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T3.2 Workshops for the academic and visiting staff of Veterinary Medicine programmes

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Minimum requirements on veterinary education in the EU

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Development of Veterinary Faculties at Georgian HEIs
to Create a New Pool of Young Veterinary
Professionals in Georgia



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Minimum requirements on veterinary education in the EU

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Objectives of veterinary education in EU are

to provide **adequate, ethical, research- and 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.**



Legislation on recognition of professional qualifications in the EU

- the **EU Directive 2013/55/EU** on the recognition of professional qualifications, article 38 of the Directive 2005/36/EC;
- **EU Directive Directive 2013/55/EU** amending the EU Directive 2005/36/EC Annex 5.4.1,
- **Standards for Quality Assurance in the European Higher Education Area** (updated and approved by the Ministerial Conference in May 2015).

Members of European Association of Establishments for Veterinary Education - EAEVE



- > 100 Establishments in 34 European countries
- > 15 Establishments in 10 Non-European countries





Members of EAEVE

European

- Region 1: Ireland (1), The Netherlands (1), United Kingdom (8)
- Region 2: Portugal (6), Spain (11)
- Region 3: Albania (1), Greece (1), Italy (13), Romania (4)
- Region 4: Belgium (2), France (4)
- Region 5: Austria (1), Germany (5), Switzerland (1)
- Region 6: Denmark (1), Estonia (1), Finland (1), Latvia (1), Lithuania (1), Norway (1), Sweden (1)
- Region 7: Croatia (1), Czech Republic (2), Hungary (1), Poland (4), Slovak Republic (1), Slovenia (1), Ukraine (1)
- Region 8: Bosnia and Herzegovina (1), Bulgaria (2), North Macedonia (1), Serbia (1), Turkey (13)

Non-European – Israel (1), Japan (5), Jordan (1), Tunisia (1), *Russia (5 - suspended membership status)*, Belarus (1), Thailand (1), Indonesia (1), Brazil (1), Egypt (1)

Principles of the European System of Evaluation of Veterinary Training (ESEVT)

- Focuses on undergraduate veterinary education to ensure a comparably high standard throughout the EU making the mutual recognition of qualifications possible
- Managed by the EAEVE in co-operation with FVE (Federation of Veterinarians of Europe)
- in full agreement with ESG 2015 as edited by ENQA (European Association for Quality Assurance in Higher Education)
- Final decision is taken by an independent body – the European Committee of Veterinary Education (ECOVE)
- Based on the application of the SOP (Standard Operating Procedure) which is regularly updated

Full Visitation

Composition of the Visiting Team

- 1 Expert in Basic Sciences
- 1 Expert in Clinical Sciences – Companion Animals
- 1 Expert in Clinical Sciences – Food-producing Animals
- 1 Expert in Food Safety and Quality
- 1 Expert in Quality Assurance
- 1 Practitioner
- 1 Student
- 1 ESEVT Coordinator
- 8 Visiting Experts in total



Accreditation content

- 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 programs, continuing and postgraduate education
-



Four Fundamental Questions

- Are the objectives and standards of the establishment in line with the needs of the profession in each area?
- Are the resources adequate for attaining these objectives?
- Are the allocated resources used efficiently?
- Will the establishment continue to have the necessary resources at its disposal?



Organisation

Veterinary training must

- provide students with adequate learning opportunities thus laying the basis for life-long learning.
- **maintain a clinical focus** during the basic training in veterinary medicine.
- engage an **adequate number of veterinarians (teachers)** to ensure co-ordinated delivery of the teaching programme.

Finances

- **adequate finances** to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services
- **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)
- **intramural clinical training, i.e.** an adequate caseload, including emergencies, across animal species and adequate provision of stationary and ambulatory (mobile) clinical services, according to the most recent advances in veterinary medicine



Curriculum

- The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes
- The curriculum must include the subjects (input) and must allow the acquisition of **the Day One Competences** (output)



Study program

- Basic Sciences
 - Clinical Sciences in companion animals (including equine and exotic pets)
 - Clinical Sciences in food-producing animals (incl. Animal Production and Herd Health Management)
 - Veterinary Public Health (incl. Food Safety and Quality)
 - Professional Knowledge (incl. soft skills, e.g. communication, team working skills, management skills).
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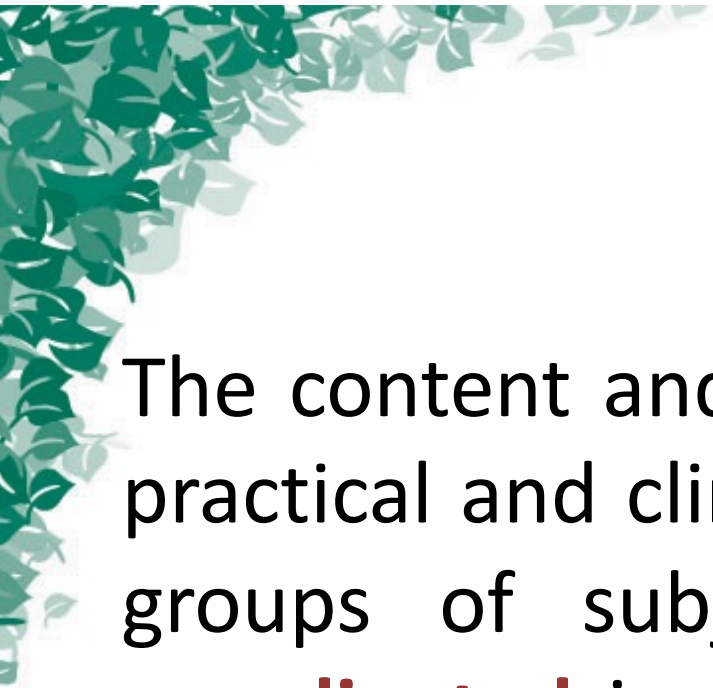
Clinical sciences in production animals (incl. animal production and herd health management)

- Obstetrics, reproduction and reproductive disorders
- Diagnostic pathology
- Medicine
- Surgery
- Anaesthesiology and analgesia
- Clinical practical training in common production animals
- Infectious diseases
- Preventive medicine
- Diagnostic imaging
- Therapy in common production animals
- Animal production, including breeding, husbandry and economics
- Herd health management



Veterinary public health (incl. food safety and quality)

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



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

Facilities and equipment

- Clear health, safety, biosecurity strategies
- Meet EU animal welfare and care standards
- 24/7 emergency services for companion animals and equines
- On-call service for ruminants
- Appropriate isolation facilities
- Ambulatory clinic for production animals

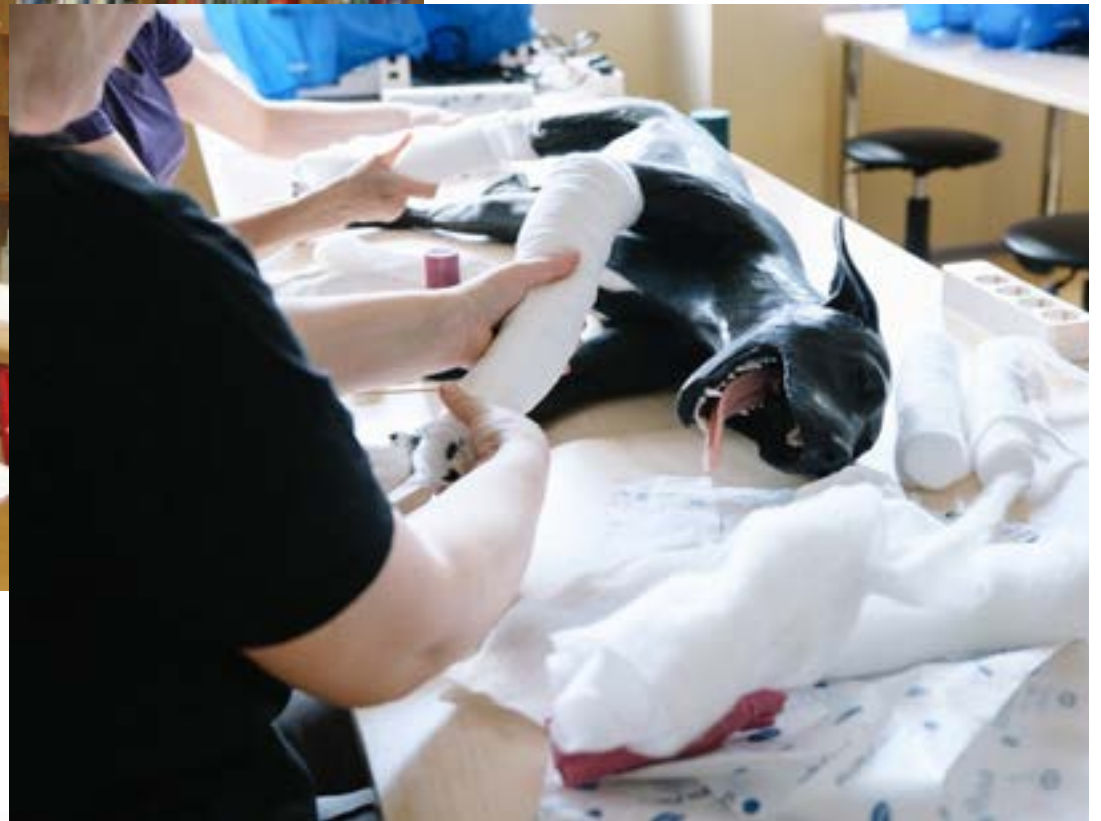


Animal resources and teaching material of animal origin

- Adequate number and variety of
 - ✓ healthy and diseased animals,
 - ✓ first opinion and referral cases,
 - ✓ cadavers,
 - ✓ material of animal origin
- Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.



Learning resources





Research programmes, continuing and postgraduate education

- Teaching staff actively involved with research programs (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).
- All students are trained in scientific methods and research techniques relevant to evidence-based veterinary medicine
- Existence of advanced postgraduate degree programs, e.g. PhD, internships, residencies and continuing education programs
- System of QA is used to evaluate how research activities provide opportunities for student training and staff promotion.



ESEVT Indicators

Name of the Establishment:				
Date of the form filling:				
Calculated Indicators from raw data		Establishment	Median	Minimal
		values	values¹	values²
1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	#DIV/0!	0,15	0,13
2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	#DIV/0!	0,84	0,63
3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	#DIV/0!	0,88	0,54
4	n° of hours of practical (non-clinical) training	#DIV/0!	953,50	700,59
5	n° of hours of clinical training	#DIV/0!	941,58	704,80
6	n° of hours of FSQ & VPH training	#DIV/0!	293,50	191,80
7	n° of hours of extra-mural practical training in FSQ & VPH	#DIV/0!	75,00	31,80
8	n° of companion animal patients seen intra-murally / n° of students graduating annually	#DIV/0!	62,31	43,58
9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	#DIV/0!	2,49	0,89
10	n° of equine patients seen intra-murally / n° of students graduating annually	#DIV/0!	4,16	1,53
11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	#DIV/0!	3,11	1,16
12	n° of companion animal patients seen extra-murally / n° of students graduating annually	#DIV/0!	5,06	0,43
13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	#DIV/0!	16,26	8,85
14	n° of equine patients seen extra-murally / n° of students graduating annually	#DIV/0!	1,80	0,62
15	n° of visits to ruminant and pig herds / n° of students graduating annually	#DIV/0!	1,29	0,54
16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	#DIV/0!	0,11	0,04
17	n° of companion animal necropsies / n° of students graduating annually	#DIV/0!	2,11	1,40
18	n° of ruminant and pig necropsies / n° of students graduating annually	#DIV/0!	1,36	0,90
19	n° of equine necropsies / n° of students graduating annually	#DIV/0!	0,18	0,10
20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	#DIV/0!	2,65	0,88
21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	#DIV/0!	0,27	0,06
22*	n° of PhD graduating annually / n° of students graduating annually	#DIV/0!	0,15	0,07
1	Median values defined by data from Establishments with Accreditation/Approval status in May 2019			
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Accreditation/Approval status in May 2019			
3	A negative balance indicates that the Indicator is below the recommended minimal value			
*	Indicators used only for statistical purpose			

გმადლობა



November 2023

Tbilisi