

ESEVT: nuevos estándares de calidad en las evaluaciones de la EAEVE

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Historia de la Evaluación de las Facultades de Veterinaria en Europa



- **Hasta 1978** cada país/Facultad ofrecía un currículum basado en la tradición, normativa estatal, etc.
- **1978:** Publicación de la *Directiva 78/1027/EEC* y *Decisión 78/1028/EEC* estableciendo el *Advisory Committee on Veterinary Training (ACVT)* que busca la armonización para garantizar un nivel de formación comparable en las Facultades de Veterinaria para los 9 estados miembros. Se definen los estándares mínimos.
- **1985-1989:** Plan piloto de evaluación en 1 Facultad/ estado miembro.
- **1990:** adopción de un **sistema permanente** de evaluación bajo la tutela del ACVT.
- **1994:** ACVT traslada la responsabilidad de la evaluación a la **EAEVE**.
- **1996:** ACTV crea el Comité ACVT-EAEVE para revisar el sistema.
- **2002:** El sistema de evaluación pasa al JEC Joint Education Committee (**EAEVE+ FVE**) actualmente denominado **ECOVE** (European Committee on Veterinary Education).
- **2005:** La Directiva 78/1027/EEC es substituída por la **Directiva 2005/36/EC**.
- **2013:** Se publica la **Directiva 2013/55/EC** que modifica la Directiva 2005/36/EC.

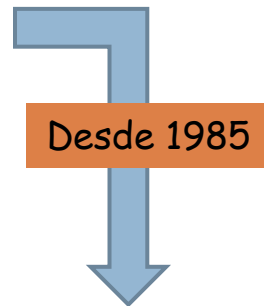
..... 32 AÑOS DE APLICACIÓN DEL ESEVT EN 2017!

PROFESIONES REGULADAS EN LA UE



- 78/1026/EEC: recognition of veterinary education
- 78/1027/EEC: minimum requirements of training
- 78/1028/EEC: Advisory Committee on Veterinary Training
- **2005/36/EC: Recognition of Professional Qualifications amended by 2013/55/EU**

- Médicos
- Enfermeras
- Dentistas
- **Veterinarios**
- Matronas
- Farmacéuticos
- Arquitectos



ESEVT
(EAEVE + FVE)



FASES DEL ESEVT



1. Acuerdo de la fecha de visita (ECOVE y Facultad)
2. Nombramiento del Oficial de Enlace (**SENIOR PROFESSOR**)
3. Preparación del *Self Evaluation Report*- SER (Facultad) - 12 meses
4. Preparación de la visita (Facultad) - 2 meses
5. Visita de evaluación (Facultad y grupo de expertos) - 5 días
6. Elaboración del informe provisional de la visita (grupo de expertos) - 4 semanas
7. Corrección del informe provisional (sólo hechos) por la Facultad - 2 semanas
8. Revisión del informe de la visita y decisión final (ECOVE)
9. Posibilidad de recurso (Facultad) - 3 meses

.....aproximadamente 24 meses de preparación!

FASES DEL ESEVT



1. Acuerdo de la fecha de visita (ECOVE y Facultad)

• Fecha

- 2 años antes
- Seleccionar 1 semana de completa actividad académica

Evitar concurrencia de circunstancias especiales (elecciones, cambio plan de estudios, etc)

Hospital y consultas con variedad de animales

Presencia de estudiantes (fuera del periodo de exámenes)



FASES DEL ESEVT



2. Nombramiento del Oficial de Enlace (LO)

- Elección 1 año antes de la visita
- Experiencia en el ESEVT e independencia del decanato/rectorado.
- Libre acceso al personal académico, PAS y estudiantes
- Guía para preparar el SER y la visita siguiendo el SOP
- Revisión del SER1 → envío a los expertos 2 meses antes de la visita
- LO + Facultad: **vuelos, transporte, hotel, salas de trabajo y reuniones, comidas, cenas y ensayo**



FASES DEL ESEVT



3. Preparación del *Self Evaluation Report*- SER (Facultad) – 12 meses

Motivar la participación de la Universidad y la Facultad

Crear un grupo de trabajo *ad hoc*

- Recabar información
- Preparar el SER para su aprobación por la Junta de Facultad
- Enviarlo al grupo de expertos 2 meses antes de la visita



FASES DEL ESEVT

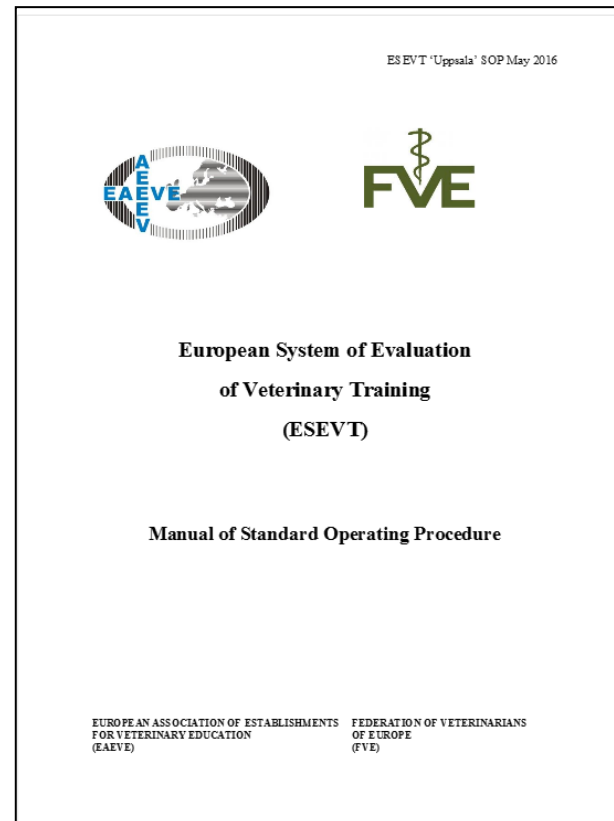


3. Preparación del *Self Evaluation Report*- SER1 (Facultad) - 12 meses

NUEVO SOP!!

http://www.eaeve.org/fileadmin/downloads/SOP/ESEVT__Uppsala__SOP_May_2016__amended_Annex_8__13_Rubrics_approved_by_ExCom_on_25Jan2017.pdf

**11 capítulos (ESTÁNDARES)
90 subestándares (RUBRICS)**



PREPARACIÓN DEL SER



ESTÁNDAR 1: Objetivos y Organización (6 subestándares)

Standard 1: Objectives and Organisation	C	PC	NC
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, 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.			
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.			
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.			
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.			
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.			
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.			

- **Plan estratégico** con objetivos claros que cubran todas las ramas profesionales veterinarias
- **Referencia a Competencias a día 1 (Anexo 2 SOP 2016)**
- Formación de Postgrado
- Formación Continua
- Investigación
- Servicios

- Descripción de la Facultad: pública/privada
- Órganos de gobierno
- **Coordinación interna**
- **Participación de agentes externos**



PREPARACIÓN DEL SER



ESTÁNDAR 2: Financiación (5 subestándares)

Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.			
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.			
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.			
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.			
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.			

- Ingresos: administración, investigación, servicios,..
- Suficiente para garantizar la calidad docente y la actualización de edificios y equipamiento



PREPARACIÓN DEL SER



ESTÁNDAR 3: Plan de estudios (10 subestándares)

Standard 3: Curriculum			
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.			
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.			
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.			
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.			
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.			

- Ha de cumplir las Directivas Europeas
- Al menos 5 años incluyendo todas las materias del Anexo V
- **Ha de garantizar la adquisición de las Competencias a Día 1**
- Comité para la revisión del plan de estudios (mínimo cada 7 años)



PREPARACIÓN DEL SER



ESTÁNDAR 3: Plan de estudios (10 subestándares)

3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).			
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.			
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.			
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.			
3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.			



- Equilibrado: materias básicas/específicas, teoría/prácticas
- N° horas y tipo de prácticas (intramuros, extramuros)
Indicadores I4, I5, I6, I7, I8
- **EPT = Prácticas tuteladas** (Orden ECI 333) no pueden sustituir a las prácticas de las materias y han de estar supervisadas por un responsable académico

PREPARACIÓN DEL SER



ESTÁNDAR 4: Infraestructuras y equipamiento (15 subestándares)

Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.			
4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.			
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.			
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.			
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.			
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.			
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.			



- Estrategia de mantenimiento y mejor de los edificios y equipamiento
- Edificios adecuados para el aprendizaje, a pleno rendimiento de los estudiantes y para el desarrollo de la labor docente e investigadora del personal académico

• **Respeto al bienestar animal y garantizar la bioseguridad**

[Biosecurity Manual Final 6Jan10.pdf](#)

- Acceso a los animales de granja (granja propia o externa)
- Alto estándar de colaboradores externos (mataderos, granjas, industrias..)

PREPARACIÓN DEL SER



ESTÁNDAR 4: Infraestructuras y equipamiento (15 subestándares)

4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.			
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.			
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.			
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.			
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.			
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.			
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.			



- Hospital 24/7 todo el año & Clínica móvil
- Acceso de estudiantes a: Farmacia, Diagnóstico por Imagen, Anestesia, Patología, Cuidados intensivos y Urgencias (mascotas y caballos), Cirugía, Médica, Clínica móvil con servicio de llamada de urgencias (ruminantes y cerdos) y Necropsias
- Procedimientos clínicos visibles para estudiantes, personal y visitantes

PREPARACIÓN DEL SER



ESTÁNDAR 5: Animales y material docente de origen animal (6 subestándares)

Standard 5: Animal resources and teaching material of animal origin

- | | |
|--|--|
| 5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. | |
| 5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training. | |
| 5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment. | |
| 5.4. The VTH must provide nursing care skills and instruction in nursing procedures. | |
| 5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making. | |
| 5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment. | |

- Formación clínica en todas las especies domésticas
- Proporción pacientes/estudiantes:
 - Indicadores I8, I9, I10, I11 intramuros
 - Indicadores I12, I13, I14, I15, I16 extramuros
- Proporción necropsias/estudiantes
 - Indicadores I17, I18, I19, I20
- Prácticas clínicas con participación ACTIVA de los estudiantes
(hands on training)

PREPARACIÓN DEL SER



ESTÁNDAR 6: Recursos docentes (4 subestándares)

Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. 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.			
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.			
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). 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 innovations in learning resources.			
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).			

- Suficientes libros, revistas y recursos docentes actualizados para alcanzar los objetivos
- N° plazas biblioteca/estudiante, horario amplio
- Aulas de informática
- Recursos *On line* y extensión de su uso



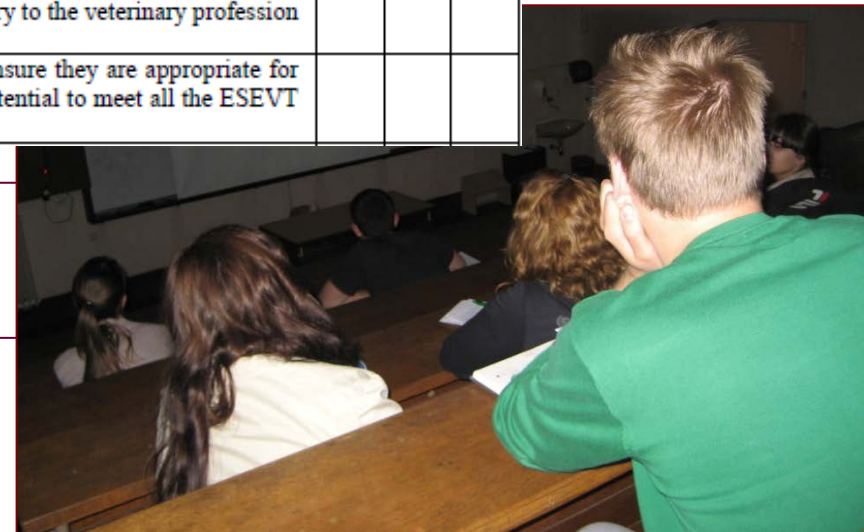
PREPARACIÓN DEL SER



ESTÁNDAR 7: Admisión, progresión y bienestar del estudiante (5 subestándares)

Standard 7: Student admission, progression and welfare			
7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.			
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.			
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public. Not applicable.			
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.			
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).			

- Requisitos y límite de admisión
- Permanencia y promoción de estudiantes por curso
- Información transparente de todos los procesos



PREPARACIÓN DEL SER



ESTÁNDAR 8: Evaluación del estudiante (9 subestándares)

Standard 8: Student assessment			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment 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.			
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.			
8.3. Requirements to pass must be explicit.			
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.			
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.			
8.6. 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.			
8.7. Students must receive timely feedback on their assessments.			
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.			
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment 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 quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.			

- Participación de los estudiantes
- Exámenes adaptados a los contenidos
- Evaluación de competencias y no sólo contenidos teóricos
- Evaluación de Competencias a Día 1 (logbook,...)



PREPARACIÓN DEL SER



ESTÁNDAR 9: PDI y PAS (6 subestándares)

Standard 9: Academic and support staff			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.			
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.			
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must 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, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.			
9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.			
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.			
9.6. Promotion criteria for academic 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.			

- Proporción: FTE de personal académico/ estudiantes
Indicadores I1, I2, I3
- PDI y PAS competentes y con formación docente
- Promoción y carrera profesional con criterios transparentes y no discriminatorios



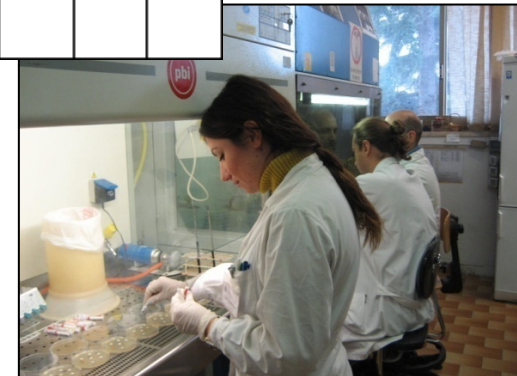
PREPARACIÓN DEL SER



ESTÁNDAR 10: Investigación, Formación Continua y Formación de Postgrado (4 subestándares)

Standard 10: Research programmes, continuing and postgraduate education			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.			
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.			
10.3. All students must have opportunities to participate in research programmes.			
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.			

- Docencia basada en investigación
- Participación de **TODOS** los estudiantes en investigación (**Trabajo fin de grado**)
- Oferta a estudiantes de programas de especialización, doctorado,..



PREPARACIÓN DEL SER



ESTÁNDAR 11: Evaluación del graduado/a y Garantía de Calidad (10 subestándares)

Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.			
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and 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.			
11.3. The Establishment 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.			
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.			
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.			
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.			
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.			
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.			
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.			
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.			
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

SGIC

INDICADORES



- Nuevos Indicadores [Anexo 4 SOP 2016 \(pg 37- 41\)](#)
- Cálculo automático en el SER [ESEVT Indicators draft 2 Excel table for automatic calculation 12 04 2015.xlsx](#)



FASES DEL ESEVT



□ Preparación de la visita (Facultad) – 2 meses

- Preparación del programa de la visita
- Seleccionar acompañante para cada experto
- Sala de trabajo (*working room*)
- Programar visitas a prácticas, mataderos, granjas
- Comidas y cenas de trabajo



FASES DEL ESEVT



□ Visita del grupo de expertos - 5 días

- **8 expertos:** 1 básicas, 1 Producción Animal, 1 Higiene, 2 Clínica, 1 QA, 1 estudiante, 1 coordinador
- **Objetivo:** verificar y completar la información del SER
- **5 días:**
 - Lunes:** llegada, 1ª reunión, Cena decanato
 - Martes a Jueves:** visita a Facultad, granja, etc..
 - Jueves:** reuniones con personal, estudiantes,..
 - Viernes:** informe oral de conclusiones

Evaluación del proceso y de los expertos por la Facultad



FASES DEL ESEVT



□ Elaboración del informe provisional de la visita (Expertos)

- Informe de la visita con **11 capítulos** (20-25 páginas)

- Cada capítulo:
Hallazgos, Comentarios, Sugerencias.

Resumen Final y **RUBRICS**

- Se envía a la Facultad 1 mes después de la visita
(sólo corrección de errores)

European Association of Establishments for Veterinary Education
and the Federation of Veterinarians of Europe
European System of Evaluation of Veterinary Training

REPORT ON THE VISIT TO THE FACULTY OF
VETERINARY MEDICINE OF THE UNIVERSITY
OF SANTIAGO DE COMPOSTELA IN LUGO
on 07-11. April 2008

EXPERT GROUP

Prof. Luca Rossi, Turin, Italy

Expert visitor on training in basic sciences and chairman

Prof. Jeanne Brugère-Picoux, Alfort, France

Expert visitor on training in clinical sciences

Dr. Roger G. Eddy, Shepton Mallet, UK

Expert visitor on training in clinical sciences

Prof. Georgios Arsenos, Thessaloniki, Greece

Expert visitor on training in animal production

Prof. Truls Nesbakken, Oslo, Norway

Expert visitor on training in food safety

Dr. Robin G. Oakley, Vienna, Austria

EAEVE programme coordinator

FASES DEL ESEVT



- ❑ Revisión del informe y decisión final (ECOVE)
- ❑ Apelación (Facultad) hasta 1 mes después de la decisión final.
- ECOVE se reúne 2 veces/año

ECOVE Rules of Operation
open

Members of the ECOVE

Prof. Dr. Giovanni Re (EAEVE) - Chairperson
Department of Veterinary Sciences
University of Turin
Largo Paolo Braccini 2,
10095 Grugliasco, Torino
Italy

Prof. Dr. Frank Gasthuys (EAEVE)
Faculty of Veterinary Medicine
Ghent University
Salisburylaan 113
9820 Merelbeke
Belgium

Prof. Dr. Stéphane Martinot (EAEVE)
University of Lyon
92 Rue Pasteur - CS 30122
69361 Lyon Cedex 07
France

Prof. Dr. John Pringle (EAEVE)
Faculty of Veterinary Medicine and Animal Science
Swedish University of Agricultural Sciences
750 07 Uppsala
Sweden

Prof. Dr. Iva Steinhäuserová (Alternate EAEVE Member)
University of Veterinary and Pharmaceutical Sciences
Brno
Palackého tř. 1946/1
612 42 Brno
Czech Republic

AFFILIATE OF ENQA

Announcements
2017 Veterinary Student Scholarship Program by MSD Animal Health and FVE
open
[download application form](#)

Projects
Internal Quality Management in Competence-Based Higher Education (IQM-HE)
EAEVE participates in the project IQM-HE, funded by the Erasmus+ Programme of the EU
[website](#)

24 hour Online Conference
organised by the IVSA and WikiVet

Concept note

VetCEE Newsletter
open

Call for applications
Veterinary Continuous Education in Europe (VETCEE)
Information on VETCEE accreditation scheme
Update - 2016 March
Press release - 2016 September
www.fve.org/education/vetcee.php

Upcoming Meetings
CIQA meeting

Coordinators' meeting

ECOVE meeting
30 November 2017, Vienna

RESULTADOS DEL ESEVT

(Mayo 2017)



Group 1. Ireland **1**, The Netherlands **1**, UK **7**

Group 2. Portugal **6**, Spain **11**

Group 3. *Albania 1*, Greece **2**, *Israel 1*, Italy **13**, Romania **4**

Group 4. Belgium **2**, France **4**

Group 5. Austria **1**, Germany **5**, *Switzerland 1*

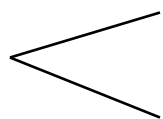
Group 6. Denmark **1**, Estonia **1**, Finland **1**, Latvia **1**, Lithuania **1**, *Norway 1*, Sweden **1**

Group 7. Croacia **1**, Czech Republic **2**, Hungary **1**, Poland **4**, Slovak Republic **1**, Slovenia **1**

Group 8: *Bosnia-Herzegovina 1*, Bulgaria **2**, *FYROM 1*, *Turkey 13*, *Serbia 1*, *Jordan 1*

Itálica: no miembros UE

FACULTADES



96 de 34 países

75 en la UE



RESULTADOS DEL ESEVT

(Mayo 2017)



- **FACULTADES: 96**
 - **No evaluadas aún por el ESEVT: 4 (4,2%)**
 - **Evaluadas por el ESEVT: 92 (95,8%)**
 - **Aprobadas/Acreditadas 67 (70%)**
 - **Aprobado Condicional 7 (7,3%)**
 - **No aprobadas 8 (8,3%)**
 - **Consultative visitation 7 (7,3%)**



FACULTADES APROBADAS EN LA UE

(Mayo 2017)



Austria	1 / 1	Belgium	2 / 2
Bulgaria	2 / 1	Croatia	1 / 1
Denmark	1 / 1	Czech Republic	2 / 2
Finland	1 / 1	Estonia	1 / 1
Germany	5 / 5	France	4 / 3 (1)
Hungary	1 / 1	Greece	2 / 1
Italy	13 / 13	Ireland	1 / 1
Lithuania	1 / (1)	Latvia	1 / (1)
Portugal	6 / 2	Poland	4 / 3 (1)
Slovak Republic	1 / 1	Romania	4 / 3
Sweden	1 / 1	Slovenia	1 / 1
The Netherlands	1 / 1	Spain	11 / 8 (1)
		UK	7 / 7

Facultades: Total / Aprobadas / (Aprobado Condicional)

75 / 61

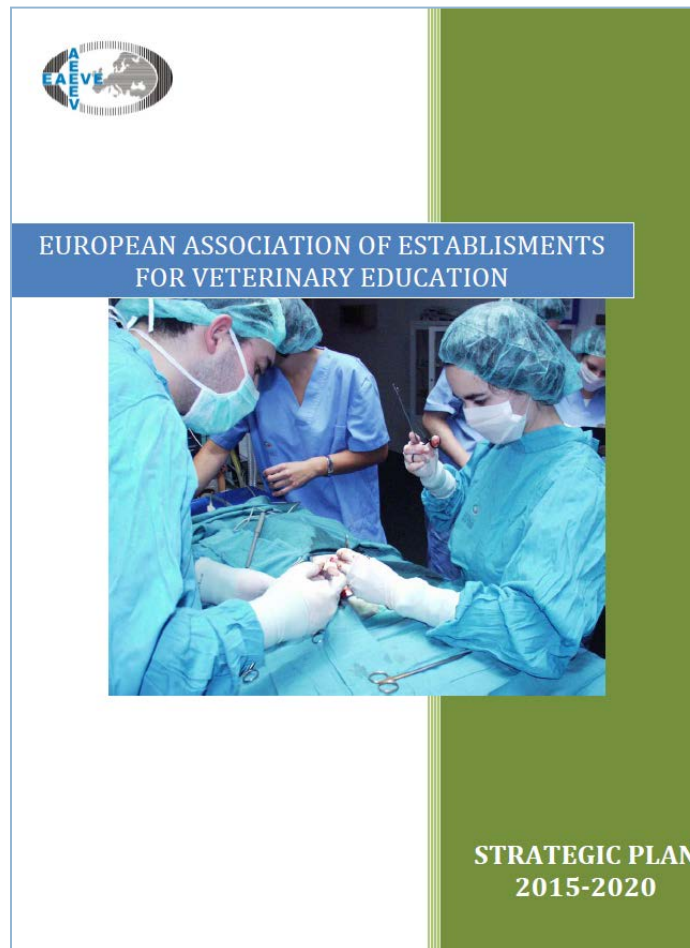
(5)

88%

EJEMPLOS DE DEFICIENCIAS GRAVES



- **Ausencia de objetivos claros (Plan Estratégico):** referencia a competencias a día 1 y su adquisición



EJEMPLOS DE DEFICIENCIAS GRAVES



- **Instalaciones:** ausentes o deficientes (hospital, sala necropsias, unidades de aislamiento..)



EJEMPLOS DE DEFICIENCIAS GRAVES



- Bioseguridad no apropiada



EJEMPLOS DE DEFICIENCIAS GRAVES



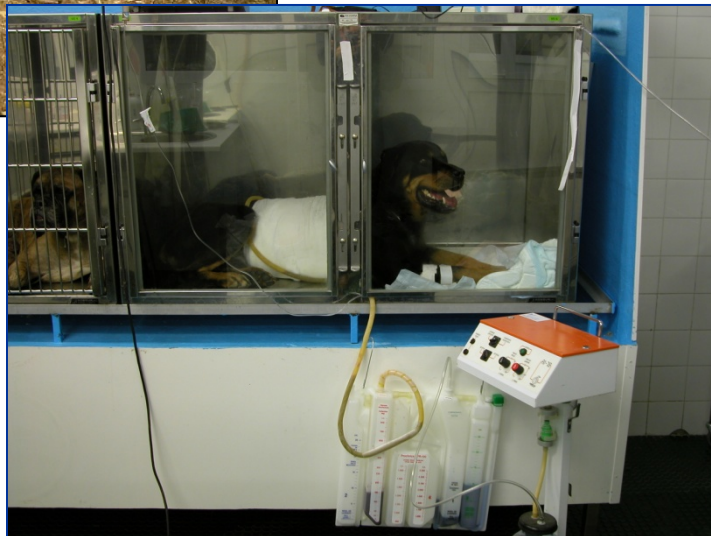
- Ausencia de **clínica móvil** de animales de granja



EJEMPLOS DE DEFICIENCIAS GRAVES



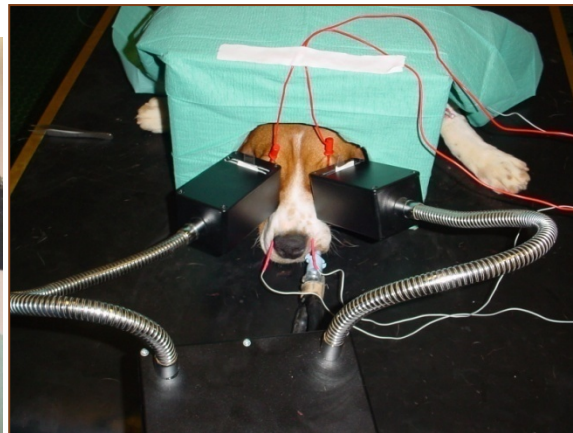
- Ausencia o insuficiencia de **servicio de urgencias** 24h/7 todo el año



EJEMPLOS DE DEFICIENCIAS GRAVES



- Casuística clínica: baja o ausencia de especies



EJEMPLOS DE DEFICIENCIAS GRAVES



- Inadecuado *“hands on” training* de estudiantes (grupos grandes)



EJEMPLOS DE DEFICIENCIAS GRAVES



- Formación insuficiente en Higiene e Inspección de alimentos, Producción Animal, visitas a mataderos,...



EJEMPLOS DE DEFICIENCIAS GRAVES



- Problemas de Bienestar animal



FUTURO DEL ESEVT



□ Reconocimiento Oficial del ESEVT por la Comisión Europea

http://ec.europa.eu/internal_market/qualifications/docs/news/20110706-evaluation-directive-200536ec_en.pdf

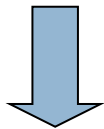
“8.4.4. Ex-post evaluation of training programmes

In the course of the evaluation, stakeholders widely discussed the possibility of building on an ex-post evaluation system of veterinary training programmes run by the European Association of Establishments for Veterinary Education (EAEVE) and the Federation of Veterinarians of Europe (FVE). Some stakeholders suggested granting the EAEVE evaluation a formal status, either within individual Member States, or at EU level. The ex-post evaluation could lead to a possible licensing of training programmes. However, similar ex-post evaluation programs do not exist for the other health professions (or for architects). It would be inconsistent to consider such method only for the veterinary profession but not with regard to health professions dealing with patients.”

Futuro de la Evaluación de Facultades de Veterinaria



- **AVMA & COE** (*American Veterinary Medical Association and its Committee on Education*)
- **AVBC** (*Australasian Veterinary Boards Council*)
- **SAVC** (*South African Veterinary Council*)
- **RCVS** (*Royal College of Veterinary Surgeons*)
- **ESEVT** (*EAEVE/FVE*)



Desarrollo de un **SISTEMA GLOBAL DE ACREDITACIÓN**

A photograph of the Roman Wall of Lugo at night. The central focus is a large, semi-circular stone archway, illuminated from below with warm, golden light. To the right, a section of the wall is visible, constructed from large, dark stone blocks. In the background, other parts of the wall and arches are visible, also illuminated. The overall scene is dark, with the lights creating a dramatic contrast.

Gracias por la atención

Muralla Romana de Lugo, S. I d C, Patrimonio de la Humanidad