakeholders) is informed should also be included.

The description of strategy, policy and procedures should have a formal status and be publicly available. The SER 2 should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance.

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

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

The self-evaluation report/s (as hard copy and electronic copy, the latter compatible with Microsoft Office applications) must be sent by the administration of the institution to the visitors **AT LEAST TWO MONTHS PRIOR TO THE START OF THE VISIT**. A copy should be sent directly to each visiting expert and to the programme co-ordinator.

This report is not disseminated by the EAEVE/FVE.

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

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